



Rio Grande Educational Collaborative Before and After School Program Lesson Plan



Guidelines:

Lessons should be at least (60) minutes, and **MUST** pertain to literacy.

Lesson Title:	Slime with Liquid Starch
School:	Pajarito Mesa Portable
Date:	2018-01-24
Instructor Name:	Kevin Saavedra
Class Size:	15

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Lessons should be at least (60) minutes, and **MUST** pertain to literacy.

<p>NM Common Core/State Standards: (SCIENCE)</p> <p>K.MD.A.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p> <p>3.MD.A.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.2</p> <p>5.MD.C.4: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units</p>	<p><i>For more information on NM Common Core/State Standards visit:</i> http://newmexicocommoncore.org/ http://www.mystandards.org/</p>
<p>Learning Objectives: Students will re-apply knowledge of measurements and proportions in a new context</p> <p>Students will engage in peer-based learning models</p>	<p><i>[Instructional context:]</i> i.e. After listening to "If You Decide to Go to the Moon" by Faith McNulty and identifying relevant words during the readaloud <i>[what students will do:]</i> i.e. Students will write a list of words <i>[Standard was met as demonstrated by:]</i> i.e. Students can identify, spell and define sight</p>



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	words as demonstrated by post activity trivia
Lesson Materials & Equipment: Liquid starch, glue, plastic spoons, paint (acrylic, metallic, glow-in-the-dark)/food coloring, cups	Please include all items and the quantity.
Special Requests for RGEC Equipment: None	

Instructional Sequence:

Please Note: This section should be written so that another Instructor could pick it up and teach the lesson successfully. Include estimates of wait time, questions you may ask, and as many specific details as possible.

Body of the Lesson

1. (What you will say/do to assess, connect to, or build, necessary background knowledge.
2. Describe step-by-step what the students will be doing during the lesson.
3. Opportunities to participate in small groups.
4. Activity to process daily participation

Instructional Sequence:

The following should be modeled and students should follow along:

-Mix equal parts glue and water into a cup (this can also be done with borax and hot water)

-Slowly pour glue into the water mixture.

-Make sure parts are combined completely.

-Add other ingredients (glitter, food coloring, etc.) to the mixture.



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-Add a third part (same amount as glue and water) liquid starch and stir.

-If mixture is too sticky, add more liquid starch; if it is too watery, add more glue.

-Slime sets with time, but playing with it can speed up the process. Thicker objects, like beads, can be added here since they will be more likely to hold.

-Prompt kids to try another batch on their own after their first.

-Also encourage those who have done other slime recipes to offer their input, assist others, or guide class in making a different recipe (if the materials are present, of course).

Lesson Credits:

Where did you get your ideas for your lesson? (i.e. website, etc.)

Adapted from:

<http://littlebinsforlittlehands.com/liquid-starch-slime-easy-sensory-play-recipe/>