ILAW lesson plan sample: Grade 4 Science, solids, liquids and gases

Illustration of a teacher-made plan for this template. No classroom results are claimed. Replace the learning competency with the exact wording and code from the MATATAG Science curriculum guide for your grade and term.

School	(your school)	**Teacher**	(your name)
Learning area	Science	**Grade and section**	Grade 4 (about 40 learners)
Term and week	(term, week)	**Date and time**	(date)
Duration	45 minutes	**Lesson in the unit**	Lesson 1 of 3: properties of matter

I. Intentions

Content and performance standards
(Copy the standards from the MATATAG Science curriculum guide.)

Learning competency (with code)
(Copy the official competency on the properties of solids, liquids and gases, with its code.)

Lesson objectives
By the end of the lesson, learners will be able to: (1) describe solids, liquids and gases by their shape and volume; (2) sort 12 everyday materials into solids, liquids and gases and give a reason for each; (3) give one example of each state found at home or in school.

Why this lesson matters
Learners handle water, cooking oil and air every day. Naming the three states prepares the next lessons on how materials change when heated or cooled.

L. Learning Experience

Materials and resources
Three sealed plastic bags (stone, water, air), small stones, clear cups and containers of different shapes, water, balloons, 12 picture cards, chart on manila paper. No hot water is used.

Part of the lesson	Min	Teacher	Learners	What I look for
Activate (feel and describe)	5	Passes three sealed bags around: a stone, water, air. Asks: "Which one keeps its shape when you squeeze it?"	Feel each bag, describe it in a word or two.	Words such as hard, keeps its shape, flows, squeezes.
Explore (stations)	15	Groups of 5. Gives each group a stone, a cup of water, a balloon and three containers of different shapes. Asks them to move each material into each container.	Pour, move and squeeze; record in a table: keeps its own shape? fills or takes the shape of the container?	Tables filled for all three materials.
Make sense (class chart)	10	Collects results and builds the chart: solid keeps its shape and volume; liquid takes the shape of the container, keeps its volume; gas spreads to fill the container.	Report results, copy the chart, give one example of each state.	Learners use "shape" and "volume" in their own sentences.

Part of the lesson	Min	Teacher	Learners	What I look for
Apply (sorting cards)	10	Gives 12 picture cards: ice cube, cooking oil, air in a bicycle tire, rice grains, vinegar, pencil, coconut milk, air in a balloon, sand, drinking water, stone, eraser.	Sort into solid, liquid, gas; give a reason for two cards.	Rice grains and sand sorted as solids, with a reason.
Close (exit ticket)	5	Gives the five-item exit ticket.	Answer alone.	See Assessing Learning.

Support and inclusion
Picture cards carry the name of the material for learners who need reading support. Challenge for early finishers: "Rice grains can be poured. Why are they still solids?"

A. Assessing Learning

Checks during the lesson
During Explore, ask each group: "What happened to the shape of the water in the tall cup?" A good answer says the water took the shape of the cup but the amount stayed the same.

End-of-lesson assessment, success criteria and answer key
Write S (solid), L (liquid) or G (gas): 1. ice cube 2. cooking oil 3. air inside a balloon 4. a cup of rice grains. 5. Why is a cup of rice grains a solid even though you can pour it? Success: 4 of 5 correct. Key: 1. S 2. L 3. G 4. S 5. Each grain keeps its own shape and volume.

W. Ways Forward (after teaching)

Results
(To fill after teaching: number of learners with 4 or 5 correct; items most often missed.)

Next steps
Plan, to adjust after the lesson: learners below 4 of 5 sort real objects with the teacher at the start of Lesson 2; enrichment: find three materials at home and explain their state; next lesson: what happens to water when it is heated or cooled.

Declaration of AI use
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