

# Magic Marker Lesson Plan

**Teacher**

**Date**

**School**

**SLE # NS.1.1.1:** Communicate observations

orally, in writing, and in graphic organizers, NS.1.1.2: Ask questions based on observations, NS.1.1.3: Conduct scientific investigations as a class and in teams, NS.1.1.4: Estimate and measure length using International System of Units (SI) as a class, NS.1.1.6: Make predictions as a class and in teams based upon empirical evidence

## **Objectives:**

**Content:** I will be able to communicate observations orally, in writing, and in graphic organizers.

I will be able to ask questions based on observations.

I will be able to conduct scientific investigations as a class and in teams.

I will be able to estimate and measure length using SI units.

I will be able to make predictions as a class and in teams based upon empirical evidence.

**Language:** I will be able to use the terms prediction, investigation, observation, data, and question while working during the activity.

**Assessment:** Students will be assessed based on their completed diagrams of the colors and also on their participation.

**Technology/Materials:** clear plastic cups, coffee filters, felt markers (black, red, blue, orange, etc) \*Crayola magic markers work great, water, rulers, colored pencils/crayons, paper towels for clean up, science trays

**Vocabulary:** prediction, investigation, lab activities, observation, data, question

**Bloom's:**  Remembering  Understanding  Applying  Analyzing  Evaluation  Creating

**Questions:** Tell me what is in a black magic marker. Do you think there are other color inks in a black marker? Describe what a black magic marker's ink looks like. Predict what would happen if I took some writing with black magic marker and put it in water.

**High Yield Strategies:**  Identifying similarities & Differences  Summarizing & Note Taking  Cooperative Learning  Reinforcing Effort & Providing Recognition  Setting Objectives & Providing Feedback  Generating & Testing Hypotheses  Cues, Questions & Advanced Organizers  Homework & Practice  Nonlinguistic Representations

## **Instructional Strategies:**

**Engagement:** Activate prior knowledge by asking questions above. Show the students the materials for the activity. Have the students predict what is going to happen after they stick the coffee filters into the water. Ask the students to draw what they predict is going to happen. Show the students where to draw a line on the coffee filter and model how to put it into the water.

**Exploration:** Allow the students to draw the lines on the coffee filter and place in the cup of water. Have the students make observations about what is happening. The students can write/draw their observations or tell them to a neighbor. Have the students draw the final result of the color patterns from the marker.

**Explanation:** Show the students that there are different color inks that go into a black magic marker. Explain that when water comes into contact with the ink, the different colors separate and will "bleed" out on the filter.

**Elaboration:** Have the students predict what will happen if they were to try the experiment with different color markers. Allow the students to use different color markers and complete the experiment and then compare their drawings to the black magic marker.

**Intervention Strategies:** Remodel as needed and walk around the room to help facilitate learning.  
**Accommodations & Modifications (IEPs) Group** as needed and see individual IEPs.

**Evaluation:** Allow the students to share their results and drawings with the class. Have the students compare and contrast the drawings of their results. Have the students show the color of marker they tested and what their results looked like.

**Closure:** Have the students turn to a neighbor and explain the activity and the steps that they completed. Have the students share ideas of other kinds of ink they could test or other liquids they could use to see if the ink will run as well.

**Homework: NA**