

YOUTH ART PROJECT FOR:

ELEMENTS

OBJECTIVE

The student will learn about elements and how to read an element properly.

Set up/prep time:

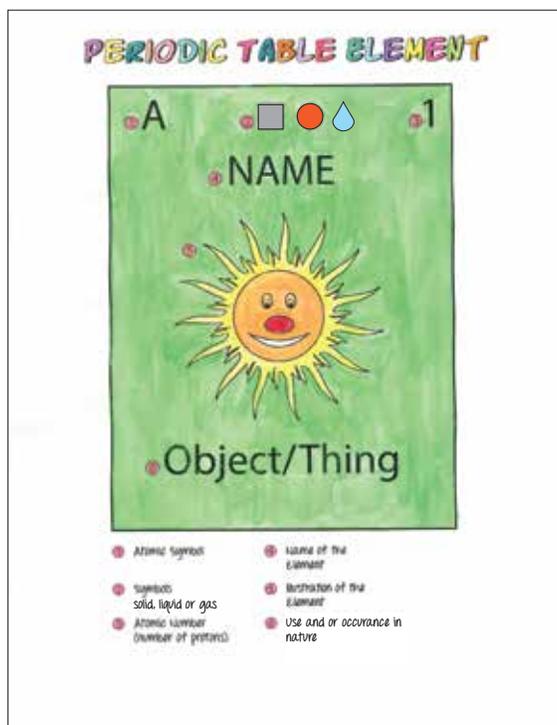
30 minutes

Activity time:

2-3 hours

Materials Needed:

White paper, fine point marker, color markers, pencil, eraser, ruler.





COMMON CORE STATE STANDARD

CCSS.ELA-Literacy.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

PRE LESSON ASSESSMENT

Do a pre-lesson assessment to determine what knowledge the students already have about the elements.

VOCABULARY

Atomic number, Atomic mass, Element, Symbol

RELEVANT RESOURCES

Content

<http://education.jlab.org/qa/element.html>
http://en.wikipedia.org/wiki/Chemical_element
http://www.classzone.com/books/earth_science/terc/content/investigations/es0501/es0501page06.cfm

Art

<http://kaffee.50webs.com/Science/images/Reading.Periodic.Table.Example.Mo.gif>
<http://b68389.medialib.glogster.com/media/68714ae38031d3c99af06badcf4315f70b32bdc37cc6c41074b23c4229ff6ca7/science-element-project.png>
<http://www.green-planet-solar-energy.com/images/PT-blank-3.gif>

“Every day is a journey, and the journey itself is home.”
-Matsuo Basho

Students will engage in:

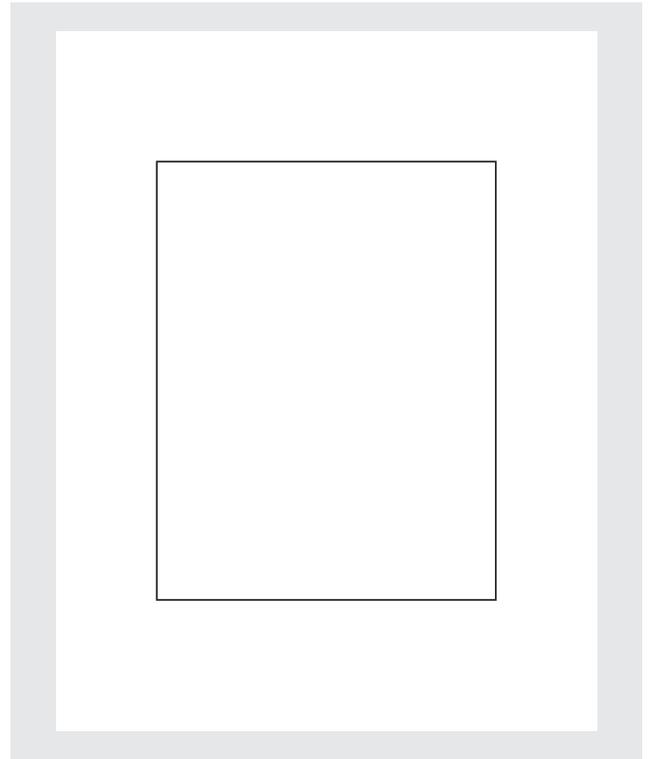
- Listening
- Speaking
- Reading
- Writing
- Partner Work
- Cooperative Learning
- Whole Group Instruction
- Visuals
- Hands on
- Technology Integration
- A Project
- Centers
- Simulations
- Activities





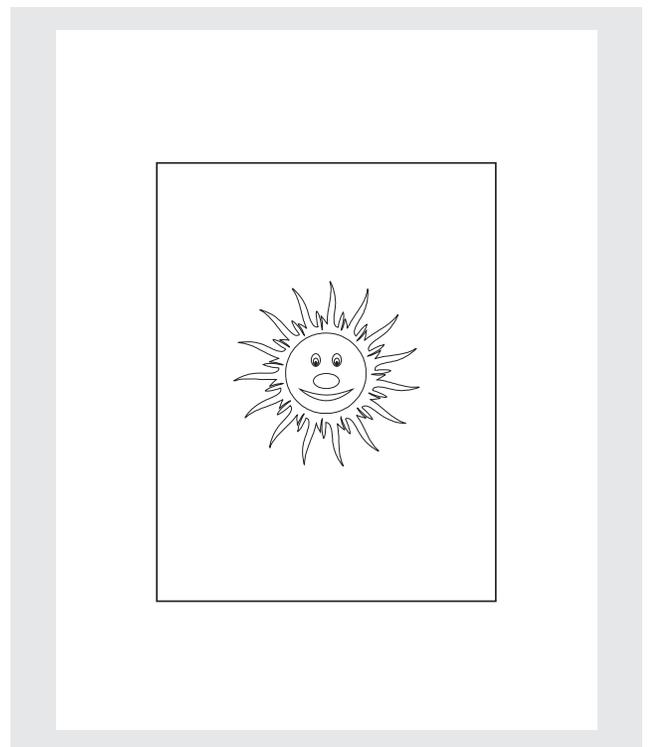
STEP 1

Have the students begin by drawing a rectangle in the middle of the paper with a pencil lightly. Make sure that the students draw the rectangle big enough for all the content.



STEP 2

After the students have drawn the rectangle in pencil they will begin to draw the illustration in center of the rectangle.

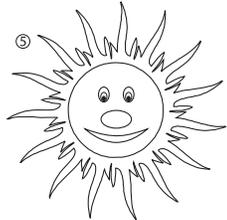




STEP 3

After the students have finished drawing in the illustration in pencil they will begin to write down the parts to an element on periodic table. After they are finished writing down the parts to the element, they will go over the drawing with a fine point marker. After the students are done tracing the drawing with a fine point marker the drawing is ready for color.

PERIODIC TABLE ELEMENT

① A	② □ ○ ●	③ 1
④ NAME		
⑤ 		
⑥ Object/Thing		

① Atomic symbol
② Symbols
solid, liquid or gas
③ Atomic number
(number of protons)
④ Name of the
Element
⑤ Illustration of the
Element
⑥ Use and or occurrence
in nature

POST LESSON ASSESMENT

Do a post assessment to determine what new knowledge the students have gained.



PERIODIC TABLE ELEMENT

① A ②    ③ 1

④ NAME

⑤ 

⑥ Object/Thing

① Atomic symbol

② symbols
solid, liquid or gas

③ Atomic Number
(number of protons)

④ Name of the
Element

⑤ Illustration of the
Element

⑥ Use and or occurrence in
nature



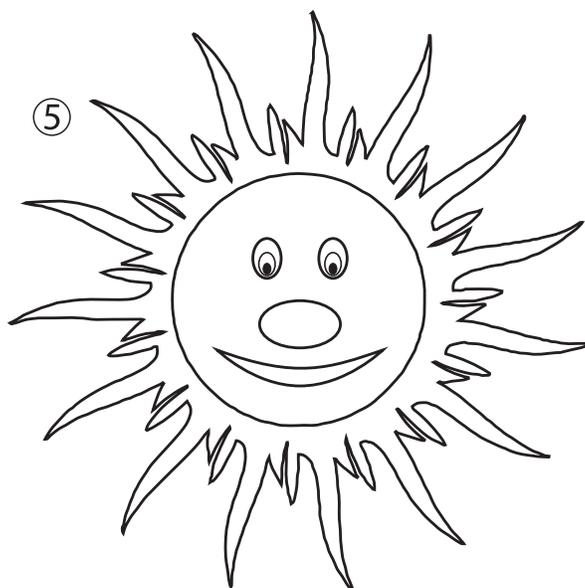
PERIODIC TABLE ELEMENT

① **A**



③ **1**

④ **NAME**



⑥ **Object/Thing**

① Atomic symbol

④ Name of the Element

② symbols
solid, liquid or gas

⑤ Illustration of the Element

③ Atomic Number
(number of protons)

⑥ Use and or occurrence
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