

Facilitation Guide



Physical & Chemical Changes Song

SABES Lesson 12

EXPERIENCE OVERVIEW

Students will use a song written to the tune of “Twinkle, Twinkle Little Star” to understand the difference between physical and chemical changes.

Standards

SCIENCE

PS1 A: Structure and Properties of Matter

PS1 B: Chemical Reactions

CCC 2: Cause and Effect

MARYLAND STATE ARTS STANDARDS

Music Standards – I:P-2:1: Communicate purpose through music performance.

Getting Ready

SABES LEARNING OBJECTIVES:

- Carry out an investigation to observe changes in properties of matter caused by a chemical reaction.

RECOMMENDED MATERIALS:

- Lyrics slide
- [Instrumental version of “Twinkle Twinkle Little Star”](#)

ACCESSIBILITY NOTES:

- Play a version of the complete song before teaching the new lyrics to ensure all the children know the original piece.
- Ensure lyrics are visible, print them as well if desired.
- You can add movements to the lyrics for important terms to help with recall and memory.

This song can be used in class as frequently as desired throughout this Chapter of the Unit to reinforce concepts and support memory.

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ARTS INTEGRATION MATERIALS



VIDEO
PLAYLIST



CONCEPT
MAP



SLIDES

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TEACH

Engage

- Activate Prior Knowledge
 - Ask: "Who can explain the difference between a physical change and a chemical change?"
 - Guide students toward the idea that physical changes keep the same substance, while chemical changes create something new.
- Connect to Real Life
 - Briefly give relatable examples, such as:
 - Melting ice → physical change
 - Baking a cake → chemical change



VIDEO TUTORIAL

Experience

- Prepare to Sing
 - Direct students to the posted or printed lyrics.
 - Read the lyrics aloud to the class, then have students join in for a choral reading. Finally, sing the song together slowly to the melody of "Twinkle, Twinkle."
- Sing the Song
 - Play the instrumental track and sing "Twinkle, Twinkle, Chemical Star" as a class.
 - Say: "As we sing, listen for examples of physical and chemical changes."
- After several times through, encourage light movement or gestures that match the ideas in the song.



SLIDES

Reflect & Assess

- Debrief
 - After singing, ask:
 - "Which lines described a physical change?"
 - "Which lines described a chemical change?"
 - "How did the song help you remember the difference?"
- Check for Understanding
 - Exit ticket: Ask students to identify one physical change and one chemical change from the lesson (or from their own lives). They can also annotate their individual lyrics pages.