

Grade Level

Kindergarten

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Topic

The Physical Setting

Title

Where Did the Ice Go?

Standards

K.1.1 Raise questions about the natural world.

K.1.2 Begin to demonstrate that everyone can do science and invent new things and ideas.

K.2.2 Draw pictures and write words to describe objects and experiences.

K.3.1 Describe objects in terms of the materials they are made of such as clay, cloth, paper, etc.

K.6.1 Describe an object by saying how it is similar to or different from another object.

Goals and Objectives

- Students will conduct observations and learn objects can be both a solid and a liquid.
- Students will understand that ice is water in a liquid form
- Students will communicate their findings verbally.
- Students will compare and contrast.
- Students will conduct observations, communicate and record data.

Materials

Chart paper

Plastic zip lock baggie

Book: What Do Scientists Do? By Daniel Jacobs, Newbridge Discovery

Ice cube trays

Newsprint or paper, fabric, sponge, and aluminum foil, bubble wrap (suggested materials)

Activities

Introduction: Students will discover how materials will speed up or slow down the melting process.

Procedures:

1. Take the students on a picture walk of What Do Scientists Do? By Daniel Jacobs.
2. Read aloud the story What Do Scientists Do? By Daniel Jacobs.
3. Whole group discussion from book and inquire about other experiences that they have seen this take place. Connecting to real life experiences.
4. Pair students.

5. Distribute plastic baggies containing ice cubes to each student.
6. As a whole group students share observations of the ice cubes.
7. Ask students which displayed materials will help ice melt faster? (see suggested materials, ex. Paper, fabric, ...)
8. Pre-assessment : (As a whole group tally mark individual student predictions)
9. Have students go to their tables with their partner for free exploration with materials.
10. Gather students for whole group discussion of explorations.
11. List observations on chart paper.
12. Reassess using tally marks (post- assessment)
13. Compare pre-assessment tally marks to post-assessment tally marks as a whole group.
14. Have students explain the differences of what they predicted to what they have learned.

Assessment

You will have a pre and post test assessment for the activity.

Extension:

As a whole group here are additional ideas to do with this activity.

1. Use a lamp to melt the ice cube.
2. Place ice cube on top of Plaster of Paris just before it starts to form. (chemical reaction is taking place)
3. Use milk cartons and cover one up and leave one under direct light.
4. Place ice cube inside of film container.