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| **Subject:** | Science |
| **Title:** | End of Hockey Season-Melting Ice |
| **Grade Level:** | 2 |
| **Purpose:** | To explore what happens to water as it goes from solid to liquid; to use observation, measurement, and communication skills to describe change. |
| **Curricular****Connections:** | Demonstrate an understanding that solid ice can be changed to other states: • recognize that on heating, ice melts into liquid water  |
| **Materials:** | * One ice cube in clear cup for every 2 students
* One recording sheet per pair (8 1/2 x 11 blank paper-fold into quarters and unfold)
* A second recording sheet for Extension activity
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| **Activity:** | 1. Divide the class into pairs. Assign each student a role: **writer or** **illustrator**. Students switch roles during the course of the lesson.
2. Have each pair fold blank paper into 4 sections and label each quarter 1, 2, 3 and 4.
3. Distribute an ice cube in a clear plastic cup to each pair. In quarter #1, the illustrator draws a picture of what he/she sees. The writer writes a sentence or word below the illustration to describe the properties of the ice cube.
4. Guide students' observations with questions such as the following: *What is in the cup? Describe the ice. What does it look like? Feel like? What is the ice made of? How is ice made? Pour the ice into a container of a different shape or size. What does it look like now? Does it look the same or different? Has the shape of the ice changed? Why do you think that happened?*
5. Set a timer for 15-minute intervals. When the next 15 minutes pass, the writer/ illustrator change roles and fill in quarter #2. Continue to circulate and guide observations: *What happened to the ice? Why? What is in the cup? How is it like the ice? How is it different from the ice? Describe the water. What does it look like? Feel like? Has the shape of the water changed? Why do you think that is? Can you think of something else that we can pour that will take the shape of the container? Is there any way that we could change this water back to ice? How? How long might this take?*
6. Repeat this process every 15 minutes until the 60 minutes have passed.
7. Students complete the 4 sections of their worksheet.
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| **Extension:** | * In groups or as a class, create a Venn Diagram comparing water in solid form and water in liquid form.  How are they alike?  How are they different?
* Divide a second sheet of paper into 4 sections. Students use their observations of an ice cube to sketch, *in stages*, what happens to an outdoor hockey rink at the end of winter.
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| **Assessment:** | 1. Observe students as they complete science lab.
2. Have students write in their journal, using words and/or pictures to describe the science lab.
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