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| **Subject:** | Science |
| **Title:** | Liquids of Hockey |
| **Grade Level:** | 2 |
| **Purpose:** | * Students explore how ice is made and why the specific properties of water play an important role in creating a smooth skating surface. |
| **Curricular**  **Connections:** | * Compare water with one or more other liquids, such as cooking oil, glycerin, or water mixed with liquid detergent. * Demonstrate an understanding that liquid water can be changed to other states – a solid and water vapour. * Evaluate the suitability of different materials for containing liquids. |
| **Materials:** | * tin foil & wax paper * staffroom freezer * blue and red markers * water and other liquid(s) –cooking oil, baby oil, glycerin etc. |
| **Activity:**  **Teacher guides steps 2-8** | 1. Explain to students that they are building a ‘mini arena.’ 2. Make the base of the arena out of tinfoil. Shape it into a rectangle with sides/walls. 3. Cut wax paper to fit over the tinfoil base. 4. Using blue and red markers students will colour the **center** line, **blue** lines and **goal** lines on the wax paper.   \*They can add circles, crease, dots etc.   1. Students work with a partner. One of the partners uses **water** as their surface, and other partner chooses a **different liquid**. The teacher will pour the liquids in **thin layers**. 2. Overnight, put the mini arenas into the staffroom freezer(s). 3. Next class the students examine their arenas with their partner. 4. Discuss, as a class, the findings. |
| **Extension:** | * Use different materials to construct the arena(s). * Incorporate the arena design into art curriculum. |
| **Assessment:** | * Anecdotal: Assess forunderstanding by listening/questioning student responses during work/discussion. * Product: Arena construction/design. |