



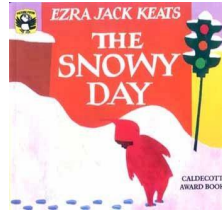
Ice Melting



Discovery

Standards:

ATL.IC.PS.1, 3, 4-5
 ATL.RPS.PS.2 - 8
 S.ES.PS.1 - 2



Materials:

- ice molds, i.e., muffin tins, pie pan, etc.
- small objects frozen in ice
- images of ice formations resource
- magnifying glasses
- spray bottles with warm water
- gloves
- table salt
- salt grinder
- clipboard
- paper
- writing utensils

Vocabulary:

- melt: change from a solid to a liquid
- ice: frozen water
- frozen: changed from a liquid to a solid
- experiment: try something

Preparation: Set up materials.

Intro to Centers:

“In *The Snowy Day*, Peter brought a snowball inside. What do you notice?”

“Why did Peter’s snowball **melt**?”

“In *Let’s Find Out About It*, we **experimented** with **melting ice**. Today in Discovery, you can continue experimenting with **melting ice** with these materials. What do you notice?”

“You can melt the **ice** around these **frozen** objects. How can you **melt ice**?”

Show illustrations.

Children respond.

Children respond.

Show materials.

Children respond.

Children respond.

Model.

During Centers:

Encourage children to compare and contrast different methods for melting ice. Guide children to record the results of their ice melting experiments in Writing and Drawing. Help children to observe whether their ice or their friends’ ice is melting slower or faster. Encourage children to notice whose ice is larger or smaller, and to consider why. Prompt children to examine ice with magnifying glasses, point out ice crystals.

Guiding Questions during Centers:

- What method melted the ice fastest? Why?
- How is the ice in Discovery similar to or different from Peter’s snowball in *The Snowy Day*?
- How is ice helpful to people?
- What other things melt like ice?

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to use liquid watercolors and/or food coloring, and to use what they learned in Color Mixing, to create colored ice.

Take a field trip to the Frog Pond or to an ice skating rink so children can practice ice skating.

Conduct an experiment to see what melts faster- snow or ice.

