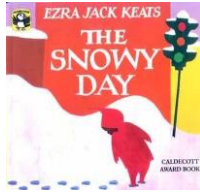




## Let's Find Out About It: Melting

### Standards:

SED.SD.BRC.PS.1  
 ELA.RL.KID.PS.1 - 3  
 ELA.RL.CS.PS.1  
 ELA.RL.CS.PS.2  
 ELA.RL.LTC.PS.1  
 S.ES.PS.1, 3, 6, 7



### Materials:

- *The Snowy Day*
- ice cubes
- snow
- hair dryer
- tray

### Vocabulary:

- solid
- liquid
- melt
- warm
- heat
- ice
- snow
- investigate
- experiment
- hypothesis
- conclusion

**Preparation:** Gather and setup materials.

### Let's Find Out About It:

"In *The Snowy Day*, Peter put a snowball in his pocket before he went into his warm house."

"When he looked in his pocket later, the snowball was gone."

"What happened to Peter's snowball?"

"Today we will do an **experiment** with something similar to snow. It is called ice. What does ice feel like?"

"Ice is very cold. As we passed the ice around the circle, did anybody **notice** anything on their hands?"

"Why are our hands wet?"

"Our experiment today is to see what happens when I use this hairdryer to blow air on the ice cube."

"How does the air from the hairdryer feel?"

*Show illustration.*

*Show illustration.*

*Children respond.*

*Pass an ice cube around the circle, let children feel it with their hands.*

*Children respond.*

*Guide children to notice that their hands are probably wet.*

*Children respond.*

*Turn on hair dryer and move around circle, blow warm air on children's hands.*

*Guide children to understand that in contrast to the cold ice, the air from the hairdryer feels warm.*

“What do you think will happen if I blow warm air from the hairdryer on the cold ice? What is your **hypothesis**, your best Guess?

“What happened to the ice cube? Yes, it **melted**. We can make the **conclusion** that when ice gets warm, it melts. There are different forms of water. The ice cube was **solid** water, and now, after it **melted**, it is **liquid** water.

*Children respond.*

*Place ice cube on tray and use hairdryer to blow warm air on ice cube until it begins to melt.*