

Date

Subtheme

Start Time: Choose a start time.

End Time: Choose an end time.

Curriculum Area:
Functional Science

Materials:

- hair dryer & switch
- dinosaurs in ice
- turkey basters
- salt
- visuals
- graph
- student pictures
- adapted timer

Objective(s):

Students will demonstrate and describe the result of freezing water or melting ice.
Students will explore ways that heating and cooling a substance can change it.

Introduction:

- Teacher will review the theme "Exploring the Environment" with students.
- "We have been talking about our planet and how it has changed. We have been talking about how dinosaurs used to roam the earth many many years ago. They are **extinct** now."
- "Today we are going to see if we can help save some dinosaurs! Some of them got stuck in the Ice Age and we are going to see if we can help them."
- Show students the dinosaurs that are frozen in ice.
- Pose question → how can we get them out?
 - Melt
- "Yes we need to melt them out! But how can we do that?"
- "You are going to each try different ways to melt your ice the fastest. We are going to try using a hair dryer, using hot water, and using salt water."
- Have students **make predictions** as to which method will be the fastest.
 - if time permits, use bar graph to make predictions

Body:

- Teacher will divide students into groups of three and each one will try a different method.
 - hair dryer – have a switch to make it accessible for all
 - hot water – have student go microwave water
 - salt water – have students dump in salt and mix w/ water
- Students will use turkey basters to pour salt and hot water on ice
- What happened to the ice?
 - It became water.

Closing:

- Review winner.
- Go back and look at predictions
- Answer questions
 - Who's prediction was correct?
 - Who's prediction was wrong?

- Is it okay or not okay for your prediction to be wrong?
- How did we get the ice to melt? → heat, salt water
- We will have to do some research to figure out why salt water helped to melt the ice.
 - make connection → snow storm, salt on roads

Accommodations:

Objects
 Switches for hair dryer
 Picture supports
 Leveled prompting
 Communication system
 Differentiated material

Multiple Intelligences:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Linguistic | <input checked="" type="checkbox"/> Bodily Kinesthetic | <input checked="" type="checkbox"/> Logical-Mathematical |
| <input checked="" type="checkbox"/> Visual-Spatial | <input type="checkbox"/> Musical | <input checked="" type="checkbox"/> Interpersonal |
| <input checked="" type="checkbox"/> Intrapersonal | <input checked="" type="checkbox"/> Naturalist | |

Common Core Standards (<http://www.corestandards.org/read-the-standards/>) :

LCCE Competencies (Link to LCCE Competencies):

Link lesson appropriately to LCCE competencies. Click on the link above to view competencies.

hot water



salt water



hair dryer

