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| Lesson Plan: Science-Hot & Cold Temperatures **Making Ice Cream!**  |
| **Purpose: (the why of the lesson)****-**To see the physical change from liquid to solid | **SLE** specific learning expectations (focus of curriculum):-Science Gr. 2 D 2-9.1, 2-9.3, 2-9.4, 2-9.8 |
| **Materials/Resources:**-1 cup of milk -1/2 cup of salt-1/2 teaspoon of vanilla -6 sandwich zip-block bags-2 tablespoons of sugar -6 freezer zip-block bags-4 cups of crushed ice -measuring cups/spoon |
| **Intro/Motivator**: (focus attn., activate prior knowledge)-Talk about liquid, gas and solids-Talk about the effect of temperature on the different states -What happens when you put salt on the icy roads? -How do we use salt to make ice cream? Let’s find out!  |
| **Development**: Main content, ideas/info, examples)-Tell students it will not work unless they are listening to instructions and not fooling around-Have the desks in 6 groups of 4 -Place a small zip-block bag, 4 empty cups and 4 spoons on each groups desk. Measure out in labelled cups the milk, salt, sugar and vanilla. Placed one cup on each student’s desk that way everyone is participating. -Instruct the experiment step by step asking the students to place the milk, vanilla and sugar in the small bag. -Pass out a big bag of ice to each group, the student with the salt may pour in their ingredient in the big bag on top of the ice-Ask the students to observe what is happening to the ice.  | **Guided Practice**; (application of concepts, activities-Once the students have there small bags closed ask them to put ice into the big bag along with their small bags of ingredients -Each student gets to shake the big bag for 2 minutes, I will have a timer set on the smart board-Once the ice cream I will go around and divide the small bag of ice cream into the four cups.-Each student will be able to eat his/her creation! |
| **Closure:** (check for understanding)-Talk about what happened to the liquid ingredients when we put them on ice and shook it-Recap the three states of water-Talk about the effect of salt on the ice and temperature -We just made ice cream, how cool! | **Assessment:** (retain knowledge, relate to prior knowledge)-Class discussion-Ability to listen to instructions  |
| **Modifications** : (adaptations):-Write the steps on the board-Print out a recipe for the students -Play song (water cycle or winter theme) while they shake the bag | **Extensions:** |