

Permission Slip

Dear Parents or Guardians,

Our upcoming world language and science module is about matter. At the end of the module, we will make ice cream. Please let us know if this activity is agreeable with you, and if your child has allergic reactions to any of the following ingredients.

- milk
- vanilla extract
- sugar

Also, we are asking for your help in contributing one of the following items:

- one-quart size zip-lock freezer bags
- gallon-size zip-lock freezer bags
- a bag of sugar
- one bottle of vanilla extract
- ice trays of fun shapes or sizes
- small plastic bowls
- plastic spoons

Thank you in advance for your consideration and contribution. Please let us know if you have any questions.

PLEASE RETURN THE BOTTOM HALF OF THIS SLIP BEFORE _____.

Thank you!

Teacher: _____

.....
____ My child, _____, **does not** have allergic reactions to the ingredients.

____ My child, _____, **has** an allergic reaction to:

- ____ milk
- ____ vanilla extract
- ____ sugar

____ My child will bring _____

I hereby give my permission for my child to participate in the ice cream project.

(Parent/Guardian Signature)


I Can Write!



Part 1: Can you copy the words in each box?

<i>ice</i>	<i>water</i>	<i>gas</i>

Worksheet 1b
The Three State of Water Due to Temperature Change

 <i>Stations</i>	<i>What is the state of water?</i>	<i>What is the temperature?</i> <ul style="list-style-type: none"> • <i>below 32°F</i> • <i>32°F - 212°F</i> • <i>above 212°F</i> 	<i>What are the properties of the water?</i> <i>How does it look, feel, smell, sound, and taste?</i>
<i>Station A</i>			
<i>Station B</i>			
<i>Station C</i>			

I Can Write!



Part 1: Can you copy the words in each box?

<i>Volume</i>	<i>mass</i>	<i>matter</i>

Part 2:

Look at the sets of pictures. Draw a circle around the object that you think has **MORE VOLUME.**



Now look at these pictures. Draw a circle around the object that you think has **LESS MASS.**



Worksheet 2b:
Matter in a Solid State and Its Properties

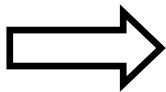
Solids



Directions:

1. Draw a picture of three kinds of matter in a **SOLID** state.
2. Then, help your partner answer the questions about the properties under each picture.

Draw your pictures here.



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Does it take up space?	YES NO	YES NO	YES NO
Does it have a definite shape?	YES NO	YES NO	YES NO
Does it smell?	YES NO	YES NO	YES NO
Can we measure it?	YES NO	YES NO	YES NO
What is its texture- hard or soft ?			
What is its size- large or small ?			
Is it rigid or bendable ?			
What is its color?			
other property			

Worksheet 2c:
Matter in a Liquid State and Its Properties

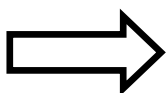


Liquids

Directions:

1. Draw a picture of three kinds of matter in a **LIQUID** state.
2. Then, help your partner answer the questions about the properties under each picture.

Draw your pictures here.



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Does it take up space?	YES NO	YES NO	YES NO
Does it have a definite shape?	YES NO	YES NO	YES NO
Does it smell?	YES NO	YES NO	YES NO
Can we measure it?	YES NO	YES NO	YES NO
What is its texture- hard or soft ?			
What is its size- large or small ?			
Is it rigid or bendable ?			
What is its color?			
other property			


Worksheet 2d:
Matter in a Gas State and Its Properties

Gases



Directions:

1. Draw a picture of three kinds of matter in a **GAS** state.
2. Then, help your partner answer the questions about the properties under each picture.

<p>Draw your pictures here.</p> 			
Does it take up space?	YES NO	YES NO	YES NO
Does it have a definite shape?	YES NO	YES NO	YES NO
Does it smell?	YES NO	YES NO	YES NO
Can we measure it?	YES NO	YES NO	YES NO
What is its texture- hard or soft ?			
What is its size- large or small ?			
Is it rigid or bendable ?			
What is its color?			
other property			

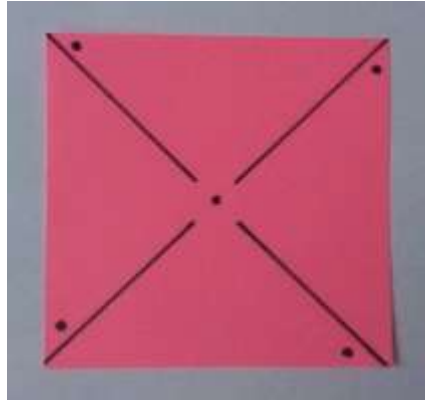
Worksheet 3a **Making a Pinwheel**

1.



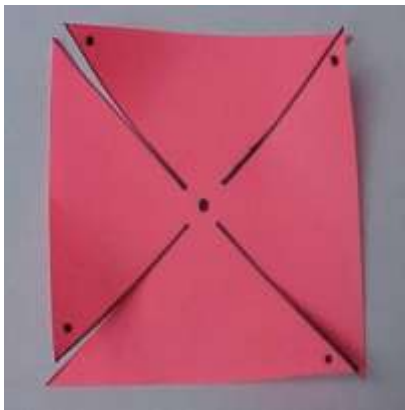
First, cut a 4-inch x 4-inch square out of a piece of paper. (Your teacher may have done this for you.)

2.



Second, draw lines across your square to join the corners. Then, mark the center of the square with a dot, and draw an additional dot at each of the corners.

3.



Use a pair of scissors to cut along the diagonal lines toward the center dot, leaving about $\frac{1}{2}$ "on each side of the dot. Then, punch a hole through each of your dots.

4.



Line the dots on the outer edge of your pinwheel up with the dot in the center. Push a pin or thumbtack through the dots to hold everything together. Then, push the pin into the side of a pencil eraser or straw, leaving space between the pin and the eraser or straw so that the pinwheel moves freely. You just made a pinwheel!

Chocolate Melts in My Hand



Directions:

1. Use these words to finish our story about what happened to our chocolate. (You may use the words more than once.)
2. Then, draw a picture to show what happened in each box.

<i>shape</i>	<i>liquid</i>	<i>melted</i>	<i>solid</i>
<i>Today we put chocolate chips in our hands.</i>		<i>We rubbed on them to keep them warm. The chocolate chips _____ in our hands.</i>	
<i>They were _____ before. They had a _____.</i>		<i>But when they _____, they did not have a _____. They became soft, like _____.</i>	

Not All Matter Changes in the Same Way



Directions:

1. Draw a picture under each kind of matter.
2. Then work with your partners and answer:
 - What is the boiling or melting point?
 - What does the matter change into?

Matter	Boiling Point	Melting Point	Changes into... (circle one)
Water			solid liquid gas
Chocolate			solid liquid gas
Gold			solid liquid gas
Glass			solid liquid gas
Mothballs			solid liquid gas



***My Storyboard:
Temperature Can Change the State of Matter***

Directions: Can you draw pictures to show what you learned?

<p><i>I learned that temperature may change the state of matter.</i></p>	<p><i>When the temperature is below 32°F, it becomes ice. Ice is solid. When the temperature is higher than 32°F, ice melts and becomes water. Water is liquid. When the temperature is higher than 212°F, water changes into steam. Steam is gas.</i></p>
<p><i>Between 104°F and 113°F is chocolate's melting point. It changes from solid to liquid.</i></p>	<p><i>I like the example of _____. Its melting point is _____. It changes from a _____ state to a _____ state.</i></p>

I Can Write!



Directions: Copy the words in each box.

<i>My Words</i>	<i>I Can Write!</i>		<i>My Picture</i>
<i>ice cream</i>			
<i>milk</i>			
<i>sugar</i>			
<i>salt</i>			
<i>vanilla</i>			

How to Make Ice Cream



What We Need:

- *1/2 cup milk*
- *1 tablespoon sugar*
- *1/4 teaspoon vanilla*
- *6 tablespoons rock salt*
- *2 quart-size freezer bags*
- *1 gallon-size plastic freezer bag*
- *3 cups of ice cubes*

How to Make It:

1. *Fill the large bag half full of ice and add the rock salt. Close the bag, squeezing out the air. Shake it to make sure ice is covered with salt.*
2. *Put milk, vanilla, and sugar into the small bag, squeezing out the air. Place this bag in another small bag. Close tightly, squeezing out the air. Mix the ingredients.*
3. *Place the small bag inside the large one, and close the large bag again carefully, squeezing out the air.*
4. *Shake the bag until the mixture turns into ice cream, which takes about 5 minutes.*
5. *Open the big bag. Take out the doubled small bag. Open the inside small bag and scoop the ice cream into a bowl. Divide the ice cream between two cups. Enjoy!*

Source: <http://teachnet.com/lessonplans/science/plastic-bag-ice-cream-recipe/>

How to Make Ice Cream

What We Need:

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- 1 tablespoon sugar
- 1/4 teaspoon vanilla
- 6 tablespoons rock salt
- 2 quart-size freezer bags
- 1 gallon-size plastic freezer bag
- 3 cups of ice cubes



Directions: Your family would like to make ice cream for a birthday party, but some of the words are missing in the directions! Can you fill in the missing words? Here are the words that you need:

milk	salt	ice cream	large
ice	vanilla	sugar	small

1. Fill the large bag with the _____ and add the rock _____. Close the bag, squeezing out the air. Shake it to make sure ice is covered with salt.
2. Put _____, _____, and _____ into the small bag, squeezing out the air. Place this bag in another small bag. Close tightly, squeezing out the air. Mix the ingredients.
3. Place the _____ bag inside the _____ bag, and close the large bag again carefully, squeezing out the air.
4. Shake the bag until the mixture turns into _____, which takes about 5 to 8 minutes.
5. Open the big bag. Take out the doubled small bag. Open the inside small bag and scoop the ice cream into a bowl. Divide the ice cream between two cups. Enjoy!

The States of Matter

Directions: Listen to my descriptions. What state of matter am I describing? Is it a SOLID, LIQUID, or GAS? Check the box that matches the description for each number.



MATTER	SOLID	LIQUID	GAS
1.			
2.			
3.			
4.			
5.			
6.			

The States of Matter

Directions: Listen to my descriptions. What state of matter am I describing? Is it a SOLID, LIQUID, or GAS? Check the box that matches the description for each number.



MATTER	SOLID	LIQUID	GAS
1.			
2.			
3.			
4.			
5.			
6.			



My Ice Cream Experiments



You are going to be the star of a cooking show! The director has some questions for you.

1. What do you need to make ice cream?

What is the ingredient?	How much do you need?	What is its state?

2. How do you make it? Can you number the five steps in the right order?

Place the small bag inside the large one, and close the large bag again carefully, squeezing out the air.

Open the big bag. Take out the doubled small bag. Open the inside small bag and scoop the ice cream into a bowl.

Put milk, vanilla, and sugar into the small bag, squeezing out the air. Place this bag in another small bag. Close tightly, squeezing out the air. Mix the ingredients.

Fill the large bag half full of ice and add the rock salt. Close the bag, squeezing out the air. Shake it to make sure ice is covered with salt.

Shake the bag until the mixture turns into ice cream, which takes about 5 minutes.

3. How is your ice cream?

a. My ice cream tastes: _____
(good, bad, hard, soft, smooth, not smooth, creamy, not creamy, too sweet, too salty, just right)

b. ____ I like it. ____ I do not like it.

Teacher Resource 5c
Rubric for Presentational Task: *I Can Make Ice Cream*

Name: _____ Score: _____			
Criteria	I Can Do It!	I Can Do It With Help.	I'm Still Learning.
Vocabulary	I used mostly the target language.	I used some target language.	I used mostly native language.
Content	I included both the change in the state of matter and one or more of its properties. My descriptions were accurate.	I included either a change in the state of matter or one of its properties and my descriptions were accurate. OR I included both the change in the state of matter and one or more of its properties, but the descriptions were not accurate.	I did not include a change in the state of matter or a property in my presentation.
Comments:			



Name: _____ Score: _____			
Criteria	I Can Do It!	I Can Do It With Help.	I'm Still Learning.
Vocabulary	I used mostly the target language.	I used some target language.	I used mostly native language.
Content	I included both the change in the state of matter and one or more of its properties. My descriptions were accurate.	I included either a change in the state of matter or one of its properties and my descriptions were accurate. OR I included both the change in the state of matter and one or more of its properties, but the descriptions were not accurate.	I did not include a change in the state of matter or a property in my presentation.
Comments:			