

CHANGES

By - Lise Hawkins and Ivor Sinfield

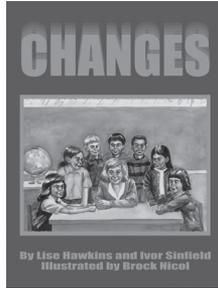
Illustrated by - Brock Nicol

Genre – Recount, Explanation.

Set 19 - 397 Words

Building Anticipation - Setting the Context

Use the reproducible master for this activity. Before starting the activity gather up the materials that were used in the experiments in the book. Then replicate the experiments in the book in the classroom. Each experiment can be set up as a center. This will allow for scaffolding of the scientific vocabulary.



Small groups of children complete one of the experiments and make their report using the reproducible master. They can then share their results with the whole group. If students do not use the following terms, introduce these during the reporting and discussion time: *change, experiment, melt, dissolves, teaspoon, sink, stale, soaks, whisk, lighter, heavier, disappears*. You can build a chart of scientific vocabulary for reference as the children use the words.

Introduction

Show the children the cover of the book, *Changes*, and read the title. Tell the children that the students in Mrs. Spence's class are working on experiments about change just like they did. Read to see if the students in Mrs. Spence's class found the same results. Students can read the text to find out about each experiment.

Discussion - Book Talk

Right there questions:

- How did the children describe Mrs. Spence?
- What were the children in Mrs. Spence's class going to do today?
- What did Alex do with the sand?
- Where did Alice put the chocolate?
- What kind of bread did Peter use?
- What did Rita do with the egg whites?

Think and search questions:

- Why did the sand sink in the glass of water?
- What happened to the stale bread?
- What happened to the egg whites?
- Why did the chocolate melt?
- Why did the oil go on top of the water?
- What happened to the salt mixed in water?
- How were sand and salt different when they were mixed with water?

On your own questions:

- On page 4 an ice cube was beginning to melt. What do you think will happen to the ice cube in one day?
- What will happen to it in two days?
- What would happen if you put it back in the freezer?

Read page 16 again. Do you think the result would be the same if you used sugar? Why or why not?

Did the experiments completed in our class have the same results as those in the book?

Why do you think the author put some sentences upside down?

Creative Response - Independent Practice

Writing Workshop

Students put a stalk of celery with its leaves attached in a jar of blue food coloring. Predict what will happen to the celery leaves. Wait a day and look at the celery leaves. Students can write up the experiment following the same format as the author used in the book, *Changes*. Point out to the children that the author wrote the results upside down and included illustrations. Children can choose to write up the experiment in this style too.

Read Aloud and Poetry Connections

Changes by Anthony Browne, Alfred A Knopf, 1991.

A Color of His Own by Leo Lionni, Nelson Canada, 1990.

Chemical Changes by Kathryn Whyman, Gloucester Press, 1986.

Experiments with Water by Ray Brokel, Grolier Educational Associates, 1988.

Make it Change by David Evans and Claudette Williams, Scholastic, 1992.

Science Experiments by Vera Webster, Children's Press, 1982.

The Science Book for Girls and Other Intelligent Beings by Valerie Wyatt, Kids Can Press, 1982.

The Straight Line Wonder by Mem Fox, Mondo, 1997.

Learning about Language – Focused Teaching

High Frequency Words - learn, learning, different, turn, small

Interest Words - experiment, cube, melt, heavier, sticky, whisk, floats, change, dissolves, soaks

Word Families and Letter Clusters - *th* sound: the, things, think

Structural Features of Words - Silent *e* marker at the end of a word:

Jamie put the ice cube on a plate.

Text Features - Placement of text with the answers upside down

- Use of questions in the text

Experiments

Experiment 1

Direction: Put an ice cube on a tray.
Observe.

What happened? _____

Why did it happen? _____

Experiment 2

Direction: Put a teaspoon of sand in a glass of water.
Observe.

What happened? _____

Why did it happen? _____

Experiment 3

Direction: Hold a piece of chocolate in your hand.
Observe.

What happened? _____

Why did it happen? _____

Experiment 4

Direction: Put some stale bread in a glass of water.
Observe.

What happened? _____

Why did it happen? _____

Experiment 5

Direction: Put some egg whites in a bowl and beat them.
Observe.

What happened? _____

Why did it happen? _____

Experiment Number 6

Direction: Put some oil in a glass of water. Mix it.
Observe.

What happened? _____

Why did it happen? _____

Experiment 7

Direction: Put a teaspoon of salt in a glass of warm water.
Stir and observe.

What happened? _____

Why did it happen? _____