


## Lesson 2: Freezing and Melting

### The Melting Race (Page 1 of 2)

**The Melting Race**

Name: [REDACTED]

Date: 2-20-04








Describe your plan.

I am going to rub the  
ice cube. Hopefully my hands  
will heat up the ice cube.

Encourage students to explain what they will do to the ice cube.

*Scroll down to the next page for the second part of the experiment.*

## The Melting Race (Page 2 of 2)

|   |  |  |
|---|--|--|
| <p>Start Time</p> <p>1:32</p>    | <p>Stop Time</p> <p>1:39</p>  | <p>How long did it take the ice cube to melt?</p> <p>_____ minutes</p> |
| <p>Our plan was (circle one):</p> <p><input checked="" type="radio"/> very successful  <input type="radio"/> successful  <input type="radio"/> unsuccessful </p> |  |  |
| <p>Why?</p> <p>Because I came in 2nd and that's a good place to finish in.</p>  |  |  |

While the activity is not a contest, this student's response indicates he was comparing his performance against other students. When students evaluate their plan, encourage them to think about whether the ice cube melted as quickly as they expected or in a reasonable amount of time. Students can use the ice cube set aside on the counter for a comparison. Students should observe a difference between their ice cubes and the one on the counter. Thus, all students should experience some level of success.

When evaluating their plans, encourage students to be reflective. In one class, most students automatically said their plans were "very successful" because the ice cube eventually melted. However, during the experiment several students wished to change their method for melting the ice cube. This could be a situation where they might consider evaluating their plan as "successful" and write that while their ice cube was melting, they thought of other methods that would be better.