

# When Does Water Turn into Ice?



Level: F10

Word Count: 120

Little Books of Answers

Curriculum Connection	Matter
Content Vocabulary	air, back, cube, freeze, freezer, freezes, freezing, heating, ice, liquid, melting, melts, shape, solid, tray, turns, warm, water
Visual Literacy Element	flow chart
Critical Thinking	interpret a photo and make an inference
Comprehension Strategy	identifying cause and effect
High-Frequency Words	a, at, does, have, in, into, is, it, its, keeps, look, no, not, of, out, put, takes, the, them, this, these, were, what, when, will

F10 When Does Water Turn into Ice?

## Before Reading

### Prior Knowledge – Discuss the Topic

- Bring some ice cubes to the classroom. Discuss their properties. Have the students observe what happens as the ice cubes melt. Have them describe the change in the shape and size of the ice cubes as they change into water. Fill the ice cube tray and have the students predict what will happen when the ice cube tray has been in the freezer.

- Give each student a copy of the book *When Does Water Turn Into Ice?* Have them read the title.
- Ask the students to set the purpose for reading by asking, *Why would you read this book? What do you think you will find out as you read this book?*
- Discuss the cover photo. Ask questions such as – *What can you see in this photo? What is happening here?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.
- Explain to the students that this book is about causes and effects. A freezing temperature causes water to set. The effect is that it turns into ice. A warm temperature is the cause of ice melting. The effect is water.

### **Introduce the Vital Vocabulary**

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Have the students read the labels. Assist them where necessary.
- Tell the students that the Vital Vocabulary words are in the book and will help them with their understanding as they read.

### **Take a Photo Walk**

- Take a photo walk discussing each photo in the book.
- Invite the students to read the captions as they discuss each photo. Ensure that you provide the vocabulary for those students who are not familiar with the English language or have limited conceptual knowledge. Have those students read the captions with you.
- To ensure and enrich understanding say things such as – *Water doesn't have a shape of its own. It takes the shape of the container it's in. Water is a liquid. Ice has a shape of its own. Ice is a solid.*
- Discuss the flow chart on page 15. Explain that the flow chart shows them how water turns to ice and ice turns to water.

## **Read the Book**

- Ask the students to read the title on the cover, title page, and the vital vocabulary, again.
- Remind them to think about the purpose for reading the book as they read. Revisit the purpose before they start reading if necessary.
- Have the students read the book aloud independently. Remind them to check the words and the photos to make sure that what they are reading makes sense and looks right.
- Move around the group listening and helping individual students as necessary.
- Ask any students who finish reading the book ahead of the group, to revisit the book again and find the page they found the most interesting. Have them share this information with the group at the end of the lesson.

## After Reading

### Comprehension

- Check literal comprehension by asking these questions:
  - Is water solid or liquid?*
  - What shape is water?*
  - What happens when ice heats up?*
  - What happens when water freezes?*
- Check inferential comprehension by asking these questions:
  - How do you make ice blocks?*
  - What would happen if you left a big block of ice on the kitchen counter?*
  - How could you turn ice into water quickly?*
  - Which feels colder, ice or water? Why?*
- Have the students explain water changing into ice as cause and effect.

### Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell the students that their task is to say what has happened here and what will happen when the weather gets warmer.

### Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

### Writing

- Have the students write a story about making ice blocks. Assist with spelling where necessary. Have them illustrate their story.

### Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

# When Does Water Turn into Ice?



Level: F10

Name: \_\_\_\_\_

Sort the words.

Little Books of Answers

water. cubes The into back turn ice

Write the sentence.

Draw the picture.

# When Does Water Turn into Ice?

Level: F10

Name:



Little Books of Answers

Draw and write.

I like the part about

---

---

---

Permission is given to copy for use with the Little Books of Answers series