

Teacher Guide: Phase Changes



Learning Objectives

Students will...

- Describe and compare the molecular properties of solids, liquids, and gases.
- Observe how heating affects molecular motion.
- Create and explain a graph of temperature change during phase changes.
- Explain why temperature does not change much during a phase change.
- Determine the boiling, freezing, and melting points of water.
- Find how altitude affects the boiling, freezing, and melting points. (Extension)



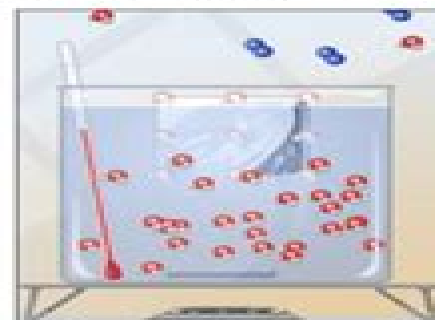
Vocabulary

altitude, boil, boiling point, freeze, freezing point, gas, liquid, melt, melting point, phase, solid



Lesson Overview

The Phase Changes Gizmo illustrates how molecular motion is related to phase changes. As students add heat to the system, molecules move faster and phase changes occur—ice melts and water boils. When heat is taken away, condensation and freezing occur. Students can create a graph of temperature vs. time, and the altitude can be changed as well.



The Student Exploration sheet contains two activities and an extension:

- Activity A – Students determine the temperatures at which phase changes occur.
- Activity B – Students discover that adding heat energy causes molecules to move faster. The movement of molecules explains why ice melts and water boils.
- Activity C – Students discover how altitude affects phase changes.



Suggested Lesson Sequence

1. Pre-Gizmo activity: Phase change graph

Before class, create an ice-water bath by placing a bag of ice and a small amount of water into a tub. The temperature should be close to 0 °C. Divide the class into lab groups, and ask students to put on goggles and aprons for safety.

Have each group set up an apparatus to heat the ice water as shown. Stir the water constantly, and record the temperature every two minutes. Once the water is boiling, record 4 more temperature readings before turning off the burners. Graph the results, and discuss. Why does the temperature rise very slowly (or not at all) at first? Why does the temperature stop rising once the water starts to boil?

(⌚ 45 – 60 minutes)



Teacher Guide Phase Change

Kamlesh Kapur

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

Teacher Guide Phase Change:

The GLOBE Program Teacher's Guide ,1995 GLOBE Program Teacher's Guide ,2002 **A Teacher's Guide to Change** Jan Stivers, Sharon F. Cramer, 2009-07-30 This professional development resource provides a step by step approach that engages K 12 teachers in learning to prepare for change which enhances their career satisfaction and professional effectiveness Resources for Teaching Middle School Science Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents **Resources in Education** ,1998 *ChemDiscovery Teacher Edition* Olga I. Agapova, 2002 **ENC Focus** ,2001 **Hindu Dharma-A Teaching Guide** Kamlesh Kapur, 2013-08 This book builds an overarching view of the

essential elements themes and teachings of the world's oldest surviving faith tradition Hinduism Each theme is divided in easy to follow lessons Highly philosophic content of Vedic chants is made simple enough for students as young as 5 For in depth study several appendices guide students into scholarly understanding of complex philosophic ideas such as the nature of reality the nature of the mind and the cosmic laws enshrined in the Vedic and post Vedic texts As a teacher with 20 years of experience the author presents ancient wisdom in simple language Many books have been written about Hinduism many of them incomplete and confusing This book will appeal to those seeking an easy to read logical approach to both understanding and teaching Hinduism The book will be useful to parents grandparents teachers and students alike

Formative Assessment for Secondary Science Teachers Erin Marie Furtak, 2009-06-17 This book places students center stage in the discussion of how we know what students know Using formative assessment to understand student learning is a theme grounded in good teaching and good assessment Jo Topps Regional Directorth K 12 Alliance WestEd This book incorporates current research and not only provides an explanation of the necessity of formative assessment but offers a system for planning lessons and a variety of tools to implement formative assessment in the classroom Susan Leeds Science Department Chair and Gifted Studies Teacher Howard Middle School Winter Park FL Use this powerful tool to enhance science teaching and learning Research has shown that when teachers use formative assessments effectively they have a clearer understanding of what students know and are better able to design instruction that meets learners needs This practical guide shows teachers how to create and implement formative assessments in their middle and high school science classrooms Grounded in extensive and solid research this guide covers all science content areas physics physical science life science biology earth and space science and chemistry as well as five types of formative assessments big idea questions concept maps evidence to explanation predict observe explain and multiple choice Teachers will find additional support in Richly detailed concrete examples of the five types of assessments In depth guidelines for implementing the assessments Brief case studies with transcript excerpts that demonstrate how teachers have used formative assessments Easy to use templates to help analyze lessons in current units and identify places for inserting formative assessments With this easy to use hands on guide any teacher can learn how to use formative assessment strategies to improve student achievement in science

RealTime Physics: Active Learning Laboratories, Module 2 David R. Sokoloff, Priscilla W. Laws, Ronald K. Thornton, 2011-11-15 RealTime Physics is a series of introductory laboratory modules that use computer data acquisition tools microcomputer based lab or MBL tools to help students develop important physics concepts while acquiring vital laboratory skills Besides data acquisition computers are used for basic mathematical modeling data analysis and simulations There are 4 RealTime Physics modules Module 1 Mechanics Module 2 Heat and Thermodynamics Module 3 Electricity and Magnetism and Module 4 Light and Optics

Discovering Science Through Inquiry: Matter Kit Rachel E. Green, 2010-05-12 The Discovering Science through Inquiry series provides teachers and students of grades 3-8 with direction for hands on

science exploration around particular science topics and focuses The series follows the 5E model engage explore explain elaborate evaluate The Matter kit provides a complete inquiry model for the exploration of the structure and properties of matter through supported investigation Encourage students through activities such as studying the chemical properties of matter and investigating whether household items are acids and bases Matter kit includes 16 Inquiry Cards in print and digital formats Teacher s Guide Inquiry Handbook Each kit includes a single copy additional copies can be ordered Digital resources include PDFs of activities and additional teacher resources including images and assessment tools leveled background pages for students and video clips to support both students and teachers

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Insights ,2003 Designed to provide students with exciting science experiences that extend their natural fascination with the world and help them learn the science skills and concepts needed later in life *Monthly Catalog of United States Government Publications* United States. Superintendent of Documents,1983 February issue includes Appendix entitled Directory of United States Government periodicals and subscription publications September issue includes List of depository libraries June and December issues include semiannual index Teacher's Guide for An Introduction to American Civilization Harold Ordway Rugg,James Edgar Mendenhall,1929 *Overcoming Students' Misconceptions in Science* Mageswary Karpudewan,Ahmad Nurulazam Md Zain,A.L. Chandrasegaran,2017-02-28 This book discusses the importance of identifying and addressing misconceptions for the successful teaching and learning of science across all levels of science education from elementary school to high school It suggests teaching approaches based on research data to address students common misconceptions Detailed descriptions of how these instructional approaches can be incorporated into teaching and learning science are also included The science education literature extensively documents the findings of studies about students misconceptions or alternative conceptions about various science concepts Furthermore some of the studies involve

systematic approaches to not only creating but also implementing instructional programs to reduce the incidence of these misconceptions among high school science students. These studies however are largely unavailable to classroom practitioners partly because they are usually found in various science education journals that teachers have no time to refer to or are not readily available to them. In response, this book offers an essential and easily accessible guide. *Monthly Catalogue, United States Public Documents*, 1993

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