

materials

Wet, dry and melting

Lesson at a glance

Open by holding up one dry sponge and one drippy wet sponge and ask what happened. Name dry and wet with real samples, then rotate small groups through shallow water trays to feel paper, sponge and cloth dry, dip them, and notice changes while waiters watch and answer short questions. Carpet share one change each, then a two-bowl ice reveal (partly melted cube beside fully melted water) to introduce melt. Close with a brief oral make-sense talk: things change when they get wet or warm.

Learning objectives

- Explore what happens when paper, sponge or cloth get wet
- Watch ice melt and say that some things change when they get warm or wet

Before the bell – prep

Set two or three shallow trays with lukewarm water, dry paper/sponge/cloth squares, towels and spare dry samples on a dry mat. Put ice in clear bowls before the lesson so one is already melting and one is fully water by the demo.

**Materials**

Item	Qty	Per	Source	Low-cost substitute
shallow water tray	1	group	classroom	a large plastic washing-up bowl or roasting tin
paper squares (scrap paper cut into small pieces)	6	group	classroom	torn scrap paper or old envelopes
sponge pieces (kitchen sponge cut into small chunks)	3	group	supermarket	pieces of clean dishcloth or foam from packaging
cloth squares (cotton or old tea-towel pieces)	3	group	classroom	old sock pieces or clean cloth scraps
towel or cloth for drying hands	1	group	classroom	kitchen roll on a mat
ice cubes	6	class	supermarket	ice from a home freezer brought in a cool bag
clear bowl	2	class	classroom	a clear plastic food tub
spare dry paper, sponge and cloth samples for comparing	1	group	classroom	one dry piece of each material shared at the carpet

Safety watch-point

Sleeves up; wipe floor drips straight away; no tasting water, ice or meltwater; children stand back from bowls; wash hands after trays.

Teaching moves

- **Wet and dry:** Point to a real dry sample and say dry once, then a wet sponge and say wet once. Keep melt off the board. Invite two or three quick guesses about what might change, then move straight to stations.
- **Wetting stations:** Model once with paper only in about a minute: I wonder, I think, I try, I noticed. One small group at the trays; the rest watch a focus tray and answer Is it still dry? What changed? Rotate so every child tries at least two materials. Stay close to wipe spills.
- **What changed?:** On the carpet, hold wet samples beside dry twins. Invite several children to name one change — darker, heavier, floppy, drippy. Revoice: it is still paper, sponge or cloth, but now it is wet.
- **Ice melts:** You handle the ice only. Bring both clear bowls to the carpet and ask what they can see now. After a quick three-way guess, introduce melt for the first time: the ice is changing into water because our room is warm. Do not wait for a full melt in the lesson.
- **Make-sense talk:** Keep it oral and short. Draw out only two ideas: water changes how paper, sponge and cloth look and feel, and ice melts into water when it gets warm. Revoice child phrases toward things can change when they get wet or warm.



What it should show

Expect the sponge to hold lots of water and feel heavy or drippy; paper to go darker and floppy; cloth to darken and feel damper or colder. At the bowls, children should see ice getting smaller or already turned to water and link that to the warm room. If someone says the paper turned into something else, show the dry twin and keep the material name the same.

Misconceptions & interventions

- **It's not paper any more — it turned into something else when it got wet.** — Hold the wet sample beside its dry twin and keep saying the same material name: still paper (or sponge or cloth), now it is wet. Water changed how it looks and feels.
- **The ice just went away or disappeared.** — Point to the water in both bowls: the ice is still here as water. Name melt — warm room changed hard ice into water we can see.

Differentiation

Emerging	Developing	Proficient
• Invite pointing to a wet or dry sample and one feeling word — heavy, floppy, drippy — while you revoice the full phrase.	• Prompt a second material: what changed on the sponge that was different from the paper?	• Ask which material held more water and how they can tell by look or squeeze — still oral only.

Cross-curricular hook

Oral language: children practise one clear describing sentence — It went floppy / heavy / drippy — when sharing on the carpet.