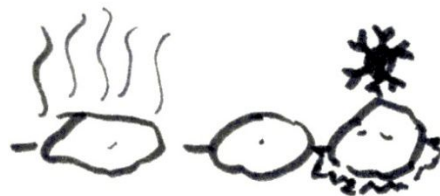


## G WORDS FOR WHAT

### G6 Warm Stones



*Skills practiced:* sense of touch (necessary for writing); reasoning (necessary for math).

*Needed:* small or medium sized stones (bits of brick or concrete will also work as will metal spoons).

Long before the lesson, put one stone outside where it is cold; one in the room and one stone on the heat source for the room, where it gets hot.

*Activity:* Talk with the students about what happens when you put a stone outside, in the room or on the stove.

Discuss where it is warmer--in the house or in the barn (shed, garage . . .).

Discuss how a building or home is heated, how it gradually gets warmer after the wood is burning, the heater is on, etc.

Then talk about the stones that you have put outside, inside and on the heat source. Ask the students which one will be warmer.

Collect the stones and let the students touch them. Is it what they expected?

Put the three different stones on a table.

Let someone guess which one is hot, cold or medium.

Afterwards let him feel if he was right.

This game can be played till the stones have lost their distinctive temperatures.

At the end the students can choose where they want to put their own stones.

Give them a few minutes to do so, and after doing something else they can collect their stones again.

*Variations:*

1. Warm Weather Version: The stone outside, in the sun will be the hottest, a stone might be chilled by putting it in a well, a stream or some other naturally cool place.
2. End by having students discuss what they do when they are too cold (or too hot). This helps think through problem solving.
3. Discuss why it is important to keep food cold. How can this be done without a refrigerator? And why do we store food in cold places but make food hot to cook it?



**G6 Positions and Properties: Warm Stones**

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