

'Building Science Concept' book '*making porridge*' Book 14

A website to support and that explains what the series are there for and how they can assist you as a teacher is <http://scienceonline.tki.org.nz/What-do-my-students-need-to-learn/Building-Science-Concepts>. I think this website explains how and why these books are helpful well for teachers.

I personally think for children to get the most out of a lesson they have to be engaged and interesting in what they are being taught. Each child learns a different way so to cover all learning types here is an online interactive website that provides students with videos, online quiz and games on heat and temperature to build on children's knowledge in another way other than just teaching. <http://www.neok12.com/Heat-Temperature.htm> .

Making porridge is in section two of *making porridge conducting heat and cooking food*. This activity focuses on the porridge being made and the temperature change. In this activity you need the ingredients for porridge. It gives you step-by-step instructions of how to make the porridge. You add all the ingredients into a bowl, and bring to boil. Let the porridge simmer of three to four minutes until it has become thick, but make sure it is flowing consistency. While this is happening it is good to ask the children why the porridge is getting hotter, how the heat is transferred from the cooking application to the porridge. Science is learning, so get the students to think and answer this on their own. As the porridge is changing it is good to get the students to look out for their idea on how heat gets transferred from one place to another (Ministry of Education 2000). The reference backs up my idea of the heat transfer (<http://www.kscience.co.uk/animations/convection.htm>) as the porridge heats up under the heat, the temperature of the porridge gets hotter. When the porridge comes off the heat, the porridge cools down. Therefore it comes back to room temperature. This diagram is very useful for a student learning science because it gives you a visual and verbal of the understanding and developing of porridge heating up. <http://www.youtube.com/watch?v=58Oox90jRCQ> gives me a clear understanding of heat transfer.

Untitled of animation <http://www.kscience.co.uk/animations/convection.htm> retrieved on the 26/05/13

Untitled of information <http://www.evaluate.co.nz/blog/1007/teaching-science-in-primary-schools/>). Retrieved on the 26/05/13

Untitled of information <http://scienceonline.tki.org.nz> retrieved on the 26/05/13.

Untitled of animation <http://www.youtube.com/watch?v=58Oox90jRCQ> retrieved on the 28/05/13

The building Science Concepts book *Making Porridge* could easily be used within my classroom with a few changes. It is a good focus on the Physical world in terms of heat transfer and includes resources that help to relate the physical world to the children's everyday life- for example the use of Goldilocks and the Three Bears book as an

introduction which gets them enthusiastic about being involved in science. All activities involve the students working in small groups which I think is good for participating and contributing as it means everyone is involved. Some changes that I would make within this book to make it more suitable to my class would be to let the students be more involved in the actual making porridge task. Instead of having the children sitting and observing what I am doing, I would let them be involved by adding the porridge, salt and water to the pot, so they feel as though they are participating and it isn't just me doing all the work. Another thing that I would change would be Activity 4 section one. Instead of handing out printed photos to add onto the chart, I would get my class to think up their own examples of hot items and cold items. This requires them to understand and investigate science more and use their own personal knowledge to relate to science. Finally including an animation such as the Heat animation on Brainpop.com would be an alternate way for me to teach heat to my class as it adds to the deeper thinking of the students.

Brain pop Heat retrieved from <http://www.brainpop.com/science/energy/heat/preview.weml>  
Retrieved on 27<sup>th</sup> May 2013