Using IT in... materials

Which container holds the most liquid?

An important skill in 'chemistry' is the measurement of volume. The children take a set of containers and try to guess which might hold the most water. They then test their predictions and use a **graphing program** to record and display their results.

IT: Handling information

How do we test acids?

We use Universal indicator paper to test for acids and alkalis. The paper turns to one of the colours of the rainbow showing how acid something is. A group can make a poster showing the c

	A	B	C	D
1	Which is best to soak up water?			
2	Material	Dry weight	Wet weight	Amount of water
3	J cloth			
4	Nylon			
5	Newspaper			
6	Tissue			

lour changes by using a **drawing program**. They can even make it into a wall chart for future reference.

IT: Communicating

Comparing everyday things

To get children thinking about the properties that help us tell materials apart, ask them to do a 'Which' report of different soaps or different metals. For the soaps they could compare colour, smell, creaminess and texture. For the metals they could compare shine, colour, bendiness and how they scratch. For their report they can use a **word processor** - they can say what they did or they can produce a table of their results. Ask them to write a sentence about each of the things they tested.
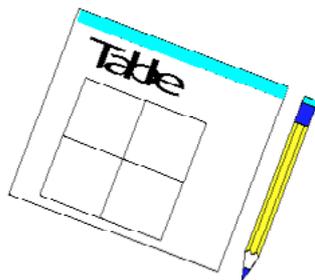
IT: Handling information

Why are things made of that?

To encourage some thought and discussion on materials, put a list of objects such as clothes, tools, toys, furniture, floor coverings and so on into a **word processor**. Ask the children to write what they have in common. For example, the materials we use for clothes are soft, warm, flexible and made of fibres.

IT: Communication

Solid, liquid or gas?

Introduce children to classifying by getting them to say if things in the room are solid, liquid or gas. They can record their thoughts in a **word processor** table: one column for the material and one for which group it belongs to. Which materials aren't they so sure about? What would a scientist say about these?
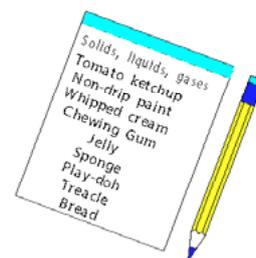
You can create a **word processor** table with three headings: solid, liquid and gas. The children have to match ideas like runny, solid, crunchy, lumpy and pours to their proper place in your table.

IT: Communicating