

This snow links brilliantly with our changing states in Science. Here are a couple of activities you could do.

Take a look at the different children's opinions below, about the effect of putting a coat on a snowman. What do you think will happen? Can you test this? (You could do it on a smaller scale with a snowball in a glove and a snowball not in a glove!)

Take some photos or make some notes to share in class. I am looking forward to hearing about your investigations.



To investigate 1. How much liquid water is in snow? 2. What is in snow besides water?

All you need is:

- a clean jar or glass
- Cling film or a lid
- rubber band
- a white sheet of paper

This one is really simple to set up! Fill up the jar or glass with some snow. Note the height of the snow in the glass. Allow the snow to melt.

When you check the snow jar, first note the level of water in the jar. How is it different than level of snow? What does this tell us about the actual amount of water in snow?

Next, take the plastic or lid off of the jar and place the jar on top of the white paper. Look down into the jar. What is floating in the water? How does this differ depending on where you collect your snow and how old the snow is?

Why is there so much stuff in snow, even if it is fresh? Every snowflake begins when water molecules come into contact with dust or pollen high in the atmosphere. So, long before the snowflake even gets exposed to the dust and pollution close to Earth's surface it has at least a particle of dust or pollen in it already.