# Drizzy Fink

Hail! Hail!
I come from another
galaxy
I have been learning English
I find some of your words
very hard to say.
I will now try to talk
about your fizzy drinks.
I like your fizzy drinks
I think I will drink
lots of fizzy drinks
and collect
lots of bottles
and lots of tottle bops
er
bopple tots
topple stobs pobble lots
no
stottle pobs
tobble spots
lottle slobs
lobble slops
Please
can you help me with this?
And please
can I have a drizzy fink?

# "Drizzy Fink"

## Discussion Points

It would be useful to have a bottle of lemonade to look at when discussing this poem.

- If I shake the lemonade bottle, what do you see?
- What do you think makes some drinks fizzy?
- What do you think the bubbles are in fizzy drinks?
- If I take the top off the bottle what do you hear?
- What is in the lemonade that causes this to happen?
- Is fizzy lemonade just a liquid?
- What else is in it?
- Why do you think that fizzy drinks eventually go "flat"?
- What happens to the fizz?
- Do you think we can measure how much of the mixture is fizz?
- How do you think the gas could be separated from the liquid?

## Science Background

- A mixture is two or more substances physically but not chemically combined.
- Mixtures can be: solid in solid, solid in gas (smoke), liquid in liquid (emulsion – milk) liquid in gas (aerosol or clouds, mist, and fog), gas in liquid (fizzy drinks), solid in liquid (suspension – muddy water), solid in liquid (solution – salt water). You will need to explain the difference between suspension and solution.
- In general, solutions cannot be separated by physical means but there are some that can be separated physically, for example, by: sieving, filtering, evaporating etc. This may be a difficult process, as with some gases.
- Mixing materials may cause changes that are permanent such as with plaster of Paris mixed with water. This is a chemical change that forms a new material; it is not a mixture because the original materials cannot be recovered. Older children need to be made aware that there are variety of mixes and various different reactions.

## Key Ideas

- Mixtures have more than one thing in them.
- Mixtures are physically, not chemically, combined.
- They can be separated.
- Mixing different substances can cause permanent changes.
- To become familiar with the property of a gas; it expands as the temperature rises.
- To know that carbon dioxide is a gas.

## Science Skills

Children should be able to :

- plan a fair test;
- make reasoned predictions;
- choose appropriate apparatus and use it properly;
- make accurate observations and measurements;
- record results accurately;
- communicate results to others;
- work with others.

## Key Activities

With the children, look at and discuss obvious mixtures, for example: Dolly Mixtures, frozen mixed vegetables, jar of mincemeat, or a breakfast cereal such as muesli. What do the mixtures contain?

Then look at mixtures in which the ingredients are not obvious, such as lemonade or a cup of coffee. Try to find out the contents of the mixtures. Could these mixtures be separated? If so, how? Younger children could design and make their own mixed breakfast cereal or fruit salad. Older children could design a salad dressing. Older children could also investigate and measure the ingredients of a sample of mixture. They could write a recipe for others to follow.

Fizzy drinks are a mixture of gas and liquid. Take a range of fizzy and non-fizzy drinks into the classroom and encourage children to use all their senses to describe the differences between fizzy and non-fizzy drinks, for example:

Do they look any different when they have been left to stand for a while?

What happens when they are shaken?

What sounds do they hear when a fizzy or a non-fizzy drink is opened?

Why do they think one makes more sound than the other?

Does a fizzy drink taste different to a non-fizzy drink?

Drop currants into fizzy lemonade. Observe what happens. Why do the currants go up and down?

Encourage children to think about how the bubbles (gas) got into the fizzy drink. Ask them to list their ideas. Then ask them how they think they could take the gas out of the drink. The following explanation is from R. Feasey and B. Gallear, *Primary Science and Numeracy*, ASE 2000.

1 Weigh a full lemonade bottle with its lid on and record the results.

2 Replace the lid with a bung and tubing which goes into a gas measuring cylinder and has a Hoffman screw clip to act as a valve to let the gas through.

3 Ask someone to shake the bottle while another child holds the cylinder and the control clip.

4 Open the Hoffman clip to allow the gas through and displace the water in the measuring cylinder.

5 Measure the amount of gas and compare it with the stated amount of lemonade in the bottle.

6 Weigh the bottle and calculate the difference.

7 This procedure may need to be repeated several times to remove all the gas from the lemonade bottle. In fact, from some one litre bottles around three litres of gas can be extracted.

Safety : Recognising hazards and controlling risks. Handling hot and cold things. Handling glassware. Do not allow young children to taste food.
See ASE publication *Be Safe!* for information on all aspects of safety in school science.

## Numeracy Skills

Children should be able to :

- calculate the gas in a bottle of pop;
- measure and record temperature;
- produce a table of results.

## Literacy Skills

Children should be able to :

- manipulate words;
- measure words;
- use rhyming and rhythm.