

The Properties of Matter

Teacher Notes

- Call on volunteers to read the words in the box. Don't define yet.
- Guide the students in reading the passage. (They can read it silently first and then orally or just orally.)
- Discuss the passage as desired.
- Have students answer questions 1-8 using appropriate strategies. Make sure they can justify each answer choice. (You can do this question by question or have them answer all 8 and then discuss.)
- Encourage students to answer #9 with objects in the room so that others can verify that the correct physical properties were listed. Discuss.
- Use the vocabulary cards to play vocabulary games:
 - Concentration. (Lay out the cards face-down in a 4 x 6 array. The first student turns over two cards and reads the information. If the pictured word matches the definition, he/she takes the pair out of the array. If they do not match, turn the cards back over in the array. Continue until all words have been matched with their definition.)
 - Go Fish. Pass out an equal number of cards to each group member. If there are any extra, put them in a draw pile in the middle of the table. One person asks the student on his/her right for a match to one of his cards. For example, *Do you have the word that means "the amount of matter in an object"?* If he does, the second student gives the card to the first student. Have the student read the word and its definition and set them on the table. Play goes on with the next student. Continue going around the group in a clockwise motion until all words have been matched with their definition.

Answer Key—Multiple Choice Questions

1. D
2. C
3. B
4. A
5. B
6. D
7. C
8. A

Chemistry Concentration Answer Key—Set 1

Matching Cards:

| | | |
|------|------|-------|
| 1-13 | 5-19 | 9-22 |
| 2-21 | 6-15 | 10-20 |
| 3-14 | 7-24 | 11-17 |
| 4-18 | 8-16 | 12-23 |

Answer Key—Set 2

Matching Cards:

| | | |
|------|------|-------|
| 1-23 | 5-22 | 9-18 |
| 2-16 | 6-21 | 10-24 |
| 3-14 | 7-19 | 11-13 |
| 4-15 | 8-17 | 12-20 |