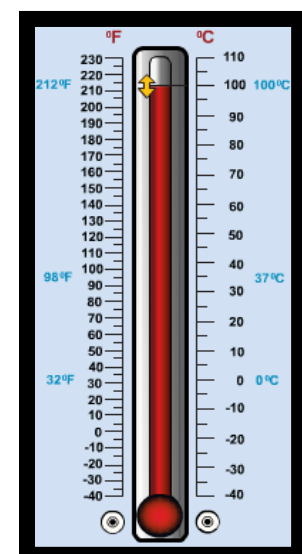
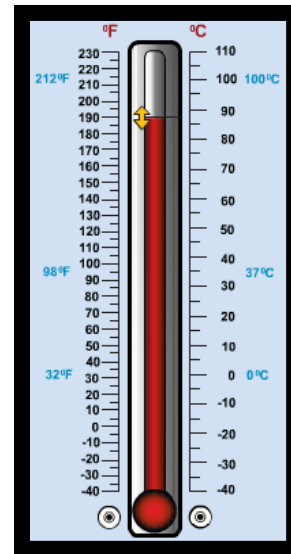
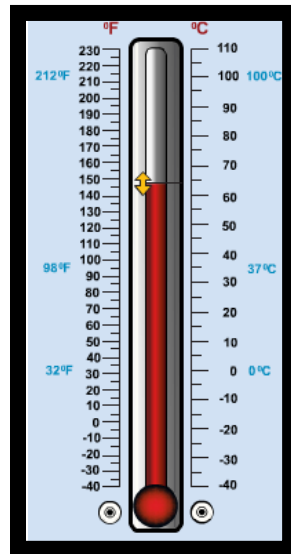
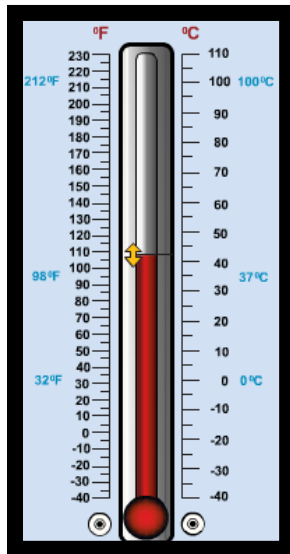
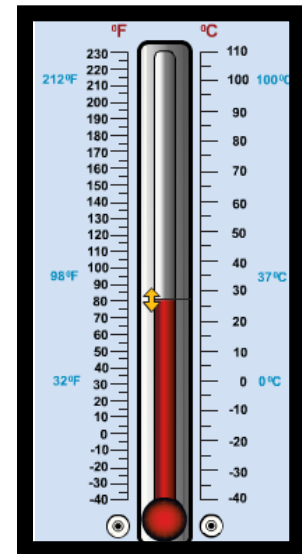
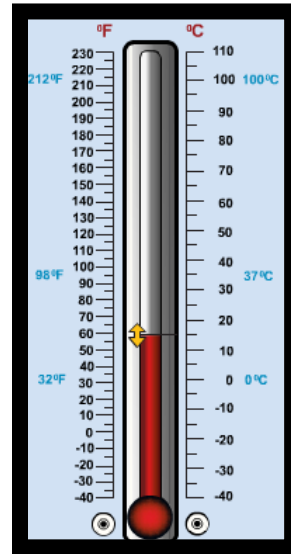
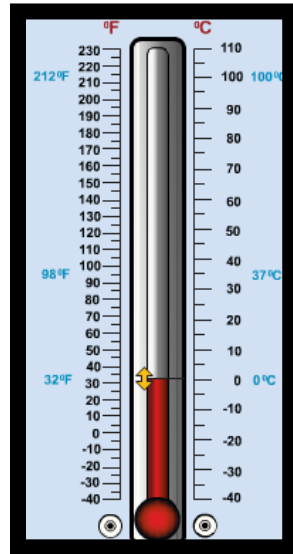
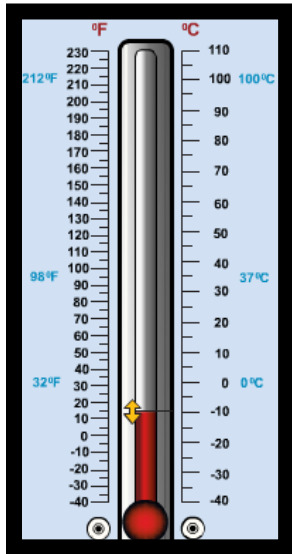


Cut out the thermometers to use them for the activities.






# MEASUREING TEMPERATURE STUDENT WORKSHEET

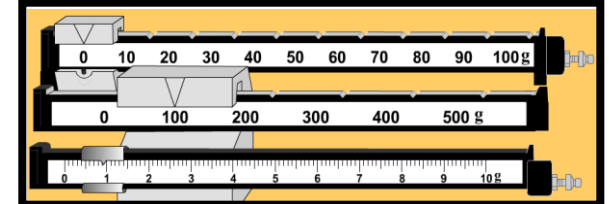
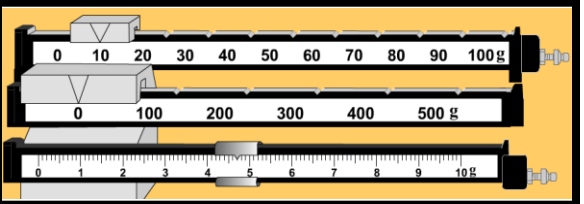
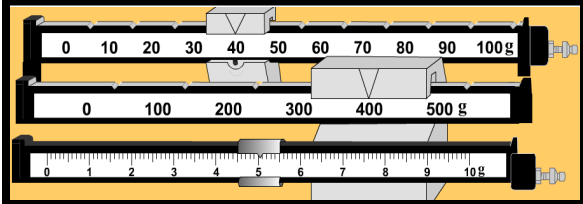
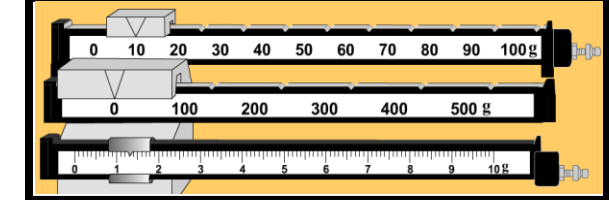
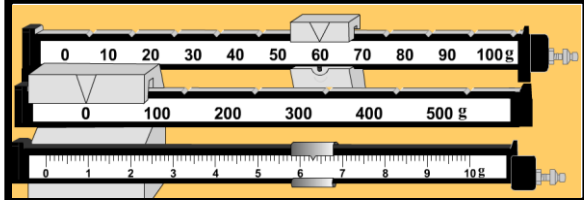
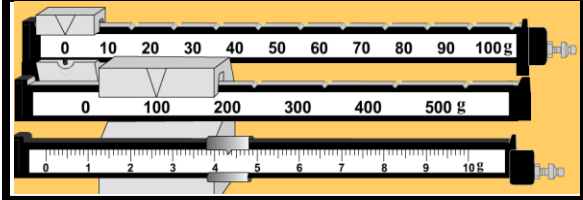
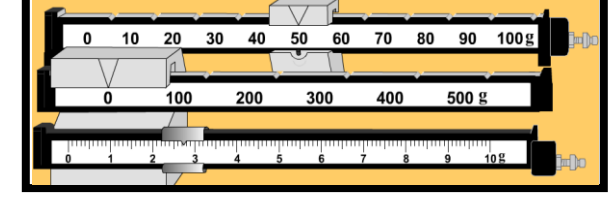
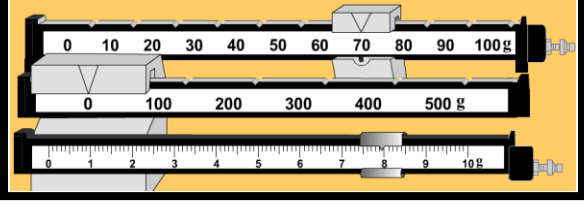
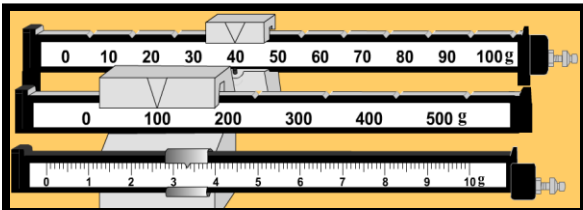
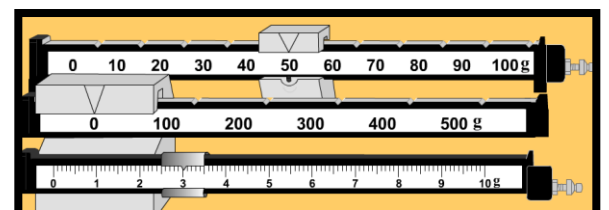
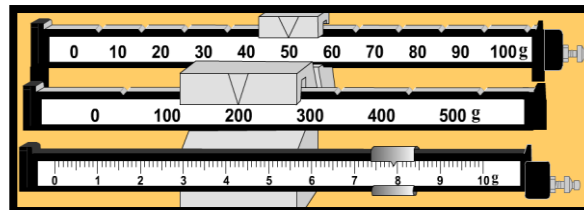
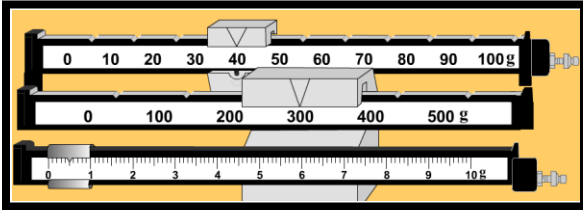
Place one of the  
Thermometers  
here.

Place the temperature  
prediction card here.

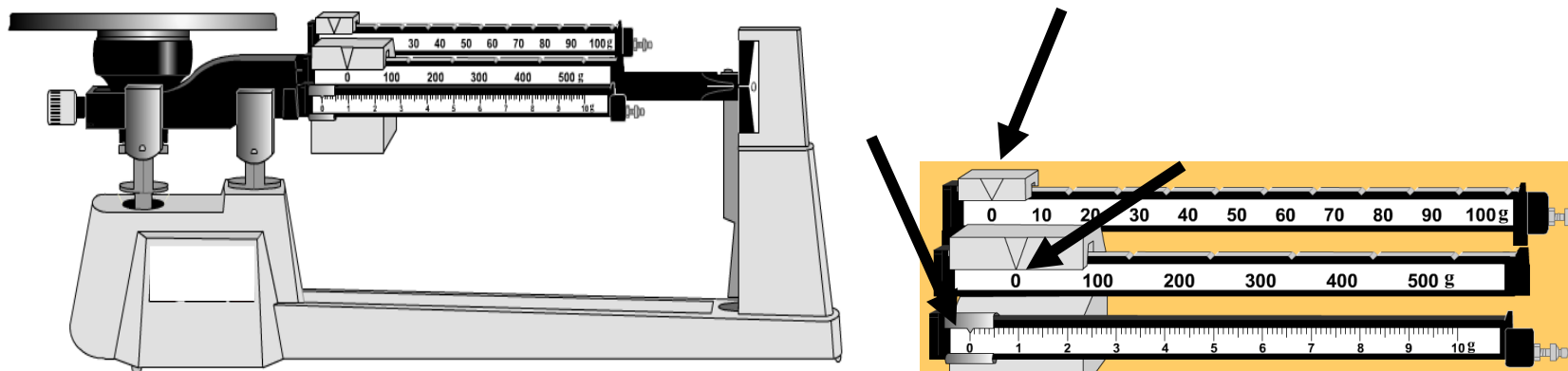
Place the water state of  
matter prediction card here.

1. Read the temperature of the thermometer.
2. Say; The temperature of the thermometer is \_\_\_\_\_ degrees Celsius.
3. Find the card that matches or is closest to your prediction.
4. Think about the state of water at the various temperatures. Use your water cheat sheet if necessary.
5. Get the state of matter card that you think is correct and put it in the box.
6. Say If the temperature is \_\_\_\_\_ degrees Celsius then I think the state of matter for water at this temperature will be \_\_\_\_\_ (solid, liquid, or gas)

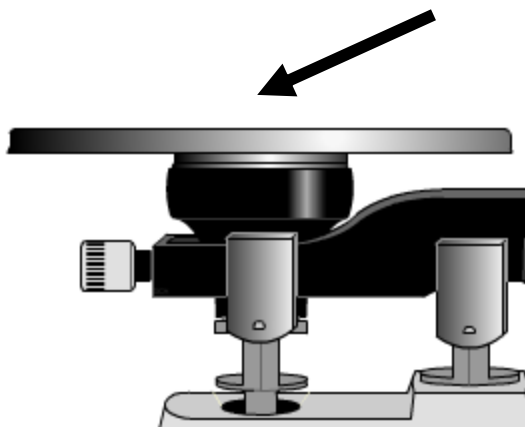
I think that the temperature of this thermometer is -10 degrees Celsius.	I think that the temperature of this thermometer is 10 degrees Celsius.	I think that the temperature of this thermometer is 15 degrees Celsius.	I think that the temperature of this thermometer is 27 degrees Celsius.
I think that the temperature of this thermometer is 44 degrees Celsius.	I think that the temperature of this thermometer is 64 degrees Celsius.	I think that the temperature of this thermometer is 87 degrees Celsius.	I think that the temperature of this thermometer is 100 degrees Celsius.
			I think that the temperature of this thermometer is 35 degrees Celsius.
<b>SOLID</b>	<b>LIQUID</b>	<b>GAS</b>	I think that the temperature of this thermometer is 100 degrees Celsius.



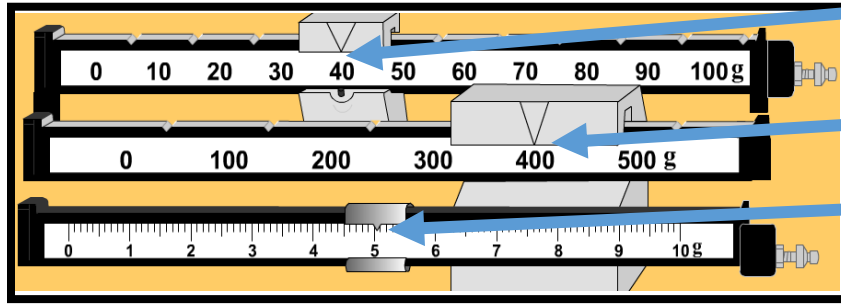
This is a triple beam balance. Notice that all three balance bars are set to zero.



When you place an object on the pan below, the balance will move up and down until you move the three balances to the correct mass.



To find the mass of an object all you have to do is add the three beams.



40

400

5

400

40

+ 5

---

445 g

A triple beam balance measures in grams. The “g” stands for grams.

Now it is your turn to practice.

**Place the picture of  
the balance bars  
here.**

Find the picture that shows the  
amount of mass on the balance beam bars.

Place the Mass  
card here.

Say, the mass of this triple beam balance is or is about \_\_\_\_\_  
grams.

<b>11 <math>\frac{3}{10}</math> grams</b>	<b>104 <math>\frac{3}{10}</math> grams</b>	<b>52 <math>\frac{7}{10}</math> grams</b>	<b>100 <math>\frac{9}{10}</math> grams</b>
<b>About 53 grams</b>	<b>About 101 grams</b>	<b>About 143 grams</b>	<b>52 <math>\frac{7}{10}</math> grams</b>
<b>53 grams</b>	<b>About 101</b>	<b>About 11</b>	<b>About 53</b>

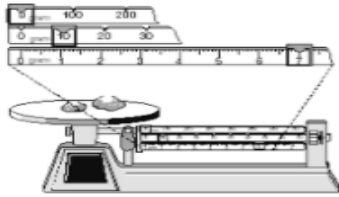
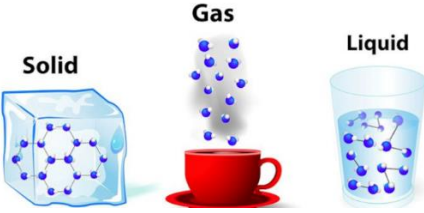
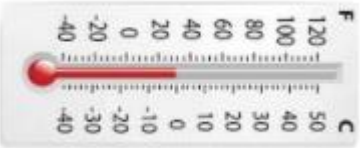



<b>445</b>	<b>258 9/10</b>	<b>77 9/10</b>	<b>66 3/10</b>
<b>About 15</b>	<b>About 258</b>	<b>About 78</b>	<b>About 66</b>
<b>14 6/10</b>	<b>About 340</b>	<b>340 5/10</b>	<b>143 3/10</b>
<b>About 104</b>			

<b>Eleven and three tenths grams</b>	<b>One hundred four and three tenths grams</b>	<b>Fifty-two and seven tenths grams</b>	<b>One hundred and nine tenths grams</b>
<b>About fifty-three grams</b>	<b>About one hundred one grams</b>	<b>About one hundred forty-three grams</b>	<b>Fifty-two and seven tenths grams</b>
<b>Fifty-three grams</b>	<b>About one hundred one</b>	<b>About eleven</b>	<b>About fifty-three</b>
<b>Four hundred forty-five grams</b>	<b>Two hundred fifty-eight and nine tenths grams</b>	<b>Seventy-seven and nine tenths grams</b>	<b>Sixty-six and three tenths grams</b>

<b>About fifteen grams</b>	<b>About two hundred fifty-eight grams</b>	<b>About seventy-eight grams</b>	<b>About sixty-six grams</b>
<b>Fourteen and six tenths grams</b>	<b>About three hundred forty grams</b>	<b>Three hundred forty and five tenths grams</b>	<b>One hundred three and three tenths grams</b>
<b>About one hundred four</b>			

Academic Vocabulary Word	Picture	Definition
--------------------------	---------	------------

	<p>Triple Beam Balance</p>	<p>A tool used to measure the mass of an object.</p>
	<p>Matter</p>	<p>Anything that has mass and takes up space. Three of the states of matter are solid, liquid, and gas.</p>
	<p>Thermometer</p>	<p>A tool used to measure the amount of heat.</p>
	<p>Magnet</p>	<p>A piece of iron that attracts or repels other pieces of iron.</p>

Sort the pictures using the graphic organizer below.

Academic Vocabulary Word	Picture	Definition

### Steps for Success

1. Identify the four physical properties and place them on the chart in the first column.
2. Think about the definition of each word. Discuss the meaning with your group members.
3. Identify the two characteristics of each physical property and place them on the chart.
4. Identify the picture that is associated with the physical property and place it on the chart.
5. In a complete sentence create your own definition for physical property and then use each word in a sentence.

### Triple Beam Balance

Definition- \_\_\_\_\_.

Sentence- \_\_\_\_\_.

### Matter

Definition- \_\_\_\_\_.

Sentence- \_\_\_\_\_.

### Thermometer

Definition- \_\_\_\_\_.

Sentence- \_\_\_\_\_.

### Magnet

Definition- \_\_\_\_\_.









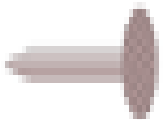


Sentence- \_\_\_\_\_.

sort the pictures based on their mass.

<5 grams

>50 grams

>100 grams

<p>Brass Ring</p> 	<p>Paperclip</p> 	<p>Wood Blocks</p> 	<p>Balloons</p> 
<p>Car Key</p> 	<p>Cork</p> 	<p>Rubber Duck</p> 	<p>Tree</p> 
<p>Aluminum Can</p> 	<p>Metal Nail</p> 	<p>Log</p> 	<p>Metal Washer</p> 

2.a Magnetism



Sort the pictures based on magnetism.

Magnetic

Non-Magnetic

Student sheet 2.a Magnetism Steps for Success

1. Think about the definition of magnetism.
2. Look at the pictures and see if you can identify whether it is magnetic or non-magnetic.
3. Place the picture on the side you think it belongs.
4. Say to your partner "I think this is (magnetic/non-magnetic) because \_\_\_\_\_."
5. Do 4 objects out loud as a group then fill in the sentence stems below to explain your answer for the last 12 objects.

1. I think the \_\_\_\_\_ is a/an \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_.

2. I think the \_\_\_\_\_ is a/an \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_.

3. I think the \_\_\_\_\_ is a/an \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_.

4. I think the \_\_\_\_\_ is a/an \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_.

5. I think the \_\_\_\_\_ is a/an \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_.

2.a Sinks and Floats

Sort the pictures based on their ability to sink or float.

SINKS

FLOATS

## Student sheet 2.a Density Steps for Success

1. Think about the objects that you have seen that sink or float.
2. Look at the pictures and see if you can identify whether it will sink or float in water.
3. Place the picture on the side you think it belongs.
4. Say to your partner "I think the \_\_\_\_\_ will \_\_\_\_\_ (sink or float) because \_\_\_\_\_."
5. Do 4 objects out loud as a group then fill in the sentence stems below to justify your answer for at least five objects.

1. I think the \_\_\_\_\_ will \_\_\_\_\_ (sink or float) because \_\_\_\_\_

\_\_\_\_\_.

2. I think the \_\_\_\_\_ will \_\_\_\_\_ (sink or float) because \_\_\_\_\_

\_\_\_\_\_.

3. I think the \_\_\_\_\_ will \_\_\_\_\_ (sink or float) because \_\_\_\_\_

\_\_\_\_\_.

4. I think the \_\_\_\_\_ will \_\_\_\_\_ (sink or float) because \_\_\_\_\_

\_\_\_\_\_.

5. I think the \_\_\_\_\_ will \_\_\_\_\_ (sink or float) because \_\_\_\_\_

\_\_\_\_\_.