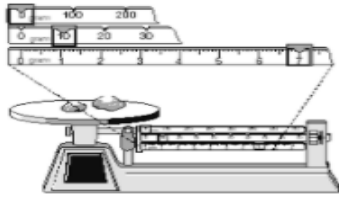

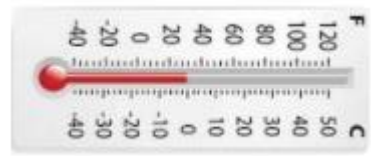



Academic Vocabulary	Definition	Example
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	Mass	A measure of how much matter is in an object.
	Volume	The amount of space the object takes up.
	Temperature	A measure of the amount of heat.
	Magnetism	Does it stick to iron

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.

Mass

Definition- _____.

Sentence- _____.

Volume

Definition- _____.

Sentence- _____.

Temperature

Definition- _____.

Sentence- _____.

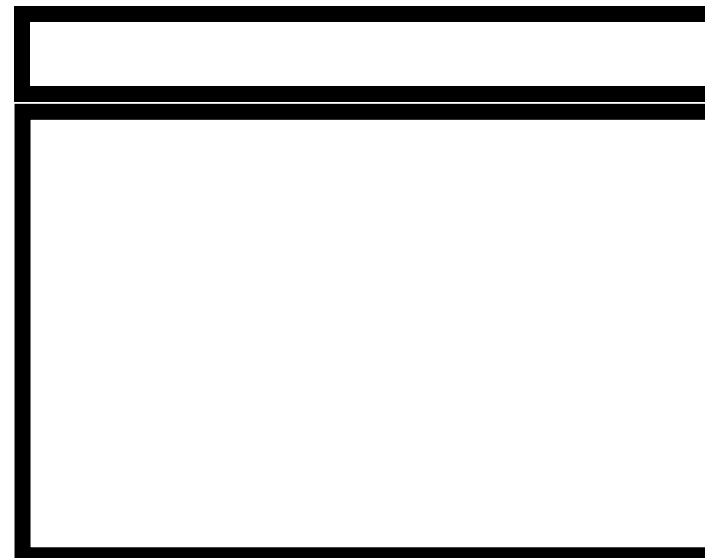
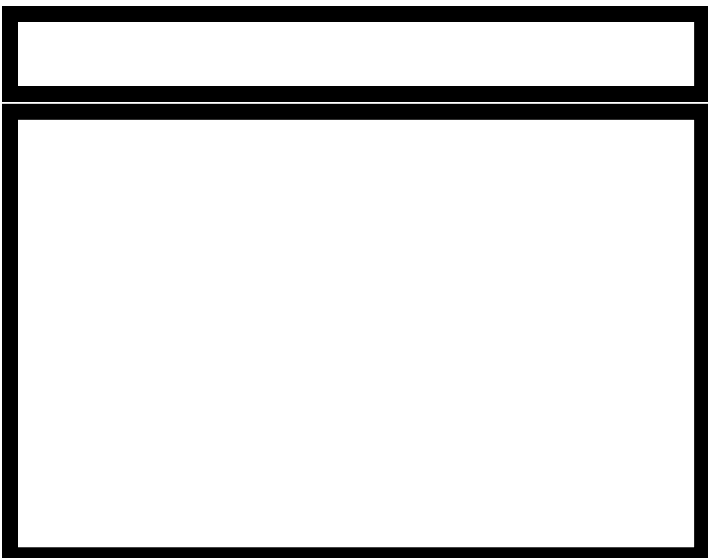
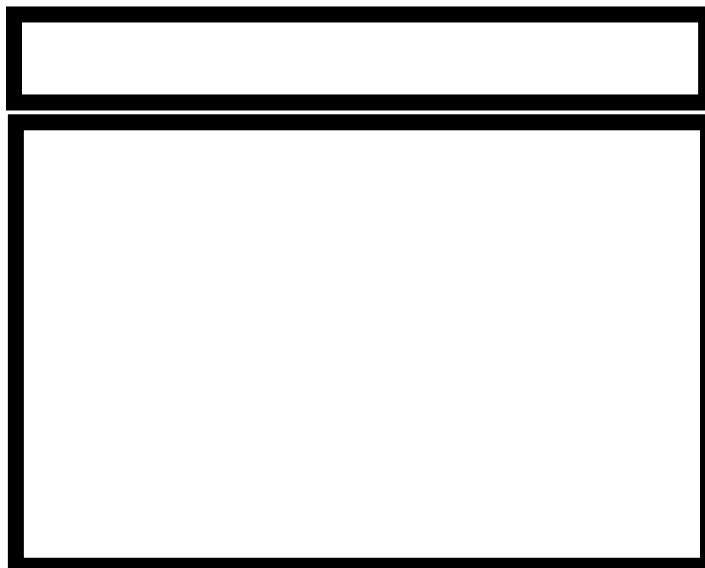
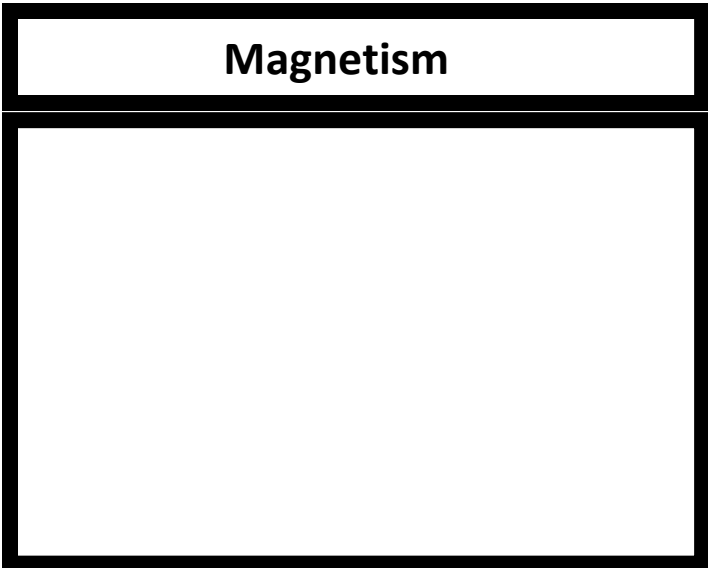
Magnetism

Definition- _____.

Sentence- _____.

Draw a picture to represent your definition of each physical property. (1.a)

Magnetism



Physical States

Solids

Gases

Liquid

Brass Ring



Paperclip



Wood Blocks



Balloons



Car Key



Cork



Rubber Duck



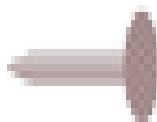
Tree



Aluminum Can



Metal Nail



Log



Metal Washer



Melting

Freezing

Condensing

Boiling/
Evaporating

Student sheet 2.a Conductivity Steps for Success

1. Think about the definitions of insulator and conductor.
2. Look at the pictures and see if you can identify whether it is an insulator or a conductor.
3. Place the picture on the side you think it belongs.
4. Say to your partner “I think this is a/an (insulator/conductor) 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 Magnetism

Magnetic

Non Magnetic

Student sheet 2.a Magnetism Steps for Success

1. Think about the definitions 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 justify 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

SINKS

(More Dense
Than Water)

FLOATS

(Less Dense
Than Water)

Student sheet 2.a Density Steps for Success

1. Think about the definitions of Density.
2. Look at the pictures and see if you can identify whether it is more dense or less dense than water.
3. Place the picture on the side you think it belongs.
4. Say to your partner "I think this is (more dense/less dense) than water because _____."
5. Do 4 objects out loud as a group then fill in the sentence stems below to justify your answer for the last 12 objects.

1. I think the _____ is _____ because _____
_____.

2. I think the _____ is _____ because _____
_____.

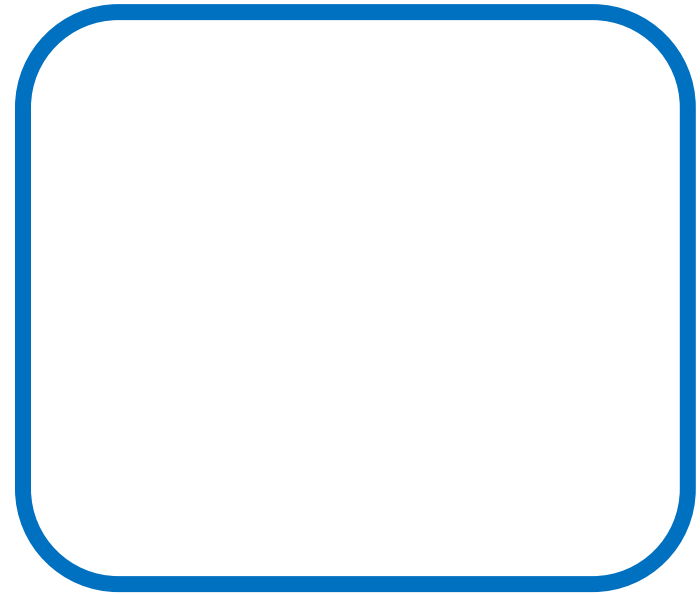
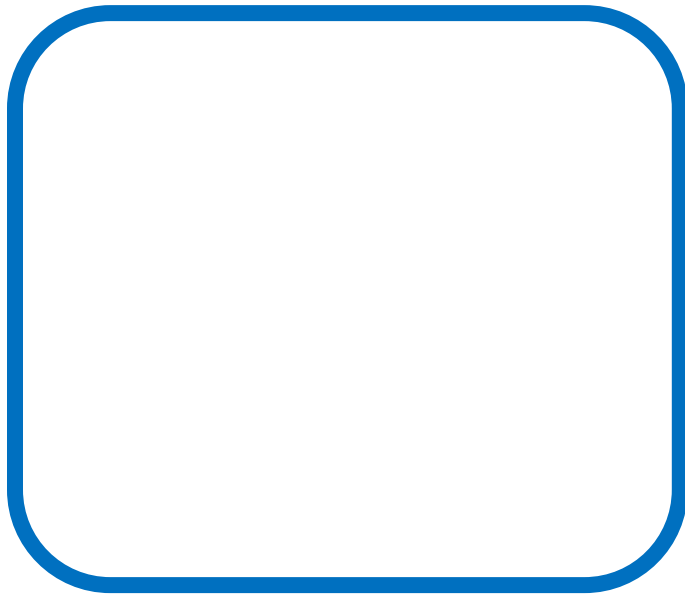
3. I think the _____ is _____ because _____
_____.

4. I think the _____ is _____ because _____
_____.

5. I think the _____ is _____ because _____
_____.

Mass

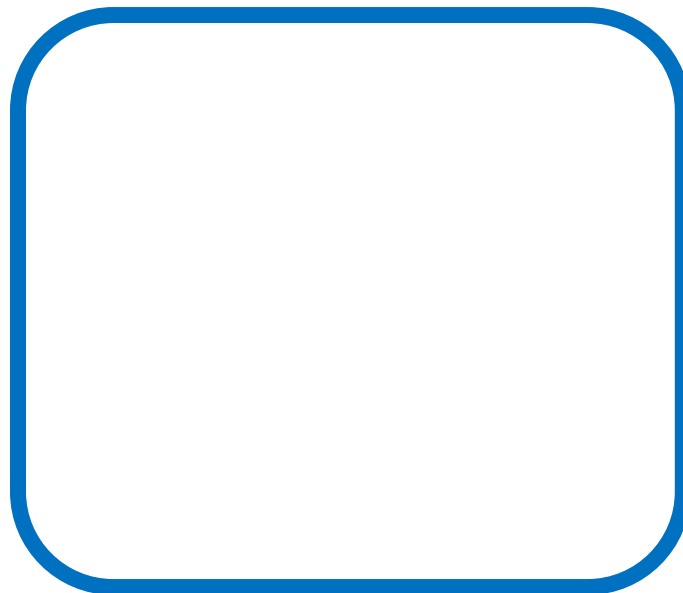
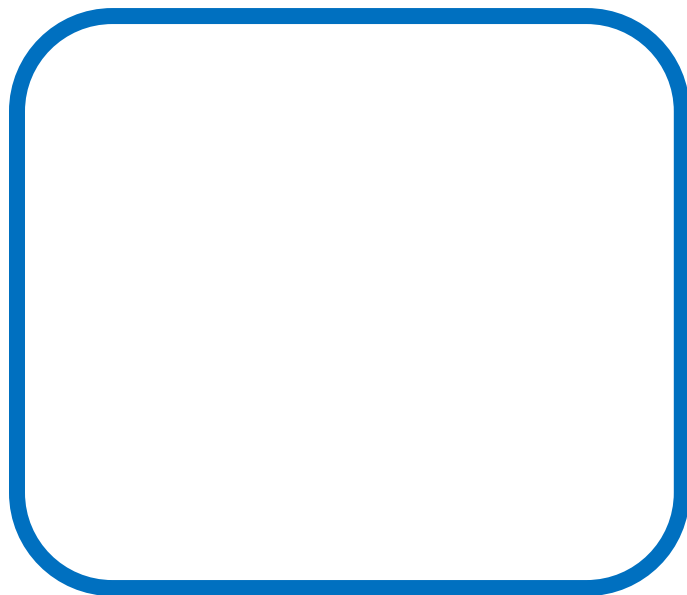
Compare and Contrast the Mass of different Items. Use the sentence stems below.



I think the mass of the _____ is (greater than, less than) the mass of the _____.

I think this because _____.

Compare and Contrast the Volume of different Items. Use the sentence stems below.

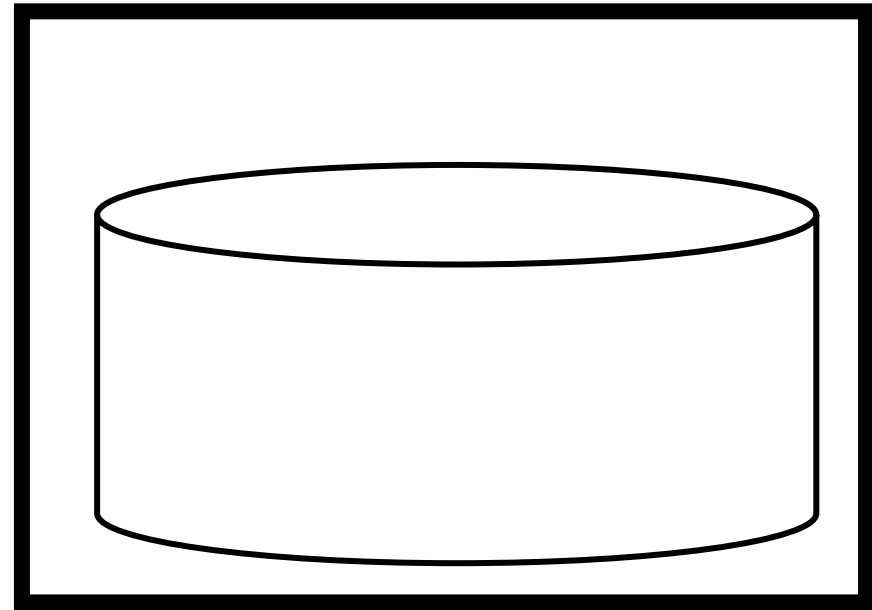
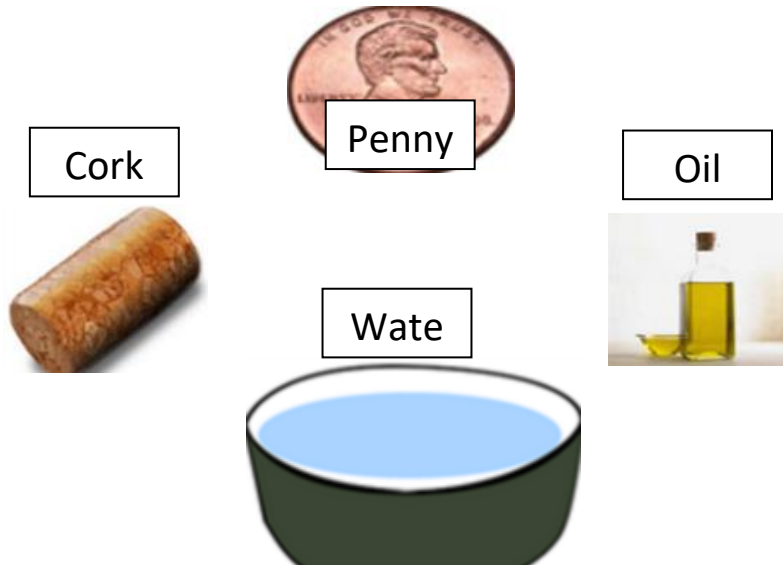


I think the volume of the _____ is (greater than, less than) the volume of the _____.

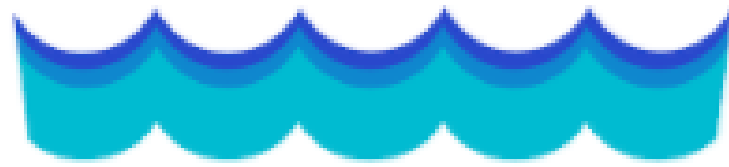
I think this because _____.

If all the items were thrown into one container, what do you think will happen?

Draw what would happen if all the items were in the same container based on their ability to sink or float.



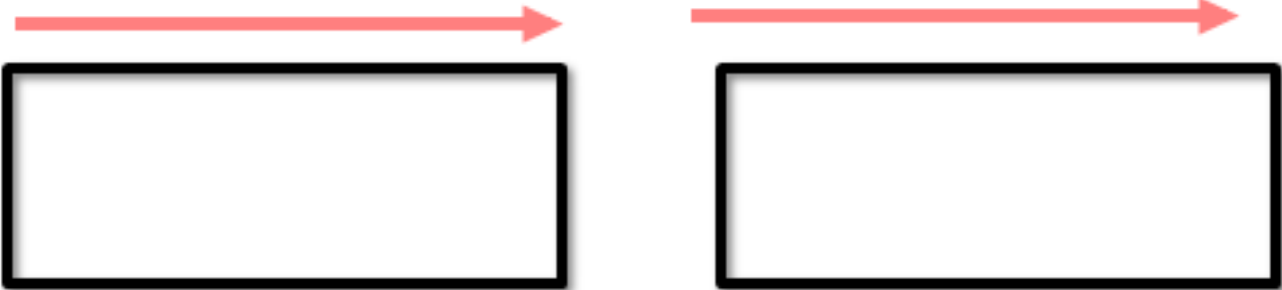
In complete sentences, explain why you put the pictures in the order you chose. Be sure to use our vocabulary such as more and less dense.



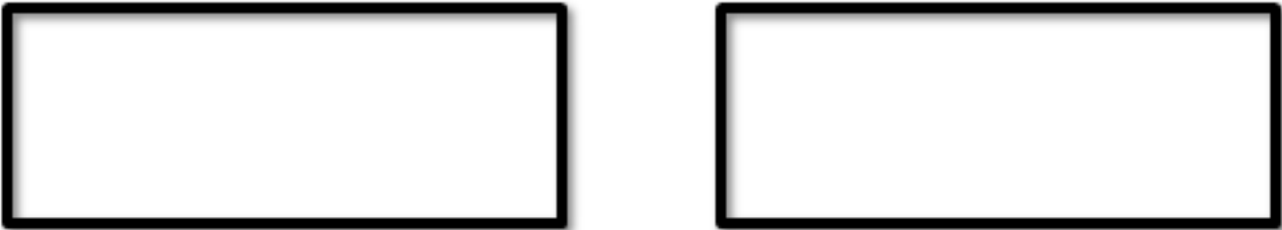
With a partner, explain what the water would be doing at each of the following temperatures.

0 degrees Celsius	50 degrees Celsius	100 degrees Celsius

Drag and Drop the correct words into the boxes



S L G



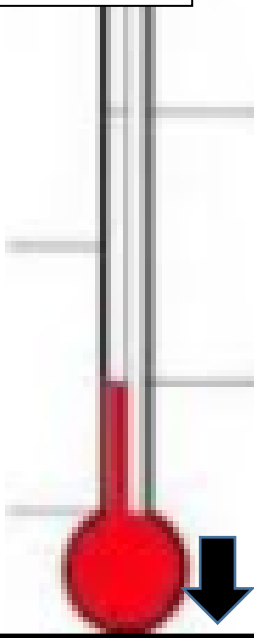
Melting

Freezing

Condensing

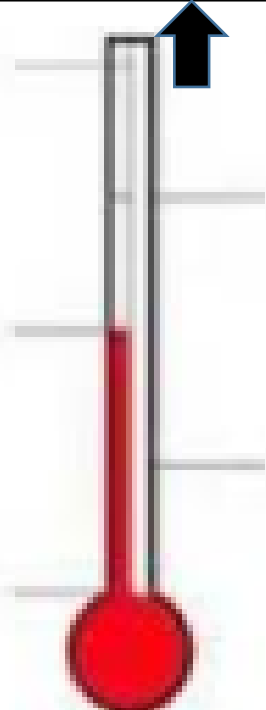
Boiling/
Evaporating

Thermometer Board

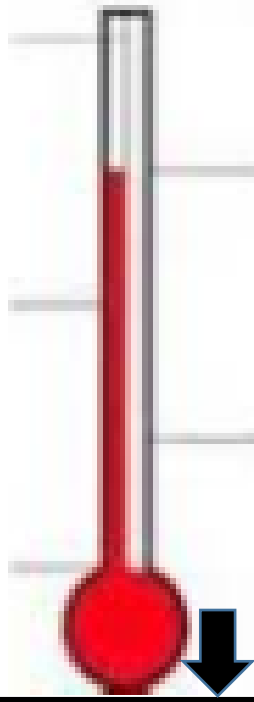


This thermometer is at 0 degrees Celsius. Explain what would be happening to water at this temperature.

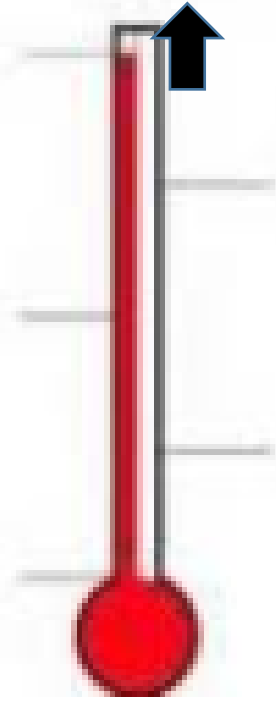
This thermometer is at 50 degrees Celsius. Explain what would be happening to water at this temperature.



This thermometer is at 75 degrees Celsius. Explain what would be happening to water at this temperature.



This thermometer is at 100 degrees Celsius. Explain what would be happening to water at this temperature.



1. After each group member has spoken or explained their answer use these cards with the thermometer board.
2. Cut out the pictures and match them to the correct thermometer.

At this temperature, water would be in a solid state. The molecules would be moving slightly because of the cold temperatures. When water is at this temperature, we call it its freezing/melting point. This means that the water changes states from a liquid to a solid. This thermometer is 100 degrees from its boiling point.

At this temperature, water would be in a liquid state. The molecules would be moving slightly faster because of the warmer temperatures. This thermometer is 50 degrees from the freezing point and it is 50 degrees from the melting/freezing point.

At this temperature, water would be in a liquid state. The molecules would be moving much faster because of the warm temperature. This thermometer is 75 degrees from the freezing point and it is 25 degrees from the boiling point.

At this temperature, water would be in a liquid state. The molecules would be moving very fast because of the hot temperatures. This thermometer is 100 degrees from the freezing/melting point and we say it has reached its boiling point. The boiling point is the temperature that water changes from a liquid to a gas