

Ms. Nelson's

Kindergarten Daily Assignments

March 30 – April 3, 2020

- Practice letter naming - Daily
- Review letter sounds - Daily
- Count from 0 -100 – Daily
- Beginning, ending sounds – Daily
- Read books – Daily (sign the student planner on the days read) get creative, you can use a newspaper article, magazine article, read recipes, books at home. Please make sure to write the title of the book or the article read.
- Study Sight words – Daily (make flash cards with one sight word on each card, then have your child say these sight words every day, you can switch the order of the words by Wednesday) get creative practicing the sight words, you can write and read sentences with the sight word in them, highlight or circle the sight words in a newspaper article, write them in the air, write and say the word.
 - with
 - his
 - they
 - I
- ELA - Wonder's Worksheet
 - pages 117 -118 (disregard pages 119 – 120) – Tuesday
 - Read short story: You and I pages 1 – 4 and then color the book – Thursday
 - Book report - Thursday
- Math
 - Chapter 3 L9 pages 233 -235 – Monday
 - Chapter 3 L10 pages -237 – 242 – Wednesday
- Social Studies
 - Draw a rule you follow at home - Wednesday
 - Chapter 4 L1 pages 86 - 87 – Friday
- Science
 - Draw what the weather was like for the day - Monday
 - Unit 8 L24 pages 103 – 105 – Friday
 - **Do not do page 106 Sum It Up! – I will do the assessment in the classroom**
- **Please make sure your child's first & last name along with the date is written on the classwork. No name on class work will result in NO Credit. Please make the time to work with your child on the classroom work.**

Ms. Nelson's

Kindergarten Daily Assignments














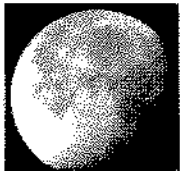
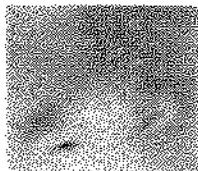












April 6 - April 10, 2020

- Practice letter naming - Daily
- Review letter sounds - Daily
- Count from 0 -100 - Daily
- Beginning, ending sounds - Daily
- Read books - Daily (sign the student planner on the days read) get creative, you can use a newspaper article, magazine article, read recipes, books at home. Please make sure to write the title of the book or the article read.
- Study Sight words - Daily (make flash cards with one sight word on each card, then have your child say these sight words every day, you can switch the order of the words by Wednesday) get creative practicing the sight words, you can write and read sentences with the sight word in them, highlight or circle the sight words in a newspaper article, write them in the air, write and say the word.
 - with
 - his
 - they
 - I
- ELA - Wonder's Worksheet
 - pages 123 - 124 - Tuesday
 - pages 125 - 126 - Thursday
 - Book report - Thursday
- Math
 - Addition worksheets - Monday
 - Subtraction worksheets - Wednesday
- Social Studies
 - Chapter 4 L2 pages 88 - 89 - Wednesday
 - Chapter 4 L3 pages 90 - 93 - Friday
 - **Do not do page 94 - we will cover that in class**
- Science
 - Draw what the weather was like for the day - Monday
 - Unit 8 L25 pages 107 - 109 - Friday
 - **Do not do page 110 Sum It Up! - I will do the assessment in the classroom**
- **Please make sure your child's first & last name along with the date is written on the classwork. No name on class work will result in NO Credit. Please make the time to work with your child on the classroom work.**





















Beginning and Ending Sounds

ch		sk	
			
chair	sandwich	skunk	desk
sh		th	
			
shell	fish	thumb	tooth











The Alphabet

Aa apple 	Bb ball 	Cc cat 	Dd dog 	Ee egg 
Ff fish 	Gg  goat  giraffe	Hh hoohan 	Ii iguana 	Jj jacket 
Kk key 	Ll lemon 	Mm moon 	Nn nose 	Oo octopus 
Pp pencil 	Qq question 	Rr rainbow 	Ss snowman 	Tt turtle 
Uu umbrella 	Vv volcano 	Ww watermelon 	Xx X-ray 	Yy Yellow Yo-yo 
Zz zebra 	Remember : Long Vowels Aa, Ee, Ii, Oo and Uu say their names.			

Beginning Sounds

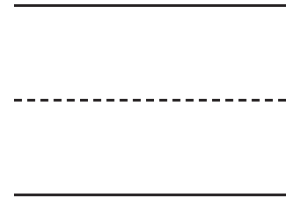
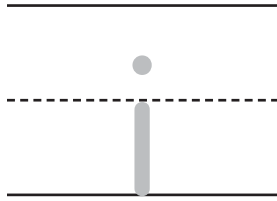
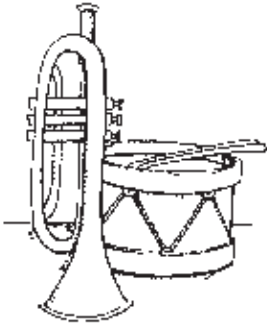
bl	cl	fl	gl	pl	sl
					
blanket	clock	flower	glove	plant	slide
br	cr	dr	fr	gr	pr
					
broom	crayon	drum	frog	grapes	pretzel
tr	sm	sn	wh	sp	st
					
tree	smile	snowman	whale	spoon	star
sw	tw	ph	qu		
	20		?		
swim	twenty	phone	question		

Ending Sounds

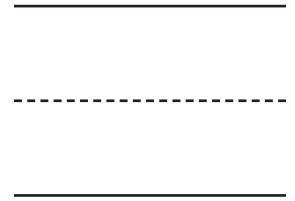
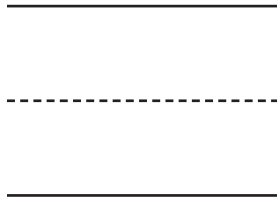
mp	nd	nk	lk
			
lamp	hand	sink	milk
ft	nt	st	ng
			
gift	paint	nest	ring
dge	tch		
			
badge	watch		

Name _____

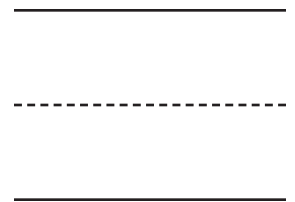
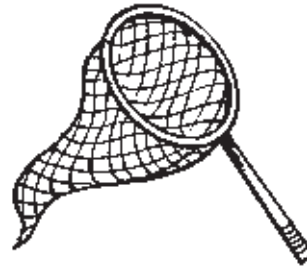
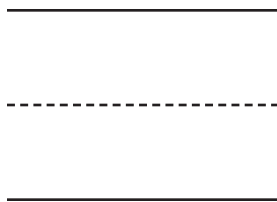
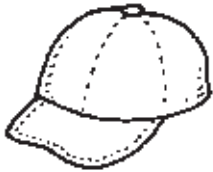
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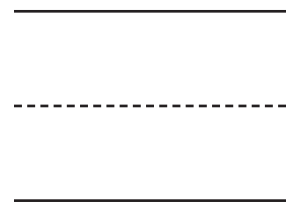
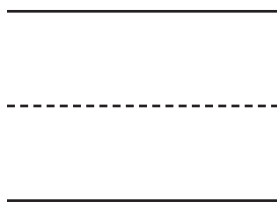
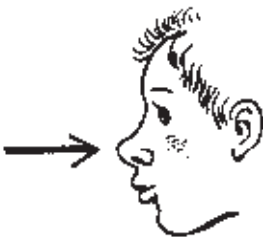
2.



3.



4.



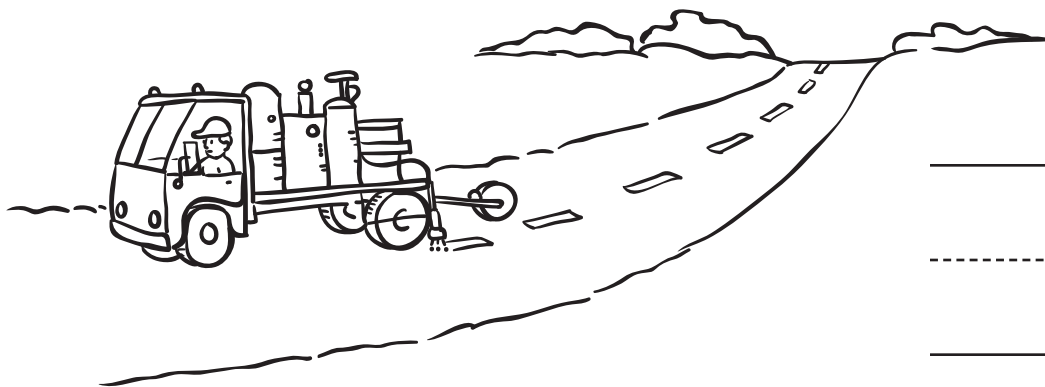
Review Phonics: /i/i, /n/n, /k/c

Say the name of each picture. Write the letter *i*, *n*, or *c* next to each picture whose name begins with the */i/*, */n/*, or */k/* sound.

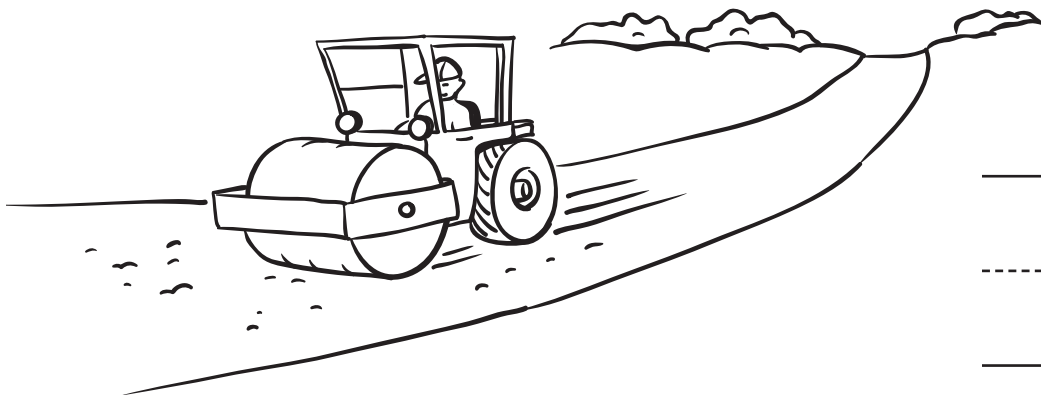


Name _____

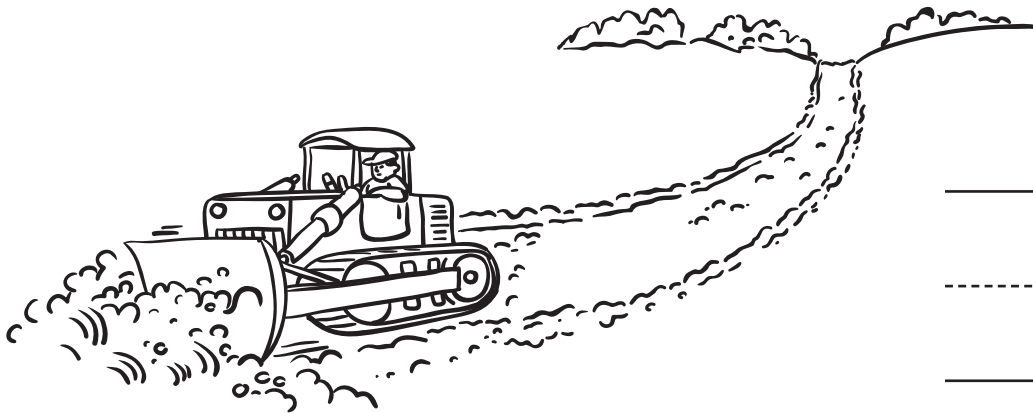
1.



2.



3.

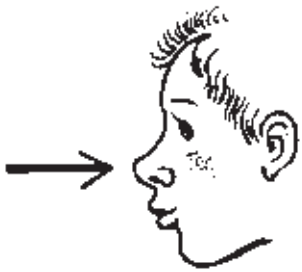
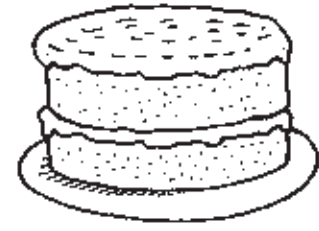
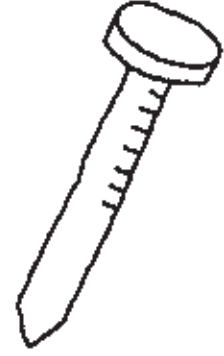
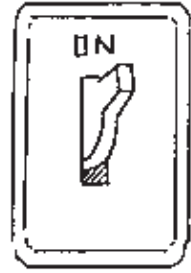


Comprehension: Key Details

Look at the pictures about the story *Roadwork*. Tell what happened in each picture. Then write 1, 2, and 3 to show what happened first, next, and last.



Name _____

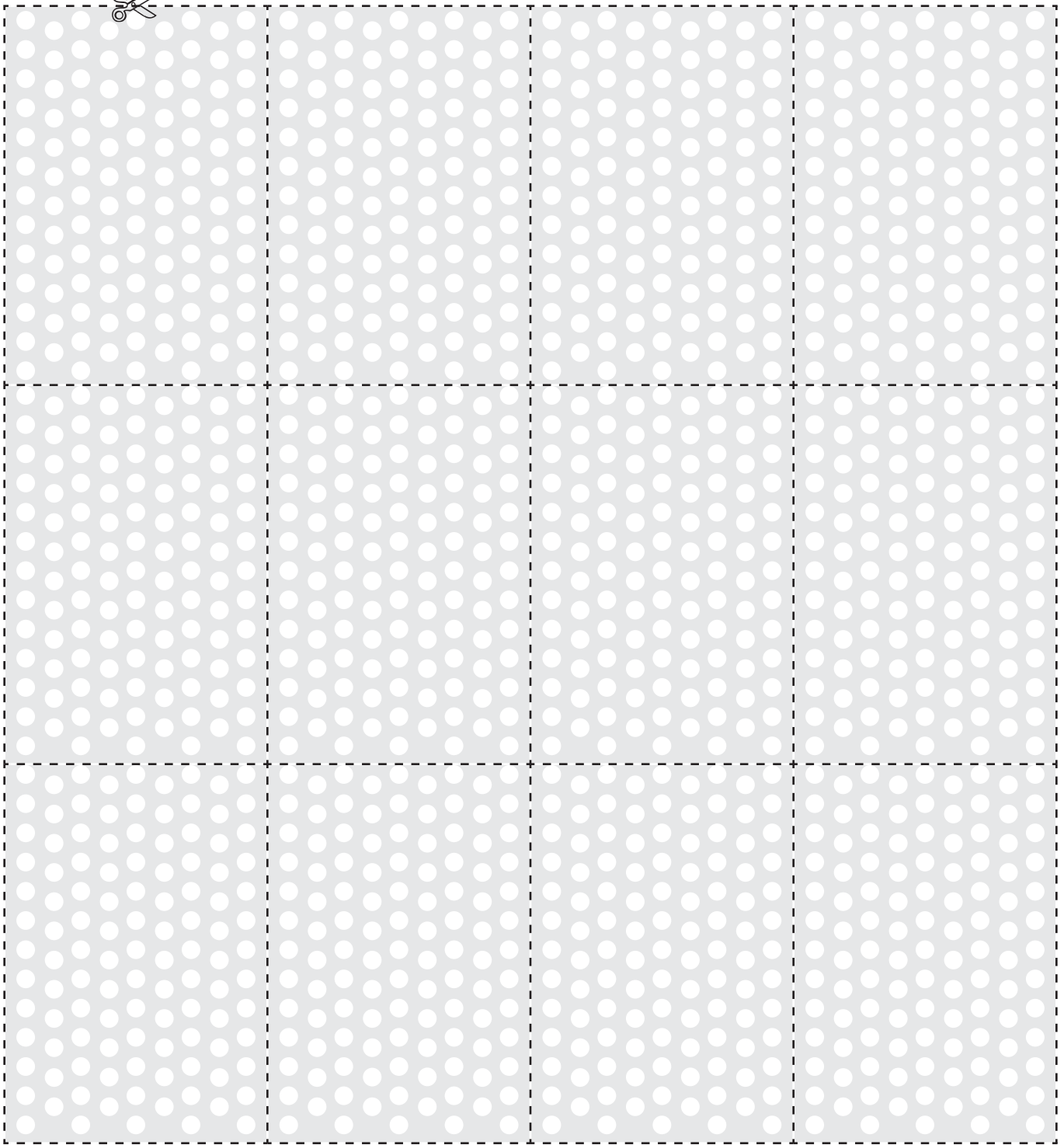


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Phonics Review Game: /i/i, /n/n, /k/c, /o/o, /d/d
Say the name of each item and the letter it begins with. Then cut out each picture.



Name _____

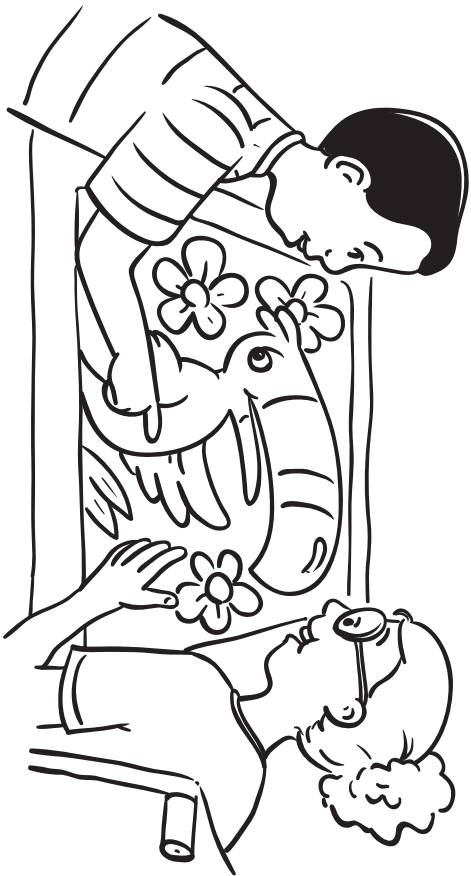


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Phonics Review Game: /i/i, /n/n, /k/c, /o/o, /d/d

Place the picture cards face-down onto a desk or table. Flip two cards over and say the names of the pictures. Have children say the letter that stands for each beginning sound. If the pictures begin with the same letter, you have made a match. Continue playing until all cards have been matched.

Name _____



You and I can do it!

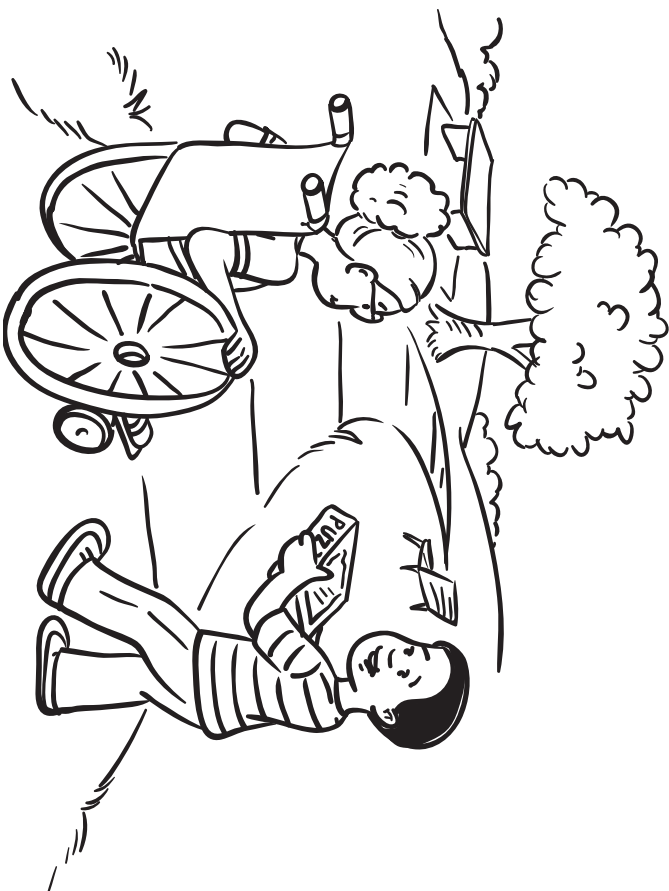
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Review High Frequency Words: *to, and, go, you, do*
Read the book aloud to a partner. Reread for fluency.

4

Unit 4: Around the Neighborhood • Week 3

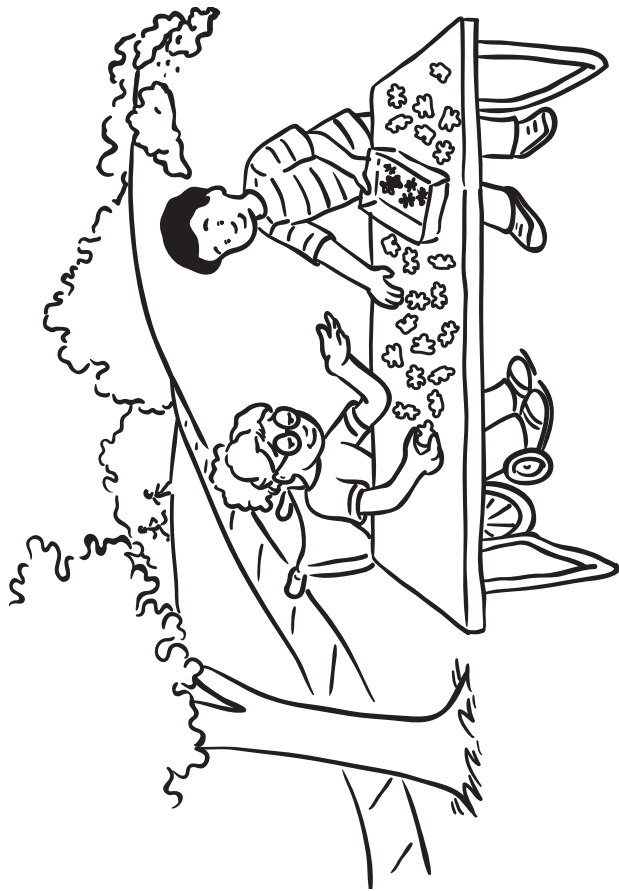
You and I




We can go to the
park
i

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1



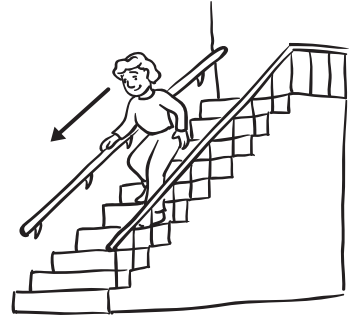
We can do a  puzzle.



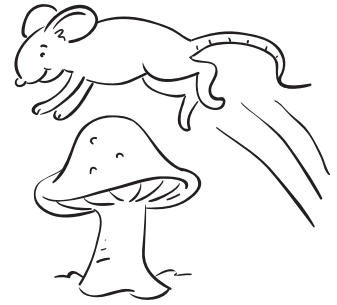
Can we do it?

Name _____

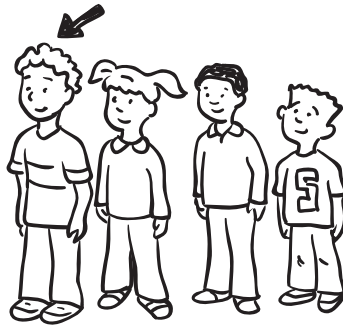
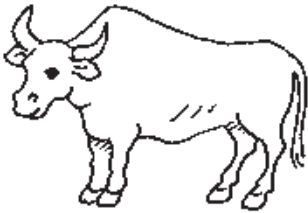
1.



2.



3.

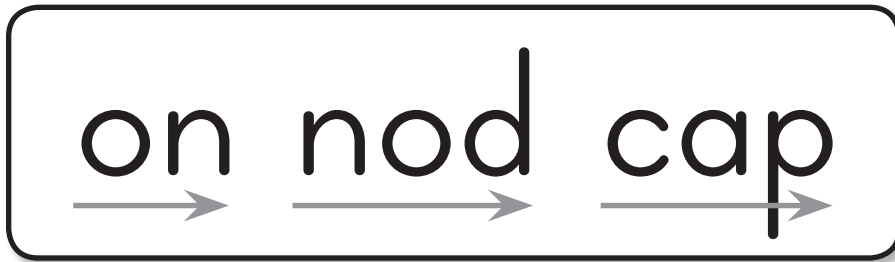


Category Words: Position Words

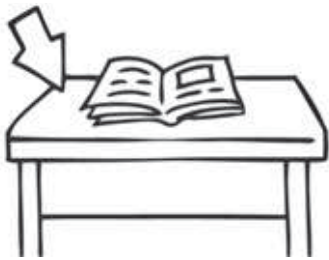
Put a marker on each picture that shows a position word. Name the position shown in each picture.



Name _____



1.



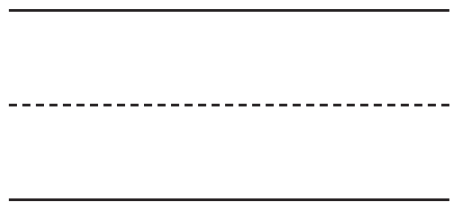
on



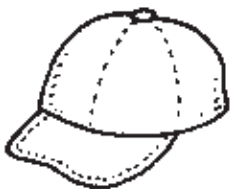
2.



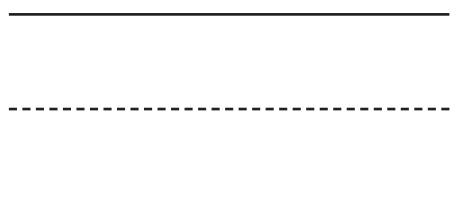
nod



3.



cap



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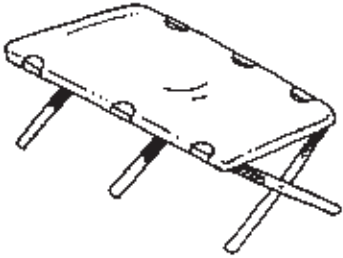
Review Phonics: Blending

Blend the sounds and say the word. Write the word. Repeat the word.

Name _____

cot in dip

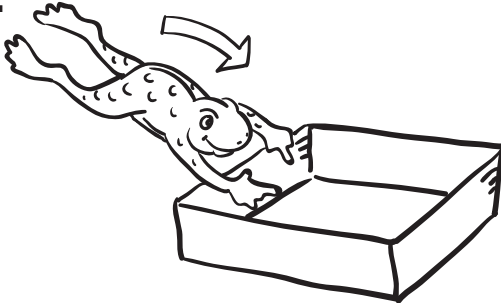
1.



cot

cot

2.



in

in

3.



dip

dip

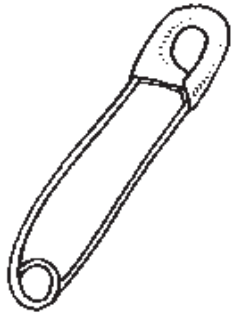
Review Phonics: Blending

Blend the sounds and say the word. Write the word. Repeat the word.



Name _____

1.



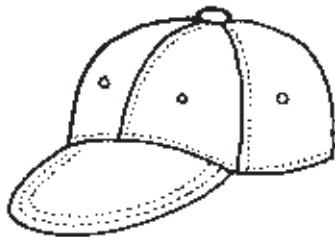
pin

2.



Don

3.



cap

Handwriting Review

Say each word as you trace it and write it. Then read each word to a partner.

Name _____

My Homework

Lesson 9

Count to 100
by Ones

Homework Helper



Need help? connectED.mcgraw-hill.com

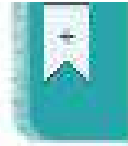
1

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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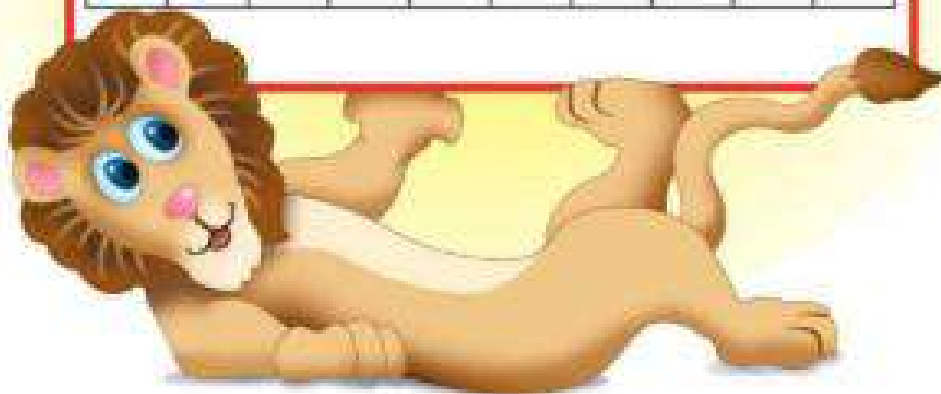
Directions: Touch, count, and color the numbers 1 to 15 red. Touch, count, and color the numbers 16 to 33 yellow. Touch, count, and color 34 to 75 purple. Touch, count, and color 76 to 100 green.



Name _____

On My Own

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

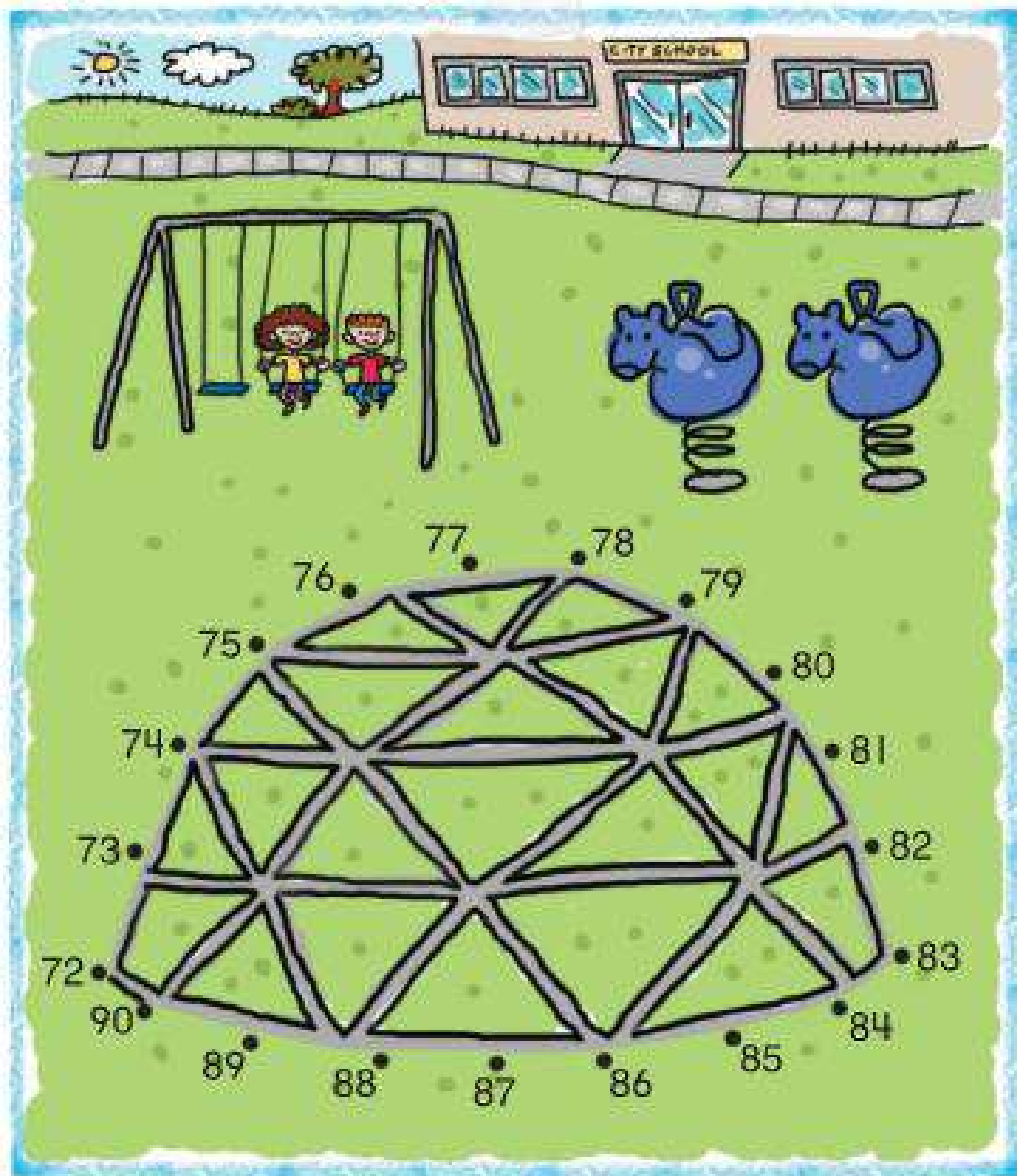


Directions: Touch, count, and circle numbers 1 to 15. Touch, count, and color the numbers 16 to 36 red. Touch, count, and circle numbers 37 to 47. Touch, count, and color the numbers 48 to 68 blue. Touch, count, and circle the numbers 69 to 79. Touch, count, and color the numbers 80 to 100 yellow.



Problem Solving

Mathematical
PRACTICE



Directions: Start at 72. Say each number as you connect the dots by counting from 72–90. What did you make?

Name _____

My Homework

Lesson 10

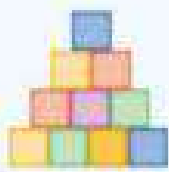
Count to 100
by Tens

Homework Helper



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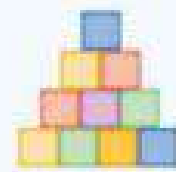
1



10

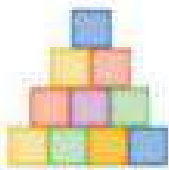


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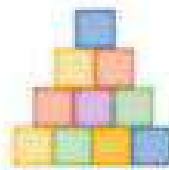


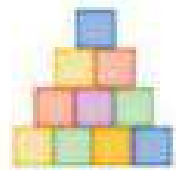
30

2

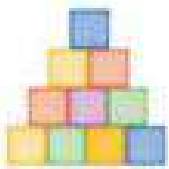


40

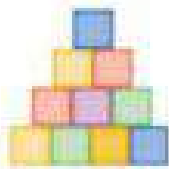


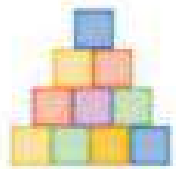


3



70





Directions: 1–3. Continue counting by 10s. Write how many objects are in all.





10

Blank handwriting lines for the number 10.

Blank handwriting lines for the number 10.



40

Blank handwriting lines for the number 40.

Blank handwriting lines for the number 40.



70

Blank handwriting lines for the number 70.

Blank handwriting lines for the number 70.



Directions: 4–6. Continue counting by 10s. Write how many objects in all.

Math at Home Help your child make ten groups of 10 using cereal. Have him or her count to 100 by tens.

Name _____

Count to 100 by Tens

Lesson 10

ESSENTIAL QUESTION
How can I show numbers
beyond 10?



Explore and Explain



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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Teacher Directions: Touch and count by 10s from 10 to 100. Color 10, 20, and 30 green. Color 40, 50, and 60 yellow. Color 70, 80, 90, and 100 red.



Mathematical
PRACTICE

See and Show

1

		
<u>10</u>	<u>20</u>	<u>30</u>

2

		
<u>40</u>	<u> </u>	<u>60</u>

3

		
<u>70</u>	<u> </u>	<u>90</u>



Directions: 1–3. Count by 10s. Use a hundred chart to find the missing numbers. Write the missing numbers.

Name _____



On My Own

4



10





30



5



50





70



80



Directions: 4–5. Count by 10s. Use a hundred chart to find the missing numbers.
Write the missing numbers.



Problem Solving



Mathematical
PRACTICE

The scene shows an art studio with a yellow floor and a white wall. In the foreground, there is a white paint palette with various colors and a paintbrush. To the left, a wooden easel stands on the floor. On the easel, there are two paint containers: one with green paint and one with pink paint. A number line is drawn on the easel, starting at 0 and ending at 100, with dots at every 10 units (0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100). On the wall, there are four framed abstract paintings. The first painting (top left) has a yellow sun and blue dots on a purple background. The second painting (top middle) has a yellow sun with a purple border. The third painting (top right) has green and blue shapes on an orange background. The fourth painting (middle left) has a white star on a purple and red background. The floor has some paint splashes in blue and purple.



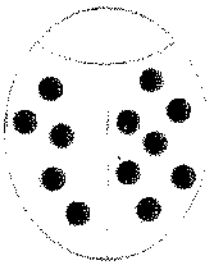
Directions: Start at 0. Count by tens to connect the dots. Say the numbers.
Draw a picture on the easel.

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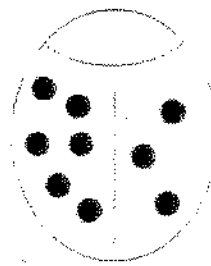
Name: _____

Date: _____

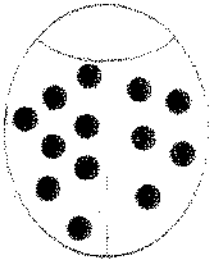
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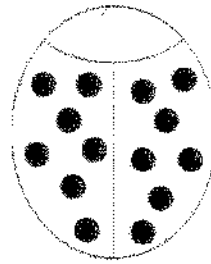
$5 + 7 = \square$



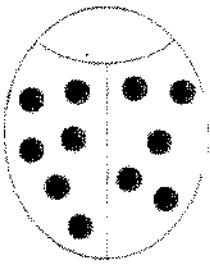
$6 + 3 = \square$



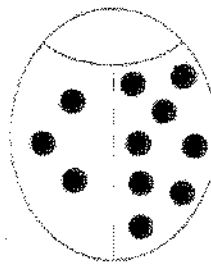
$8 + 5 = \square$



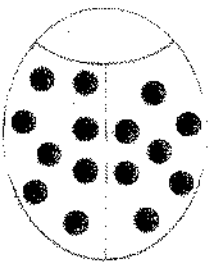
$7 + 7 = \square$



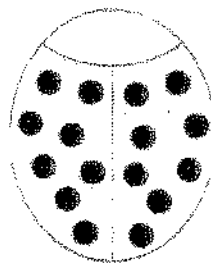
$6 + 5 = \square$



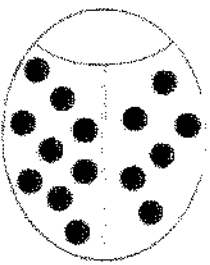
$3 + 8 = \square$



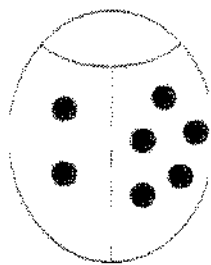
$8 + 7 = \square$



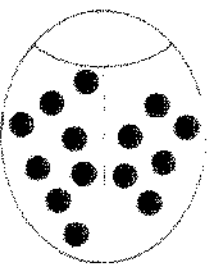
$8 + 8 = \square$



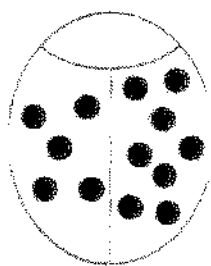
$9 + 7 = \square$



$2 + 5 = \square$

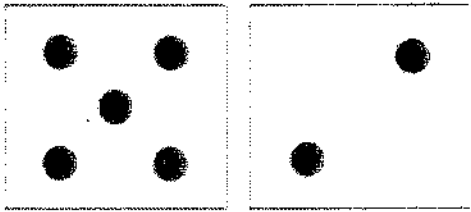


$8 + 6 = \square$

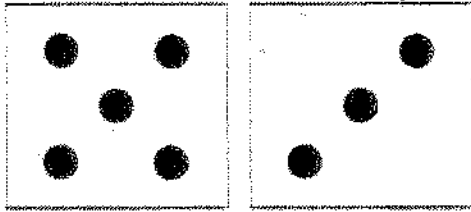


$5 + 8 = \square$

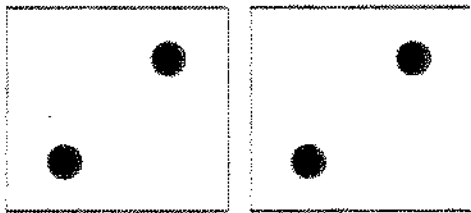
Addition



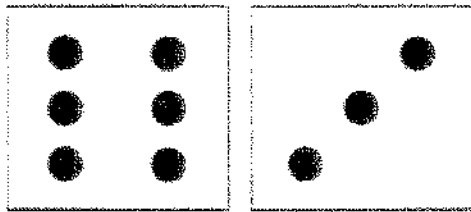
$$5 + 2 = \square$$



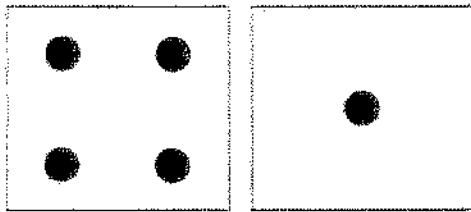
$$5 + 3 = \square$$



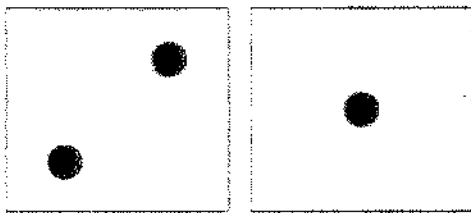
$$2 + 2 = \square$$



$$6 + 3 = \square$$



$$4 + 1 = \square$$

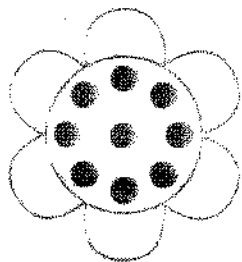


$$2 + 1 = \square$$

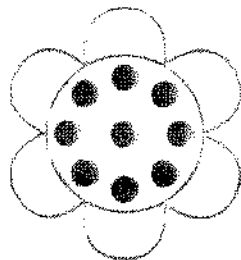
Name: _____

Date: _____

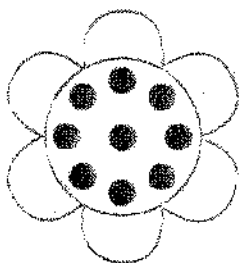
Subtraction



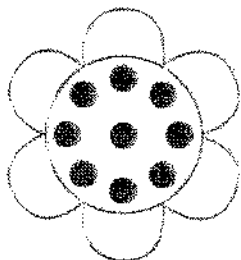
$8 - 5 = \square$



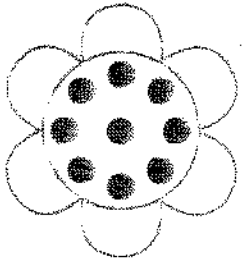
$5 - 3 = \square$



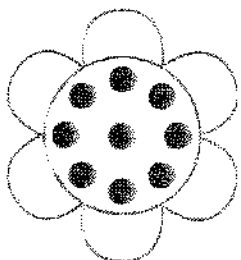
$6 - 4 = \square$



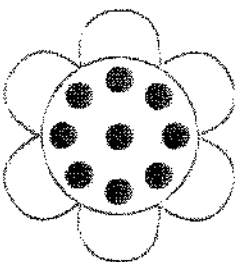
$9 - 4 = \square$



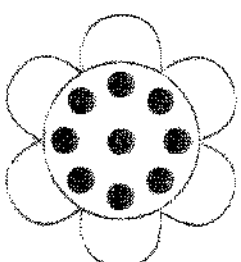
$4 - 1 = \square$



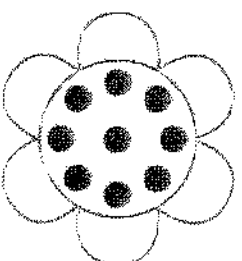
$2 - 1 = \square$



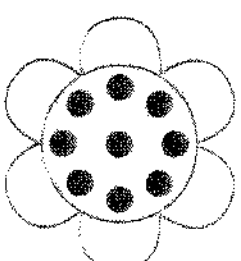
$3 - 2 = \square$



$9 - 2 = \square$



$7 - 4 = \square$

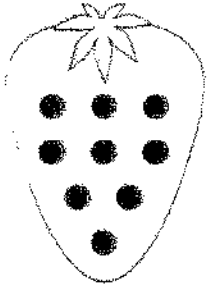


$8 - 6 = \square$

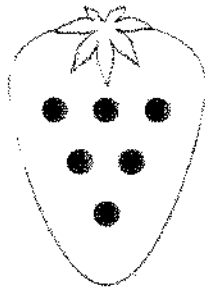
Name :

Date :

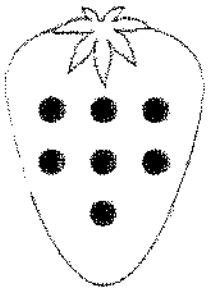
Subtraction



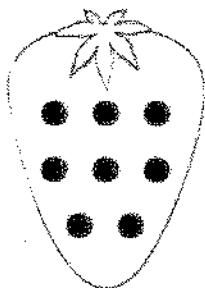
$9 - 7 = \square$



$6 - 4 = \square$



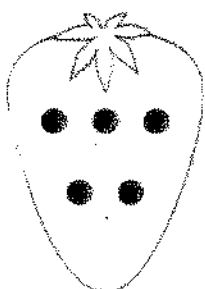
$7 - 3 = \square$



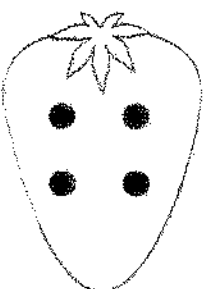
$8 - 2 = \square$



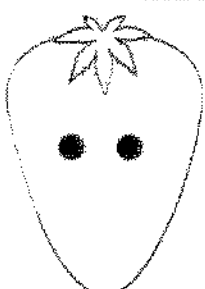
$3 - 2 = \square$



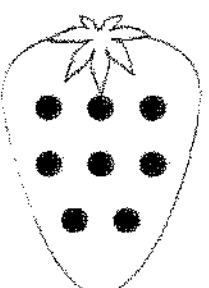
$5 - 2 = \square$



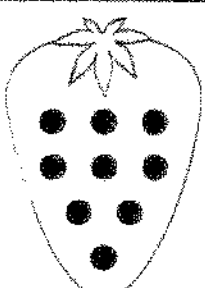
$4 - 1 = \square$



$2 - 1 = \square$



$8 - 5 = \square$



$9 - 4 = \square$

Name: _____

Date: _____

Math: Addition and Subtraction

$$\begin{array}{r} 1 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$$

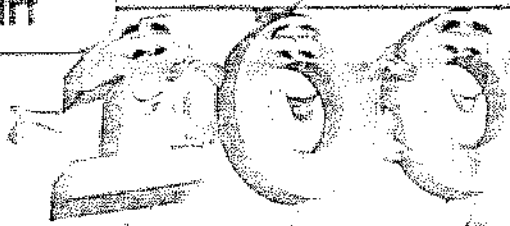
$$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$$

Name _____

100 Chart

Complete the 100 chart by filling in the empty boxes with the missing numbers.



1									

Choose 1 fiction/fantasy book.
HW assigned on 1.1.17; due 1.1.17

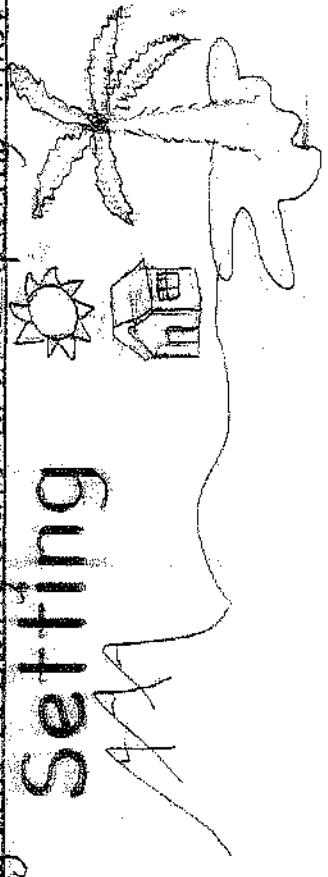
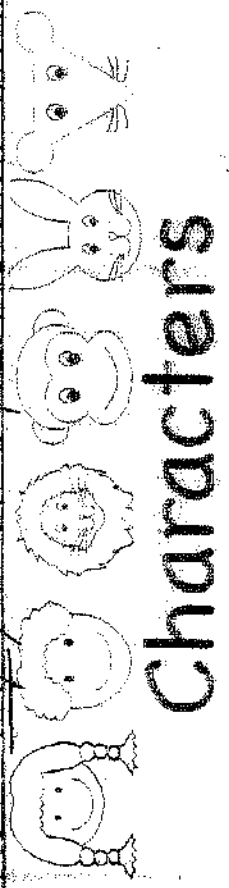
Name: _____

Grade: _____

Title _____

Author _____

* Please help your child practice their writing and drawing skills when completing this.



Write what happened in the...

Beginning

Middle

End

<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
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Location Words

The words *near*, *far*, *left*, *right*, *behind*, and *in front of* tell about relative location.

The girl is *near* the fish bowl.

She is *in front of* the boy.

The boy is *far* from the girl.

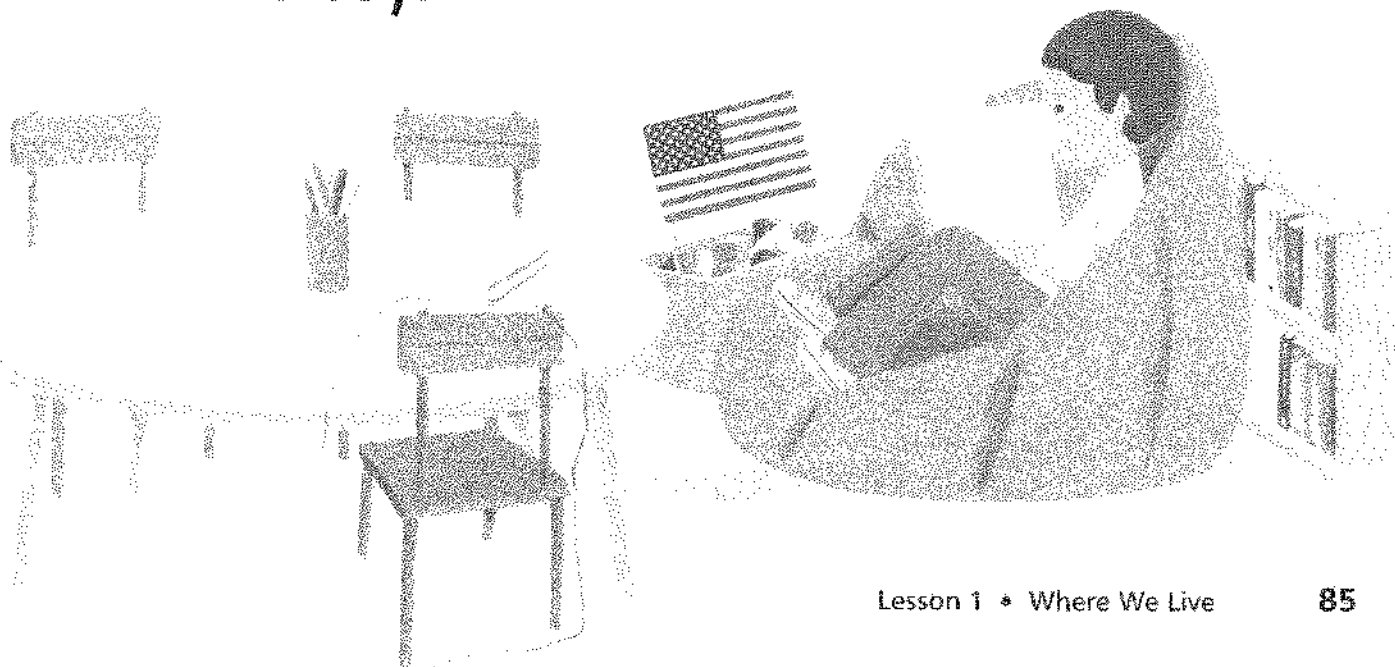
He is *behind* her.

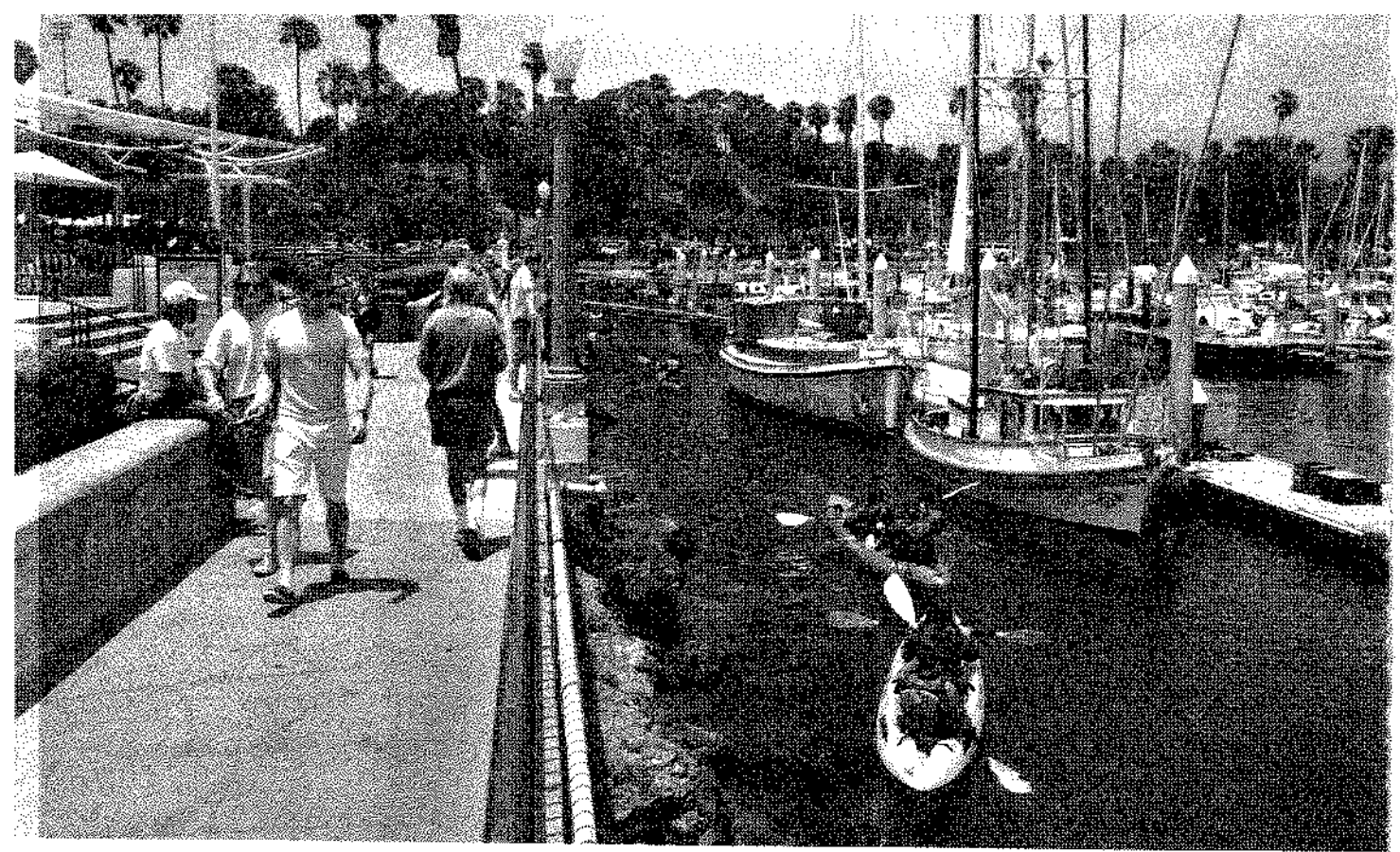
The fish bowl is to the *right* of the plant.

The flag is to the *left* of the boy.



2. **Reading Check** Circle something to the right of the boy.





Where Some Families Live

Some families like to live near a **harbor**.

It is a body of water next to a shore.

Harbors keep boats safe from strong winds and waves.

Boats bring things you can buy.

You can have fun in a harbor.

3. **Reading Check** Look at the picture. Circle something behind the blue kayak.

Places Can Change

Places can change over time.

A harbor's water might get too low.

People could not fish or boat in it.

Some families would have to move to new places.

4. **✓ Reading Check Use Evidence**
From Text Highlight why a family might have to move to a new location.

✓ Lesson 1 Check



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

5. **Compare and Contrast Draw** a picture of your classroom. **Show** your relative location. **Tell** a partner what is good or bad about it. **Tell** how it might change over time.

Unlock
The **BIG**
Question

I will know
about globes
and maps.



INTERACTIVITY

Participate in a class
discussion to preview the
content of this lesson.

Vocabulary

globe
land
map
neighborhood

Jumpstart Activity

Make a list of places you would like
to see. Use words and pictures.

Using a Globe

A **globe** is a round model of Earth.

Water can be blue on a globe.

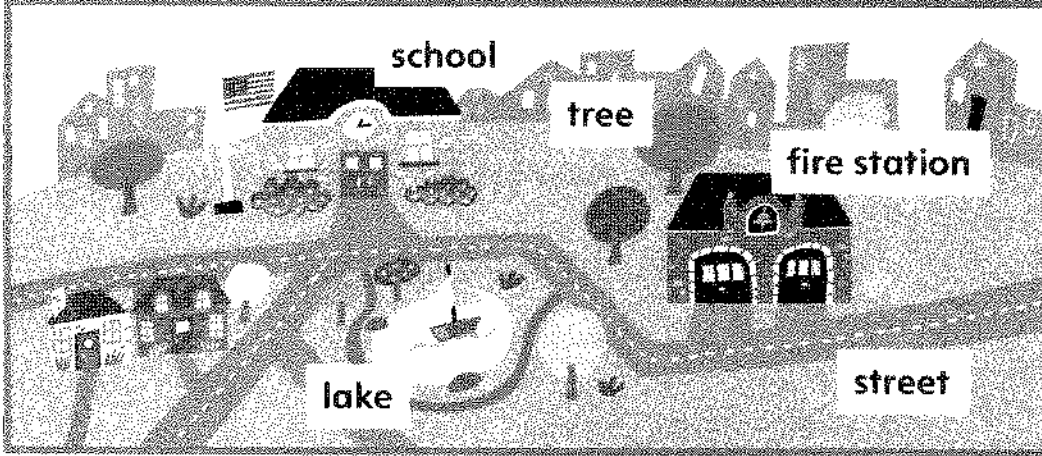
Land can be green or pink on a globe.

Land is the solid part of Earth.

1. **Reading Check** Look at the globe. Circle the water. Draw an X on some land.



Neighborhood



Using a Map

A **map** is a drawing of a place.

This map shows a neighborhood.

A **neighborhood** is a place where people live.

This map shows land and water.

It shows buildings and objects, too.

Quest Connection

What places would you draw on your map?



INTERACTIVITY

Explore places on maps.



INTERACTIVITY

Check your understanding of the key ideas of this lesson.

Lesson 2 Check

2. Compare and Contrast Tell a partner how maps and globes are alike and different.

Unlock
The **BIG**
Question

I will know
the parts of
a map.

Jumpstart Activity

Turn to a partner. Take turns telling
what you know about maps.

A Classroom

Look at the picture of a classroom.
You can see desks and chairs.
There are tables and bookcases, too.

Vocabulary

symbol
title
legend

- Reading Check** Highlight
words that tell what is found in
a classroom.

INTERACTIVITY
Participate in a class
discussion to preview the
content of this lesson.



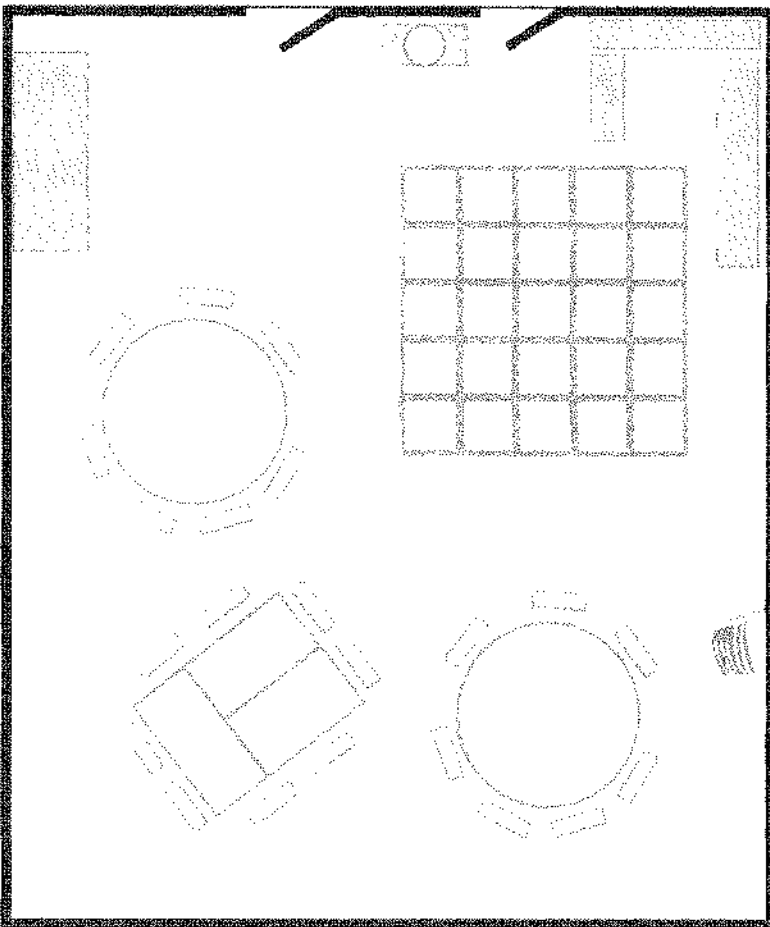
A Classroom Map

This is a map of the classroom in the picture.

It shows symbols.

A **symbol** is a drawing that stands for a real thing.

2. **Reading Check** Draw an X on the symbol for the rug. Circle the symbol for a flag.



Quest Connection

Tell someone how to get from place to place on this map.



INTERACTIVITY

Find places and things.

A School Campus Map

A **title** is the name of something.

A map title tells what a map is about.

This map is titled “School Campus.”

Some maps have a legend or key.

A **legend** tells what the symbols on a map mean.

3. Reading Check

Highlight the playground in the legend. **Circle** the playground on the map.

School Campus

Legend



school



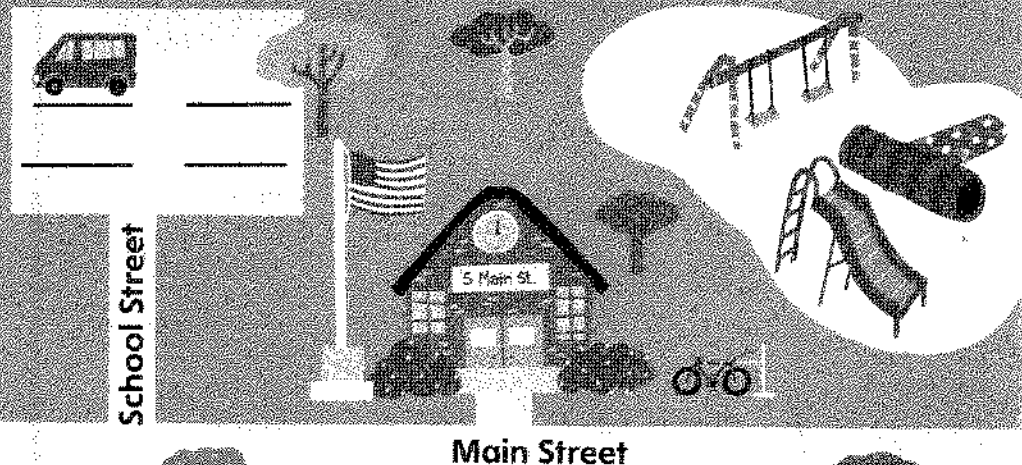
bike rack



playground



parking lot



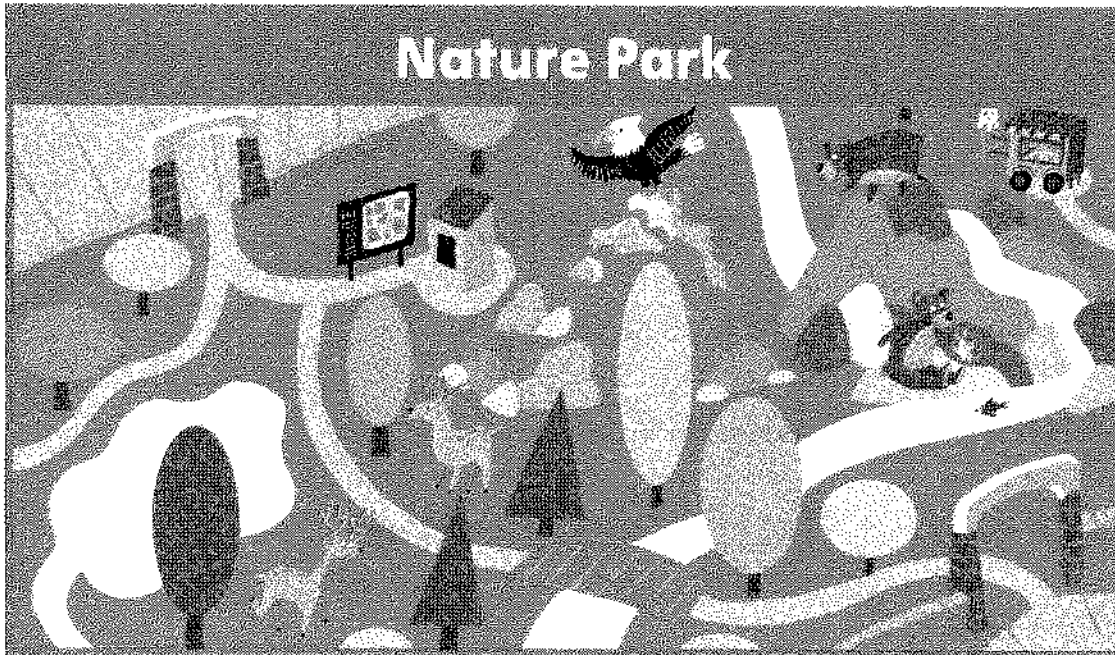


Lesson 3 Check

Check your understanding of the key ideas of this lesson.

4. Main Idea and Details Look at the map of the nature park.

Make a legend of things you can find there. **Draw** and **label** your symbols. **Tell** about your legend.



A large empty rectangular box with a dashed border, intended for students to draw and label their legend.

Ask and Answer Questions

We learn more when we ask questions and find answers.

Many questions start with *Who?*
What? *When?* *Where?* *Why?*

We can ask and answer questions about maps.

Why is there a star by Atlanta?

We can find the answer by looking at the legend.

A star shows that this city is the state capital.



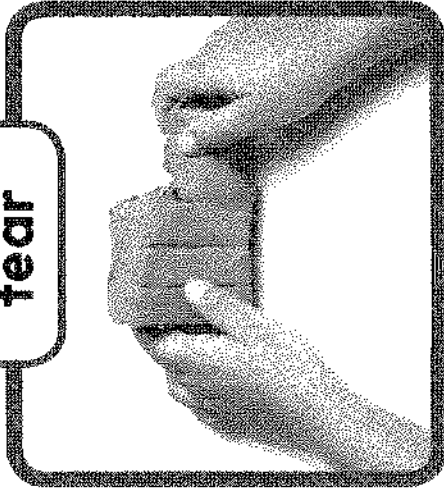
Matter Can Change



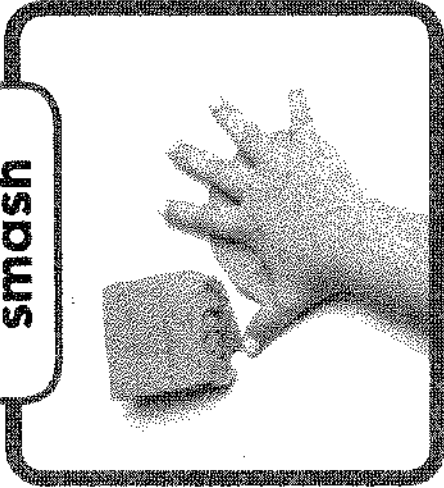
change

Name _____

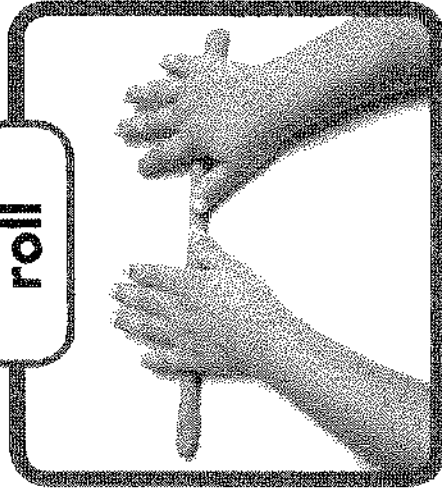
tear



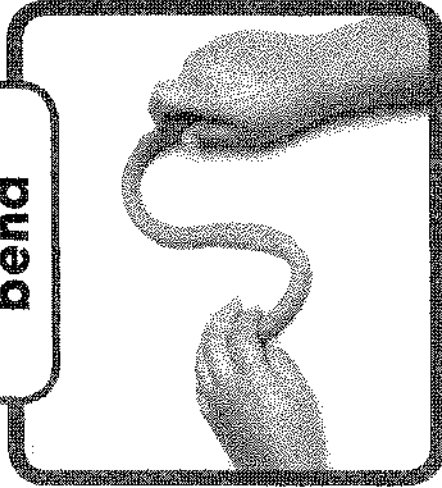
smash



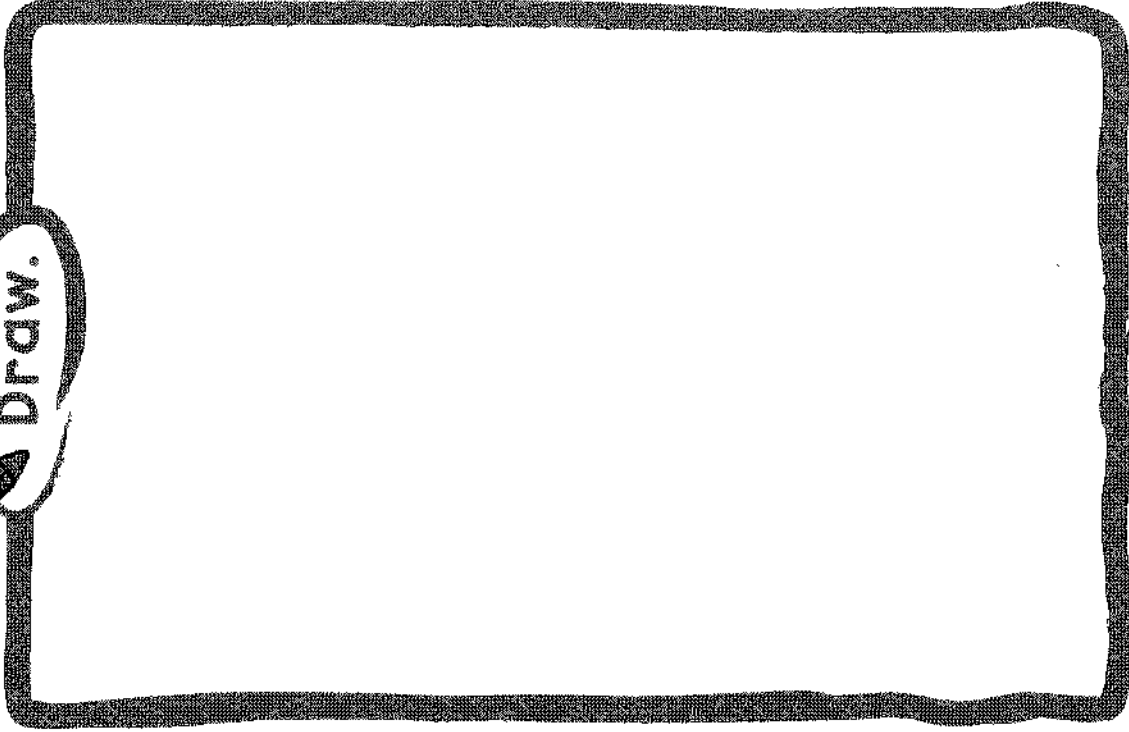
roll



bend

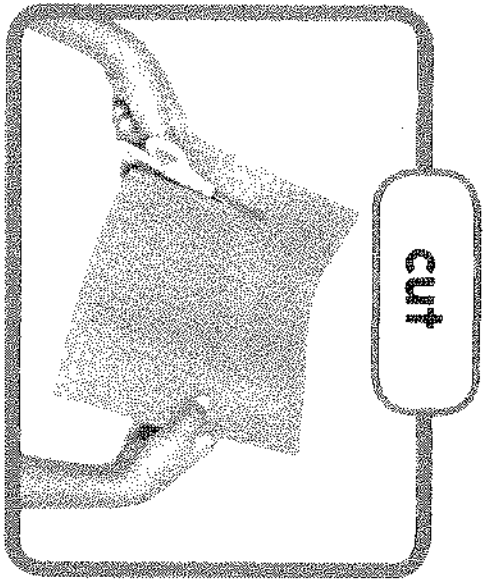


Draw.

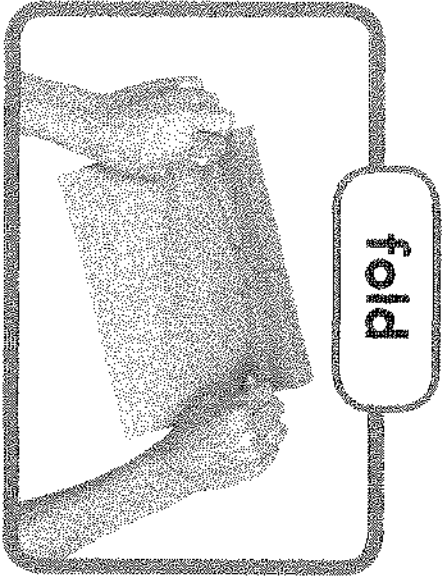


We can change clay.

Name _____

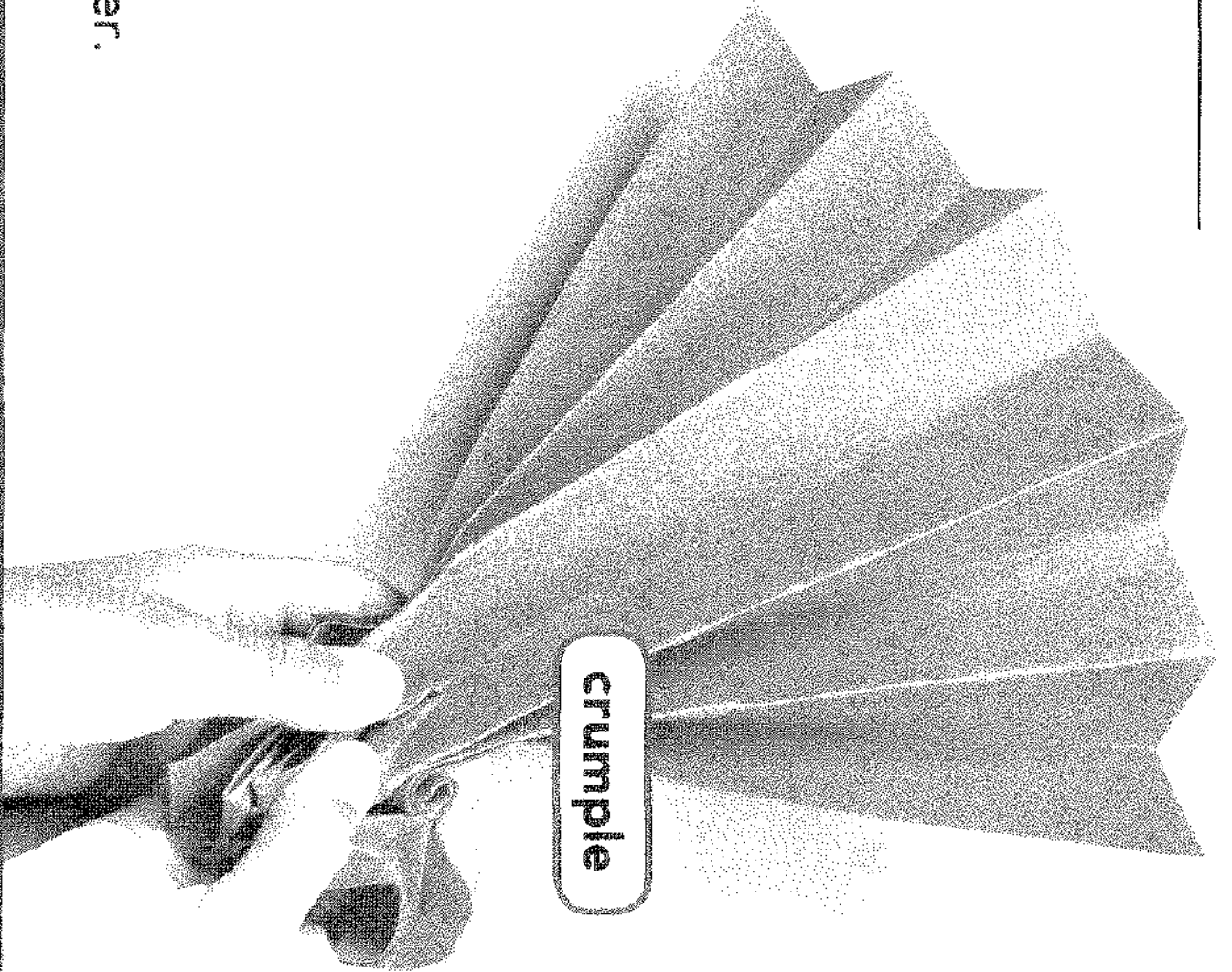


cut



fold

We can change paper.



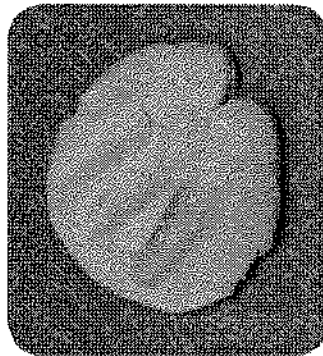
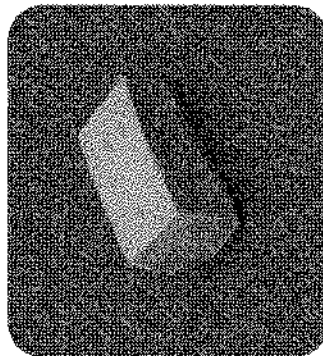
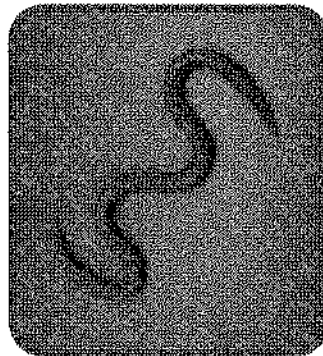
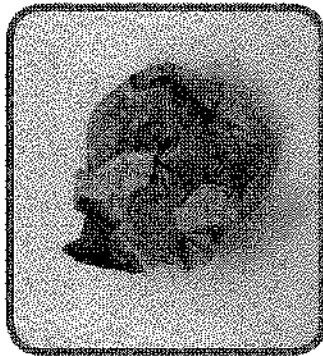
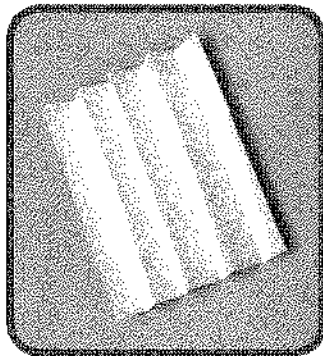
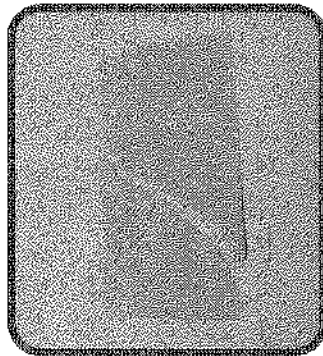
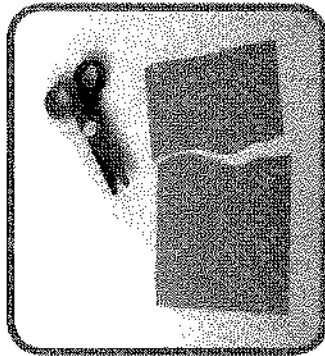
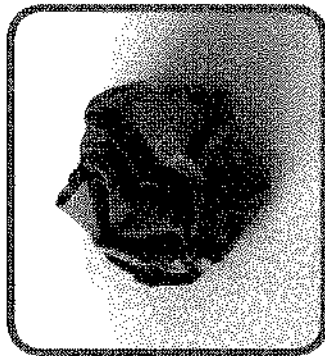
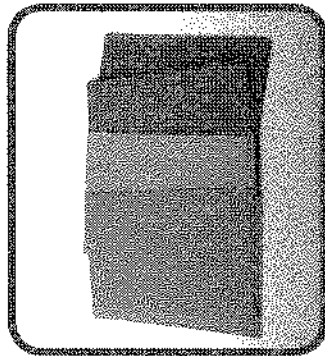
crumple

Circle the paper being cut.

Unit 9 • Lesson 24 • How Can We Change Matter?

Name _____

Sum It Up!



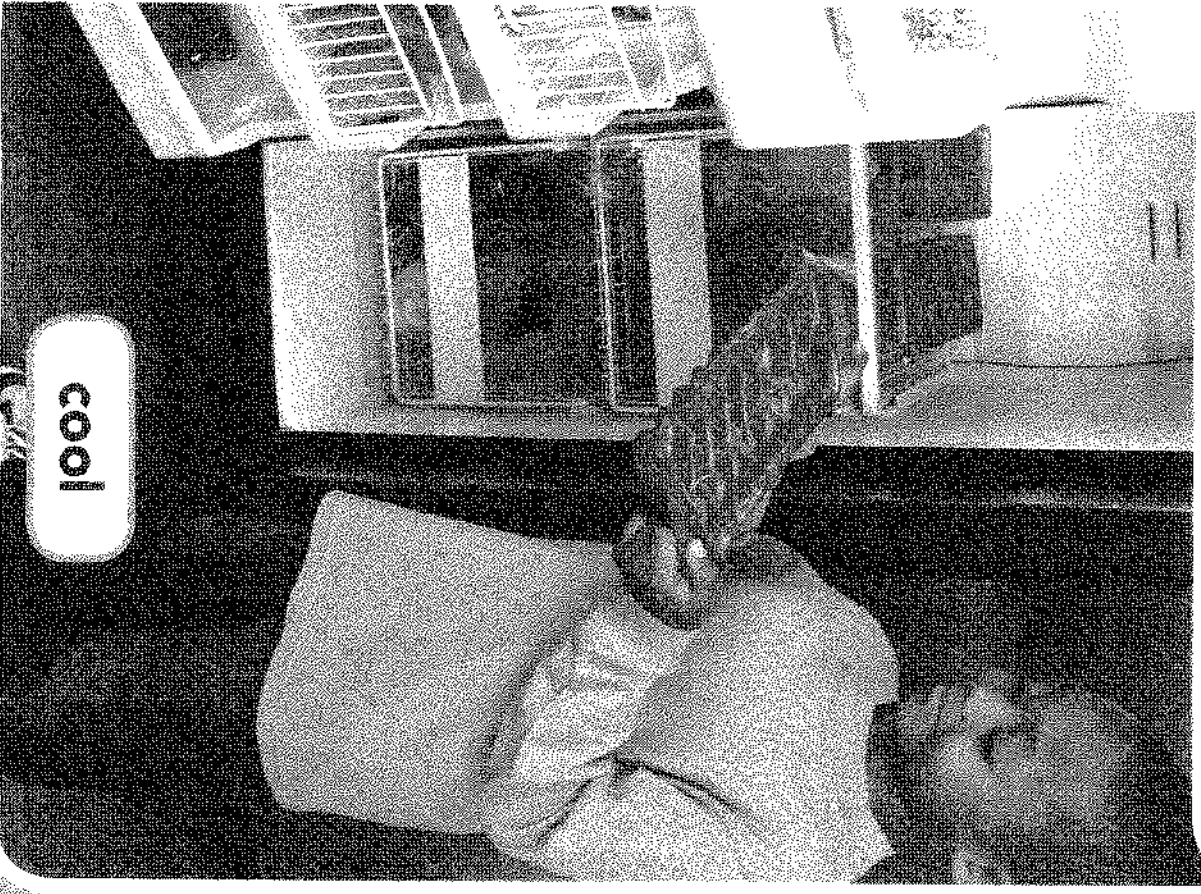
Circle the paper that is cut.

Circle the clay that is smashed.

Heating and Cooling Matter

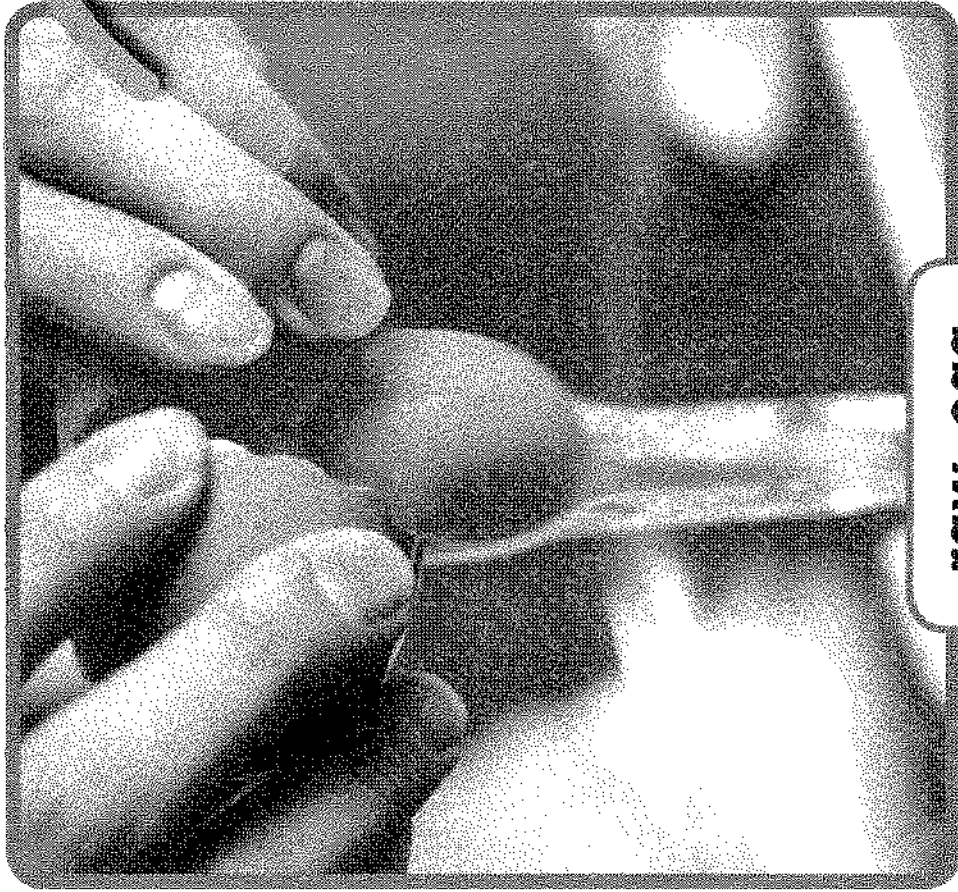


heat

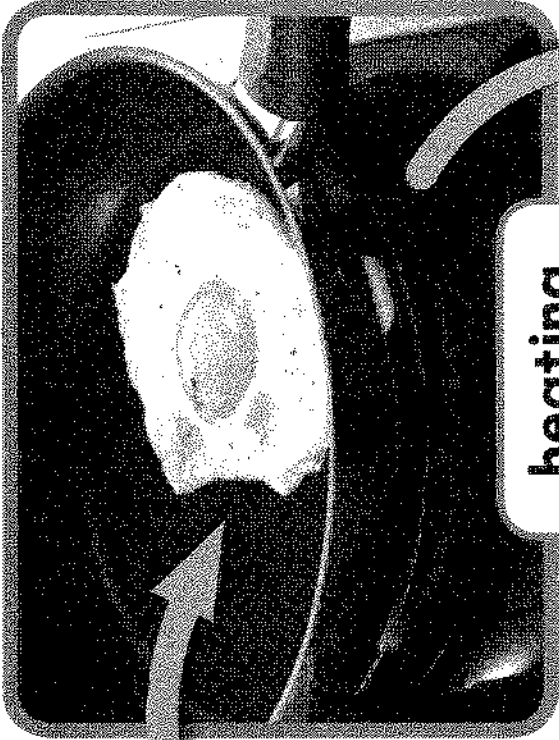


cool

Name _____



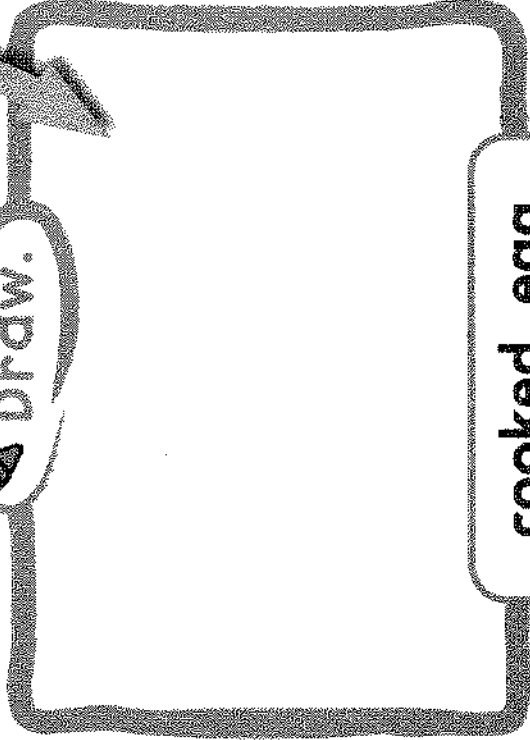
raw egg



heating

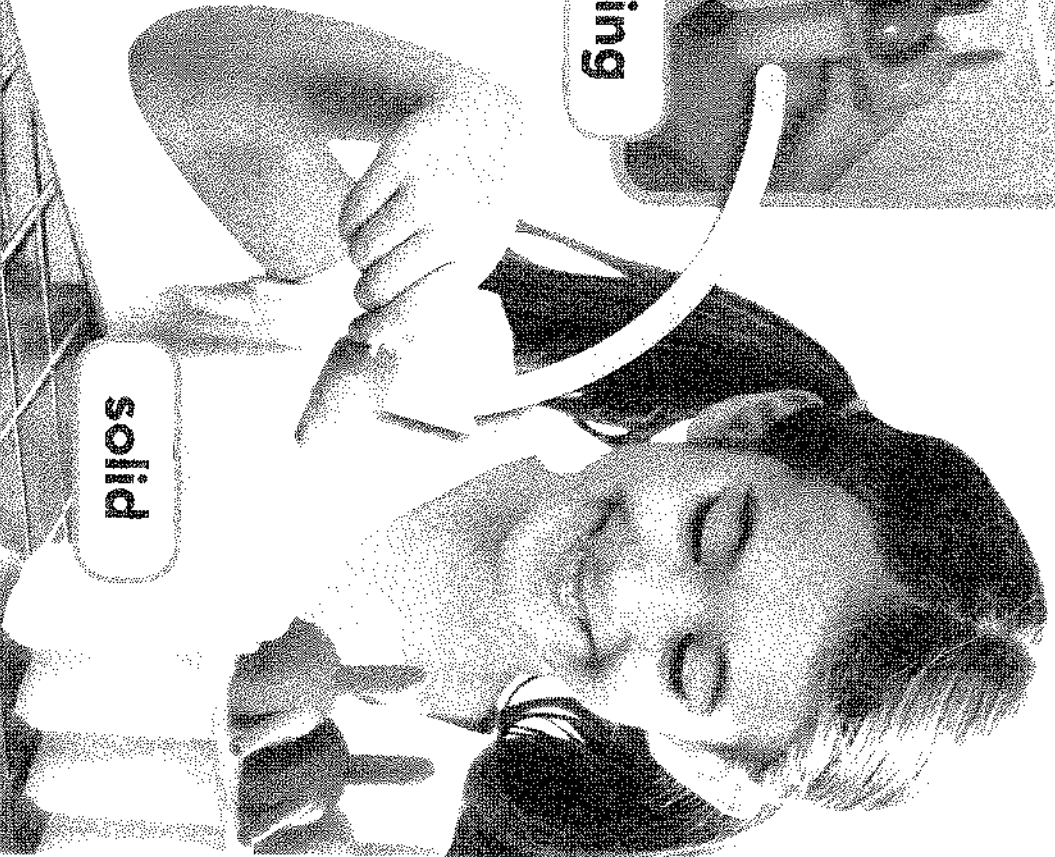
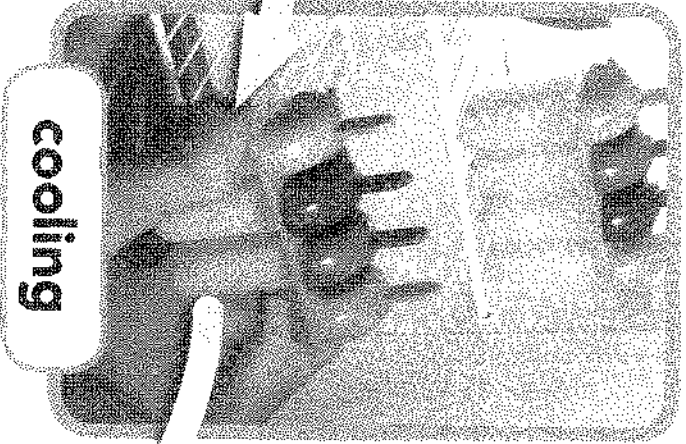


Draw.



cooked egg

Matter may change when it heats up.

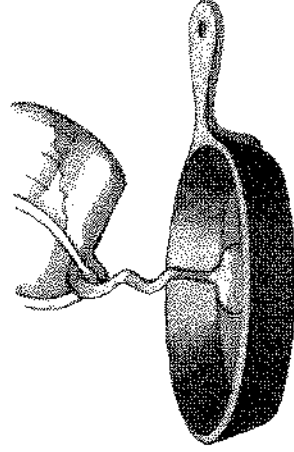
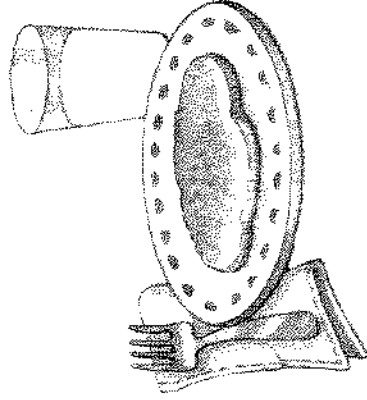
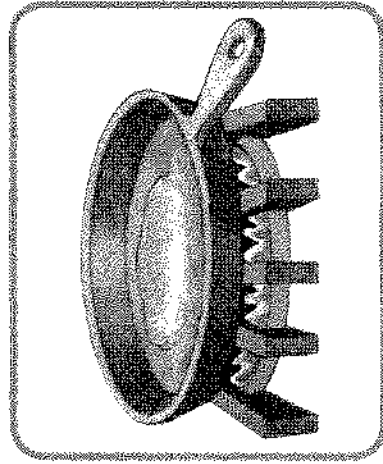
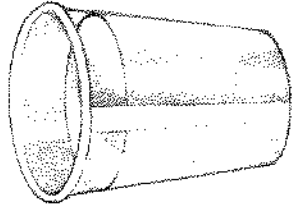
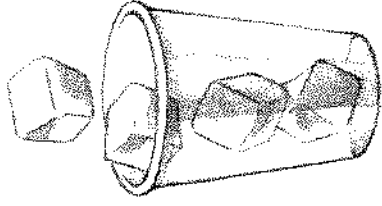
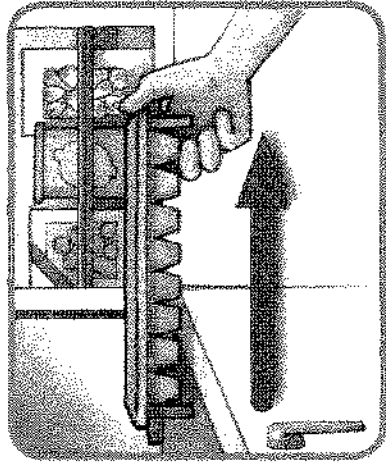


When matter cools, it may change.
A liquid may become a solid.

► Circle the matter being cooled.

Name _____

Sum It Up!



- Circle what happens when water is cooled.
- Circle what happens when pancake batter is heated.