

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.**

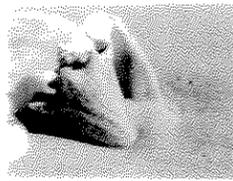
Ms. Nelson's

Kindergarten Daily Assignments

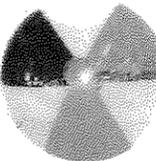
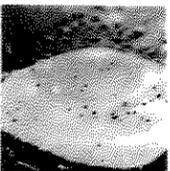
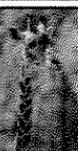
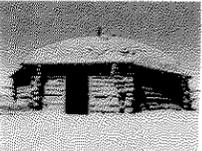
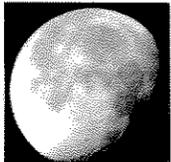
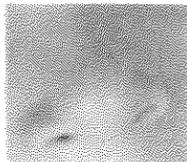
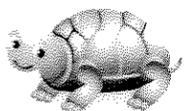
April 6 - April 10, 2020

- Practice letter naming - Daily
- Review letter sounds - Daily
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  - 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.**

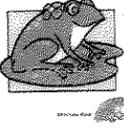
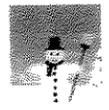
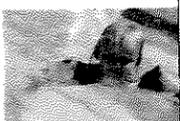
# Beginning and Ending Sounds

<b>ch</b>		<b>sk</b>	
			
chair	sandwich	skunk	desk
<b>sh</b>		<b>th</b>	
			
shell	fish	thumb	tooth

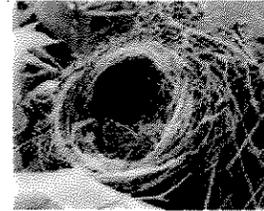
# The Alphabet

Aa apple 	Bb ball 	Cc cat 	Dd dog 	Ee egg 
Ff fish 	Gg  goat  giraffe	Hh hooghan 	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 : <b>Long Vowels</b> Aa, Ee, Ii, Oo and Uu say their names.			

# Beginning Sounds

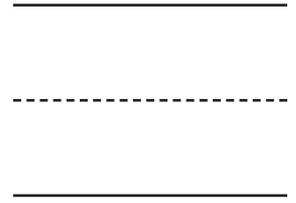
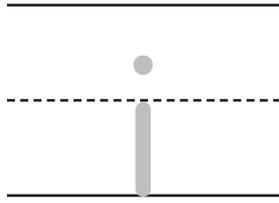
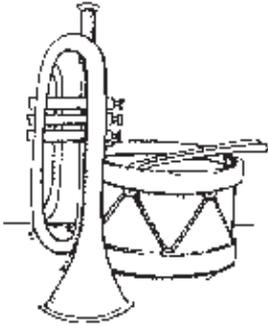
<b>bl</b>	<b>cl</b>	<b>fl</b>	<b>gl</b>	<b>pl</b>	<b>sl</b>
					
blanket	clock	flower	glove	plant	slide
<b>br</b>	<b>cr</b>	<b>dr</b>	<b>fr</b>	<b>gr</b>	<b>pr</b>
					
broom	crayon	drum	frog	grapes	pretzel
<b>tr</b>	<b>sm</b>	<b>sn</b>	<b>wh</b>	<b>sp</b>	<b>st</b>
					
tree	smile	snowman	whale	spoon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

# Ending Sounds

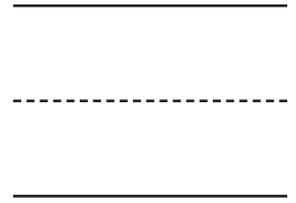
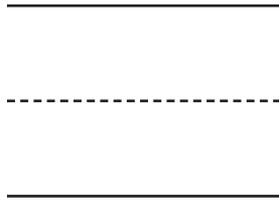
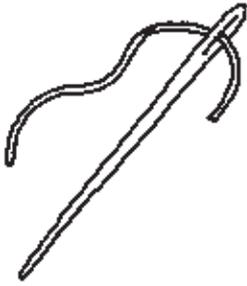
<b>mp</b>	<b>nd</b>	<b>nk</b>	<b>lk</b>
			
lamp	hand	sink	milk
<b>ft</b>	<b>nt</b>	<b>st</b>	<b>ng</b>
			
gift	paint	nest	ring
<b>dge</b>	<b>tch</b>		
			
badge	watch		

Name \_\_\_\_\_

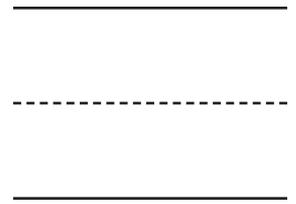
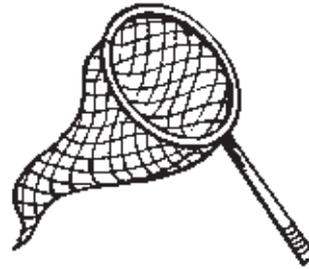
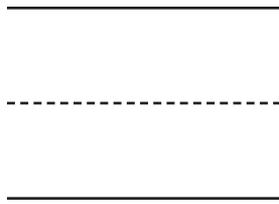
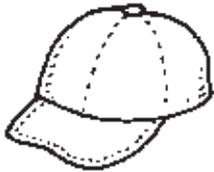
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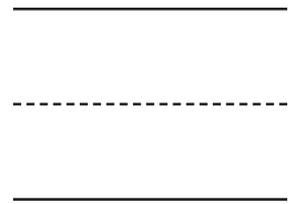
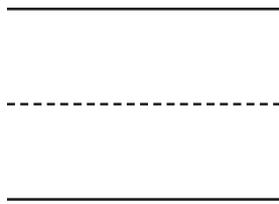
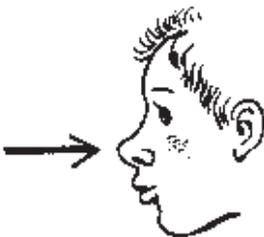
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4.



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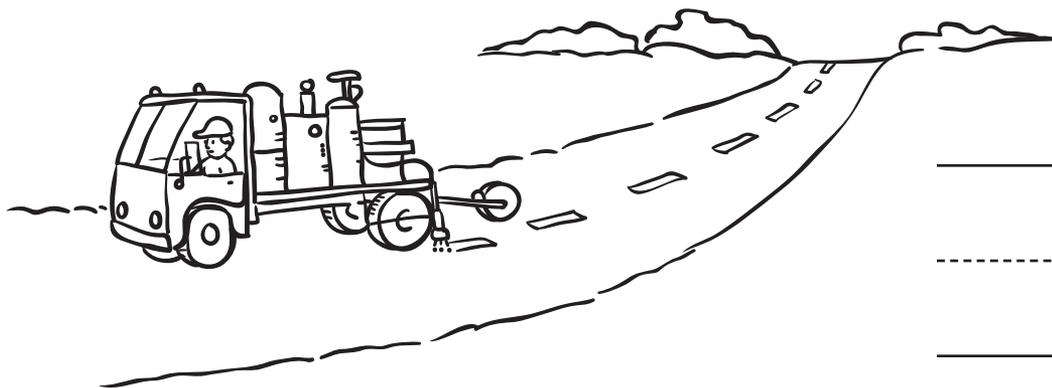
**Review Phonics: /i/i, /n/n, /k/c**

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.

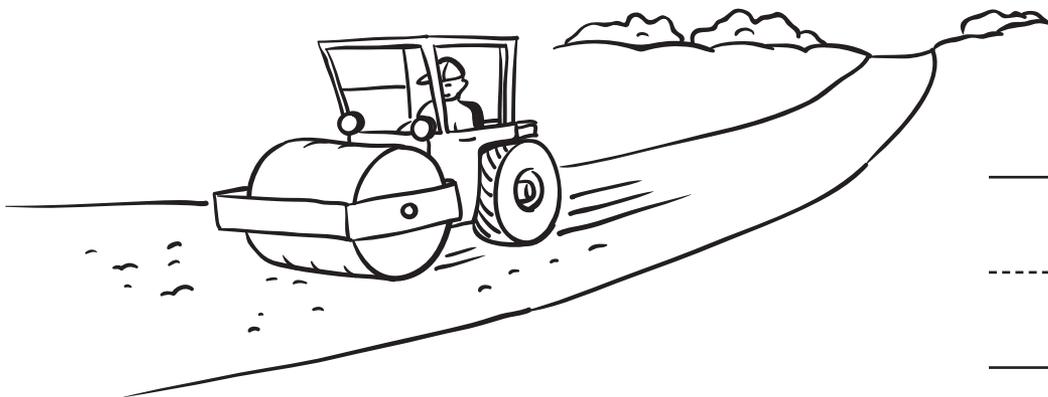


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2.

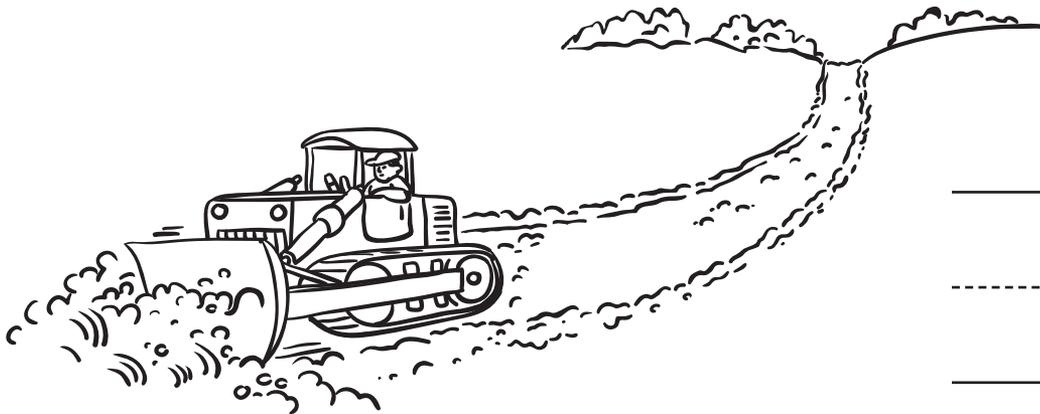


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3.



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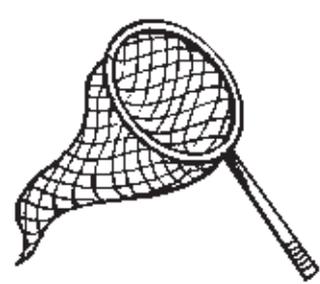
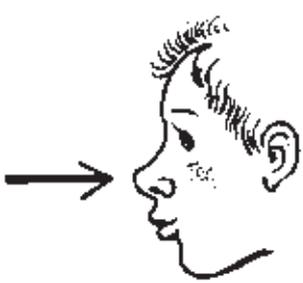
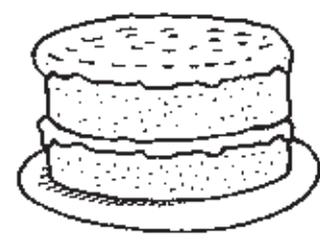
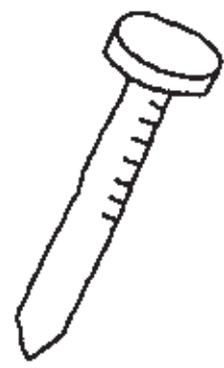
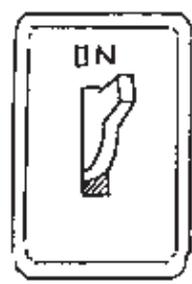
\_\_\_\_\_

**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 \_\_\_\_\_

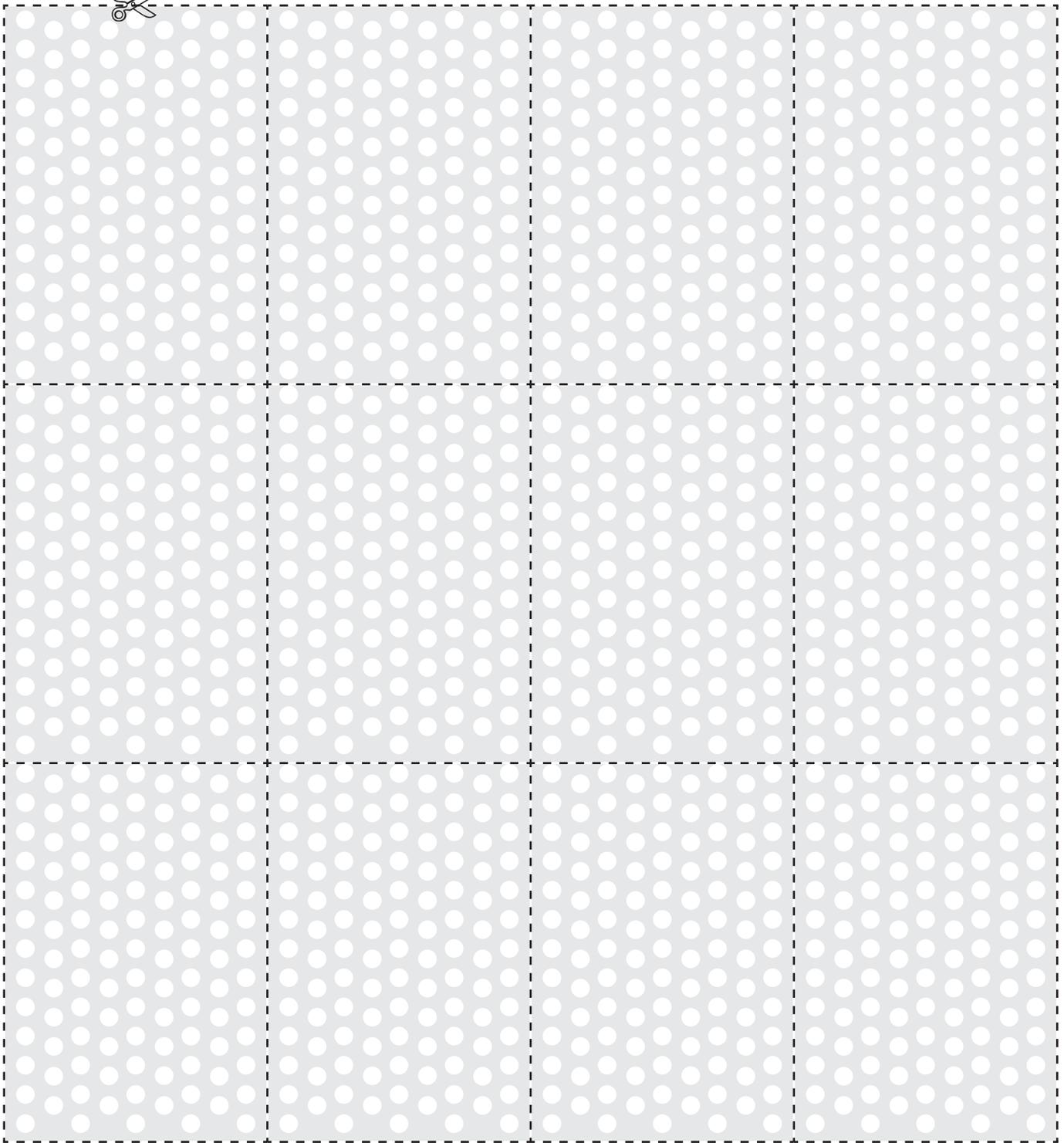


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**Phonics Review Game: /i/i, /n/n, /k/c, /o/o, /d/d**  
Say the name of each item and the letter it begins with. Then cut out each picture.



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

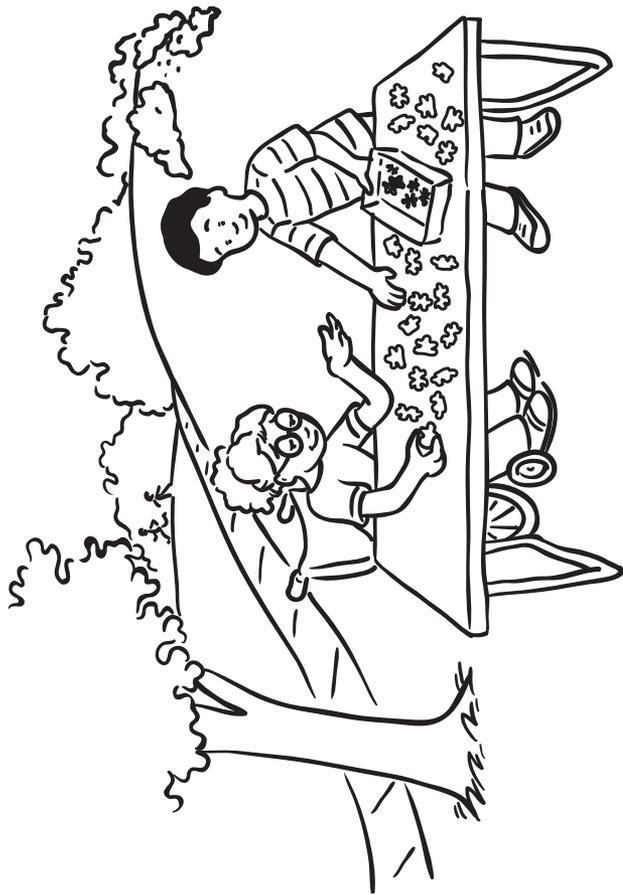
# You and I



We can go to the  
park  
i

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1



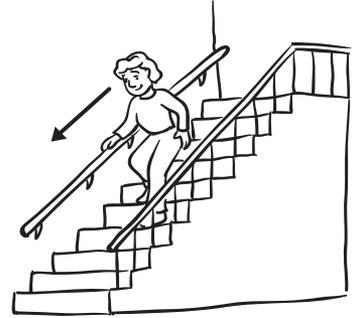
We can do a  puzzle.



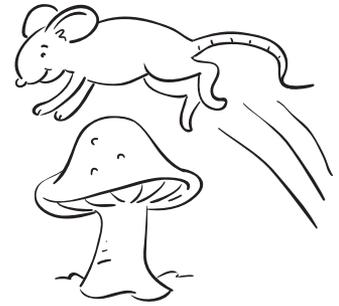
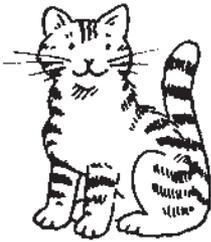
Can we do it?

Name \_\_\_\_\_

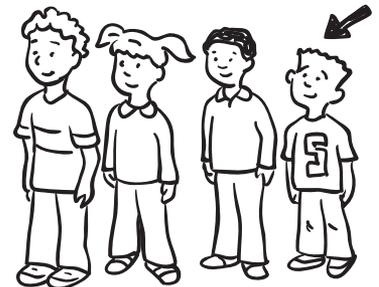
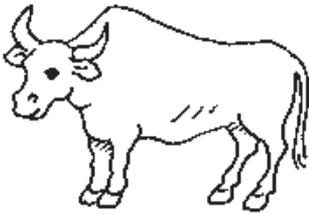
1.



2.



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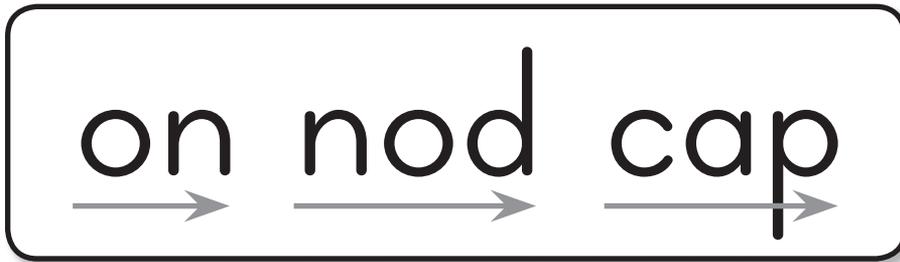


**Category Words: Position Words**

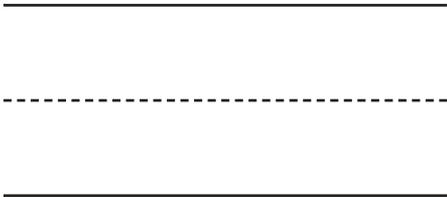
Put a marker on each picture that shows a position word. Name the position shown in each picture.

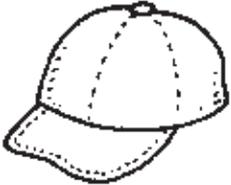
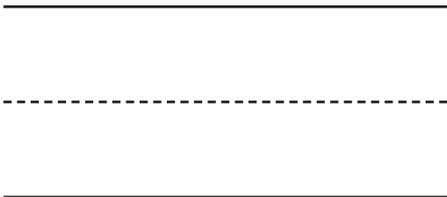


Name \_\_\_\_\_



1.   

2.   

3.   

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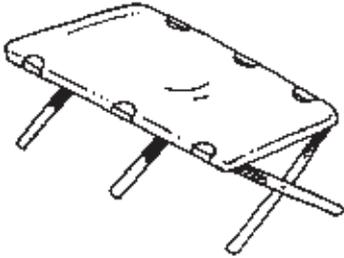
**Review Phonics: Blending**

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

Name \_\_\_\_\_

cot in dip

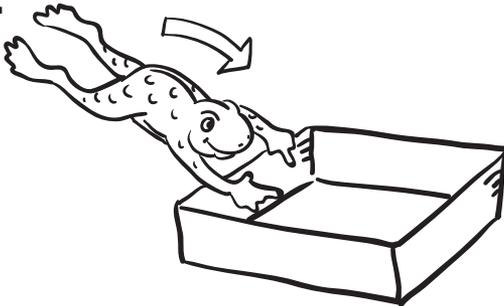
1.



cot

cot

2.



in

in

3.



dip

dip

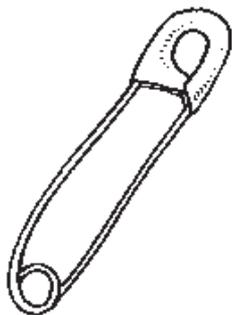
**Review Phonics: Blending**

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



Name \_\_\_\_\_

1.



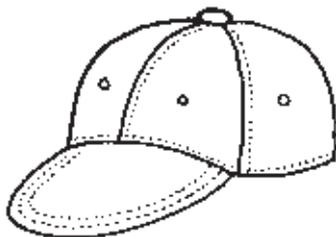
pin

2.



Don

3.



cap

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**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](http://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



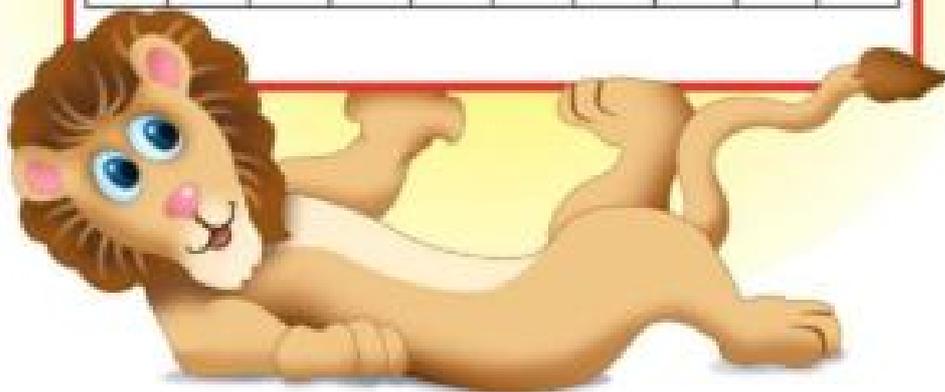
**Directions:** Touch, count, and color the numbers 1 to 15 red. Touch, count, and color the numbers 16 to 33 yellow. Touch, count, and color 34 to 75 purple. Touch, count, and color 76 to 100 green.



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

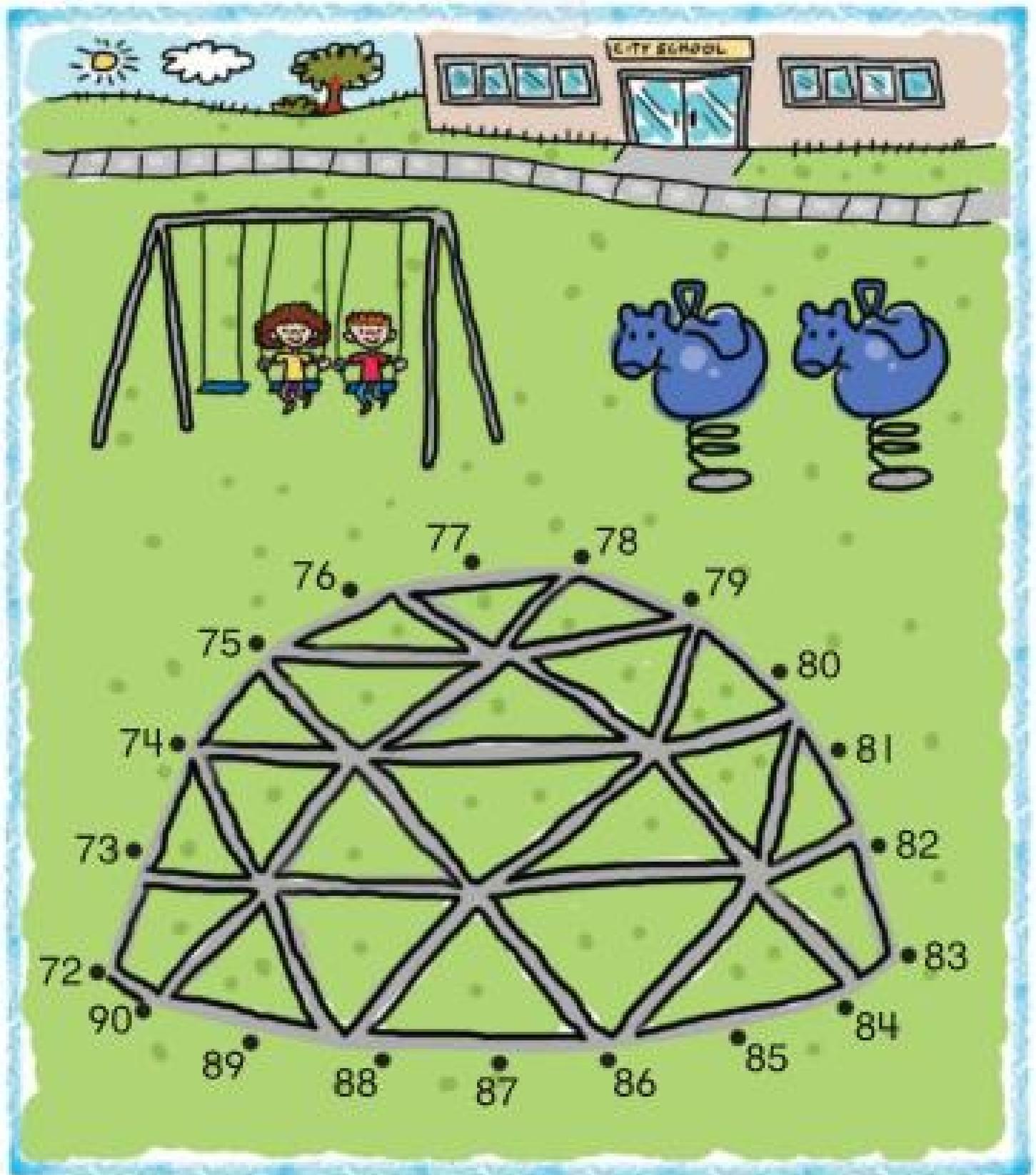


**Directions:** Touch, count, and circle numbers 1 to 15. Touch, count, and color the numbers 16 to 36 red. Touch, count, and circle numbers 37 to 47. Touch, count, and color the numbers 48 to 68 blue. Touch, count, and circle the numbers 69 to 79. Touch, count, and color the numbers 80 to 100 yellow.



# 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



Need help? [connectED.mcgraw-hill.com](http://connectED.mcgraw-hill.com)

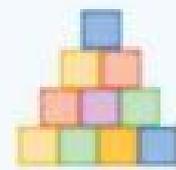
1



10

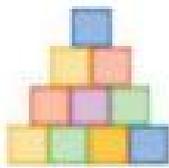


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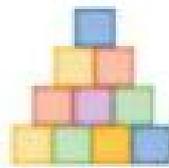


30

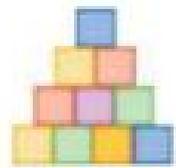
2



40

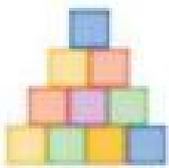


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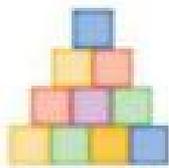


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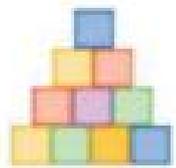
3



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

40                      50                      60

30                      70

20                      80

10                      0                      100                      90

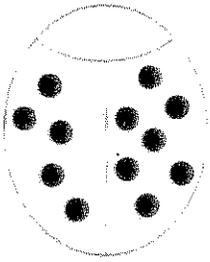


**Directions:** Start at 0. Count by tens to connect the dots. Say the numbers.  
Draw a picture on the easel.

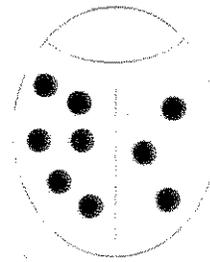
Name: \_\_\_\_\_

Date: \_\_\_\_\_

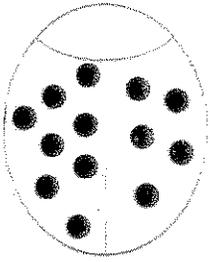
# Addition



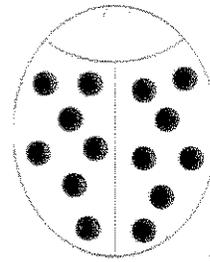
$5 + 7 = \square$



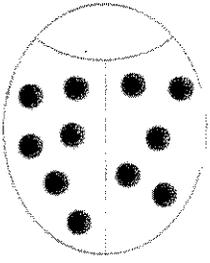
$6 + 3 = \square$



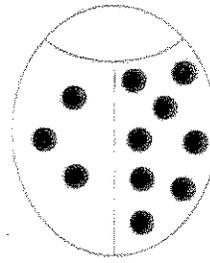
$8 + 5 = \square$



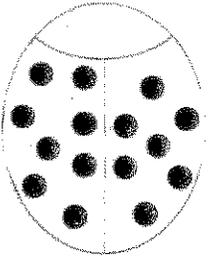
$7 + 7 = \square$



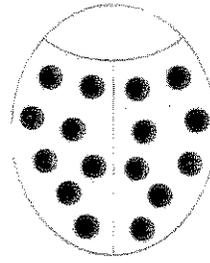
$6 + 5 = \square$



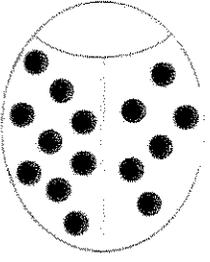
$3 + 8 = \square$



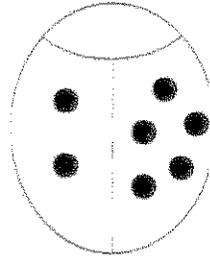
$8 + 7 = \square$



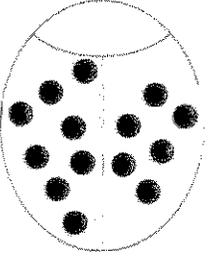
$8 + 8 = \square$



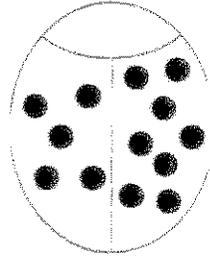
$9 + 7 = \square$



$2 + 5 = \square$

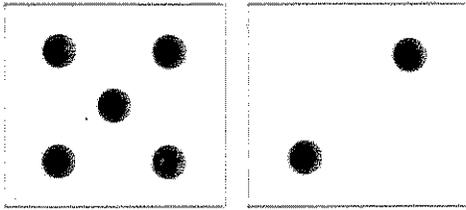


$8 + 6 = \square$

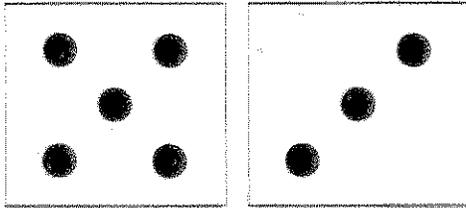


$5 + 8 = \square$

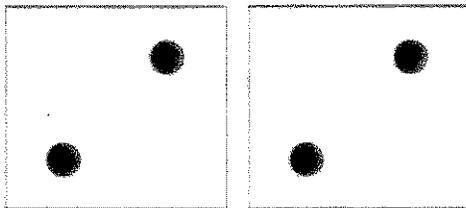
# Addition



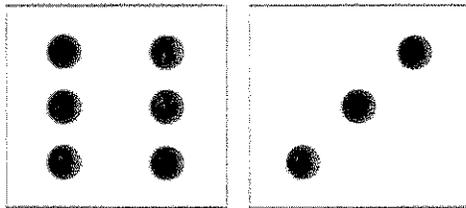
$$5 + 2 = \square$$



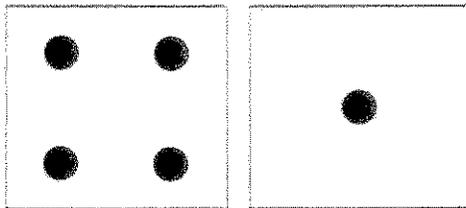
$$5 + 3 = \square$$



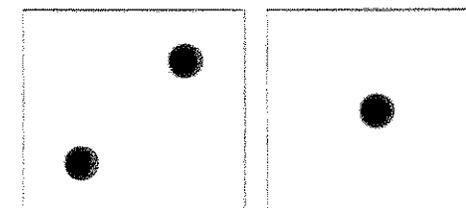
$$2 + 2 = \square$$



$$6 + 3 = \square$$



$$4 + 1 = \square$$

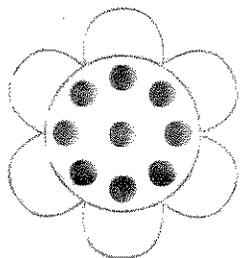


$$2 + 1 = \square$$

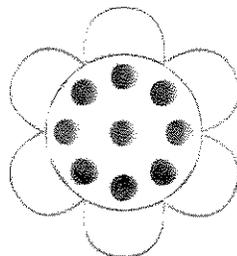
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Date: \_\_\_\_\_

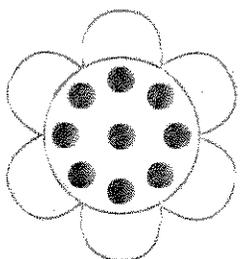
# Subtraction



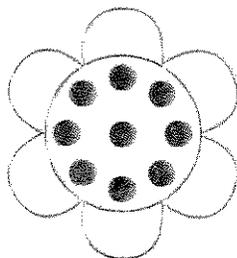
$8 - 5 = \square$



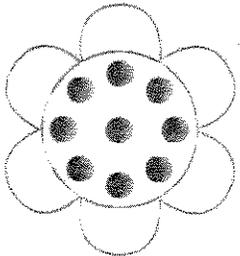
$5 - 3 = \square$



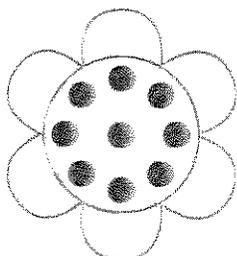
$6 - 4 = \square$



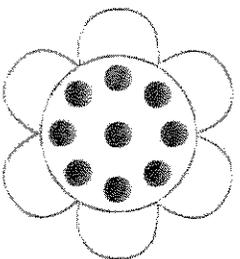
$9 - 4 = \square$



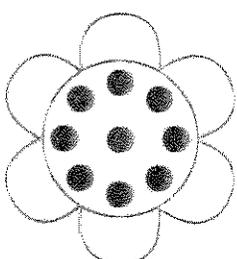
$4 - 1 = \square$



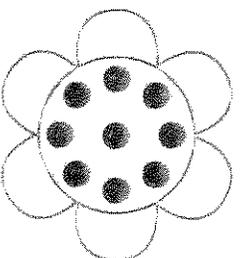
$2 - 1 = \square$



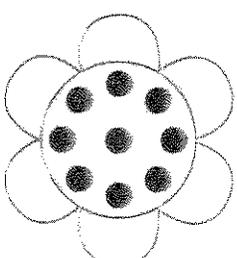
$3 - 2 = \square$



$9 - 2 = \square$



$7 - 4 = \square$

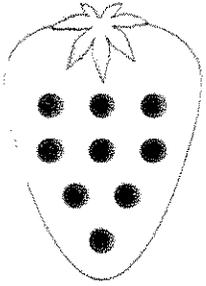


$8 - 6 = \square$

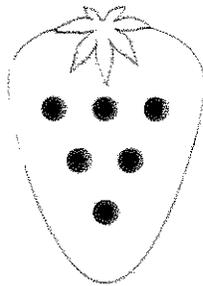
Name :

Date :

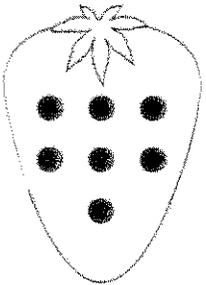
# Subtraction



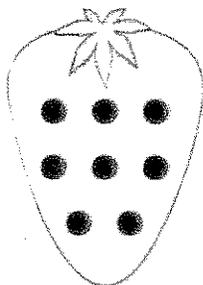
$9 - 7 = \square$



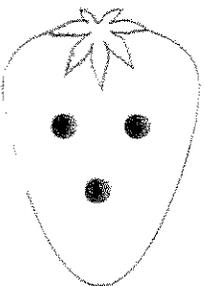
$6 - 4 = \square$



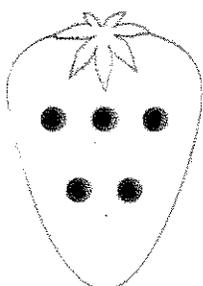
$7 - 3 = \square$



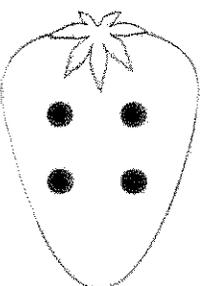
$8 - 2 = \square$



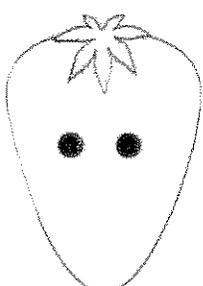
$3 - 2 = \square$



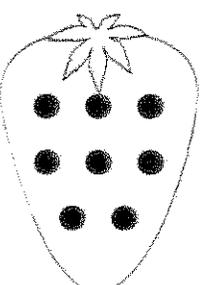
$5 - 2 = \square$



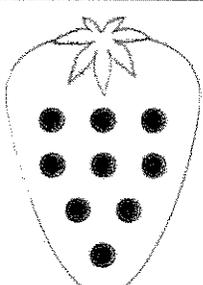
$4 - 1 = \square$



$2 - 1 = \square$



$8 - 5 = \square$



$9 - 4 = \square$



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Math: Addition and Subtraction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

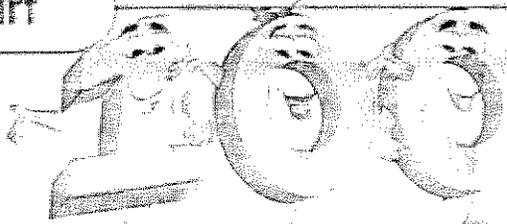
$$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$$

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

Name \_\_\_\_\_

# 100 Chart

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



1									

Choose 1 fiction/fantasy book.

HW assigned on 1.1.17; due

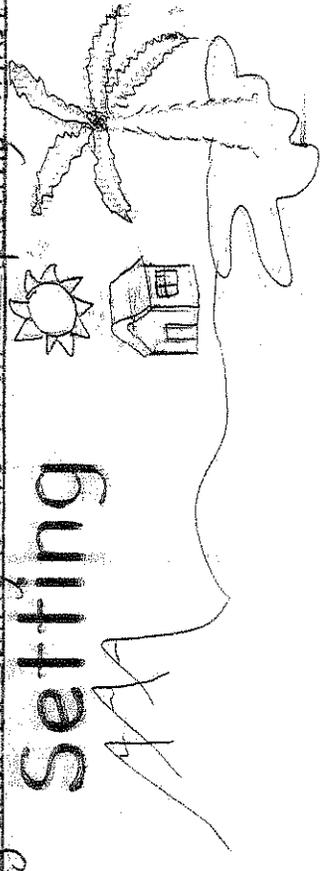
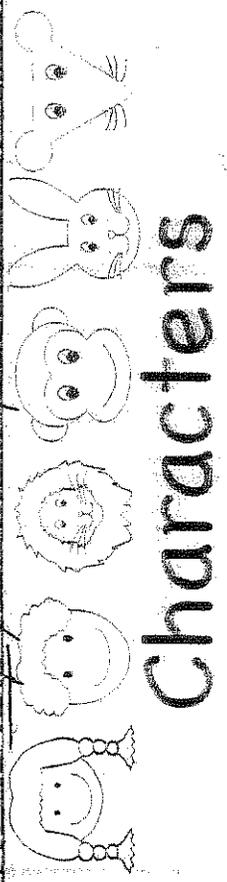
Name:

Ø credit

Title

Author

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





## 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.

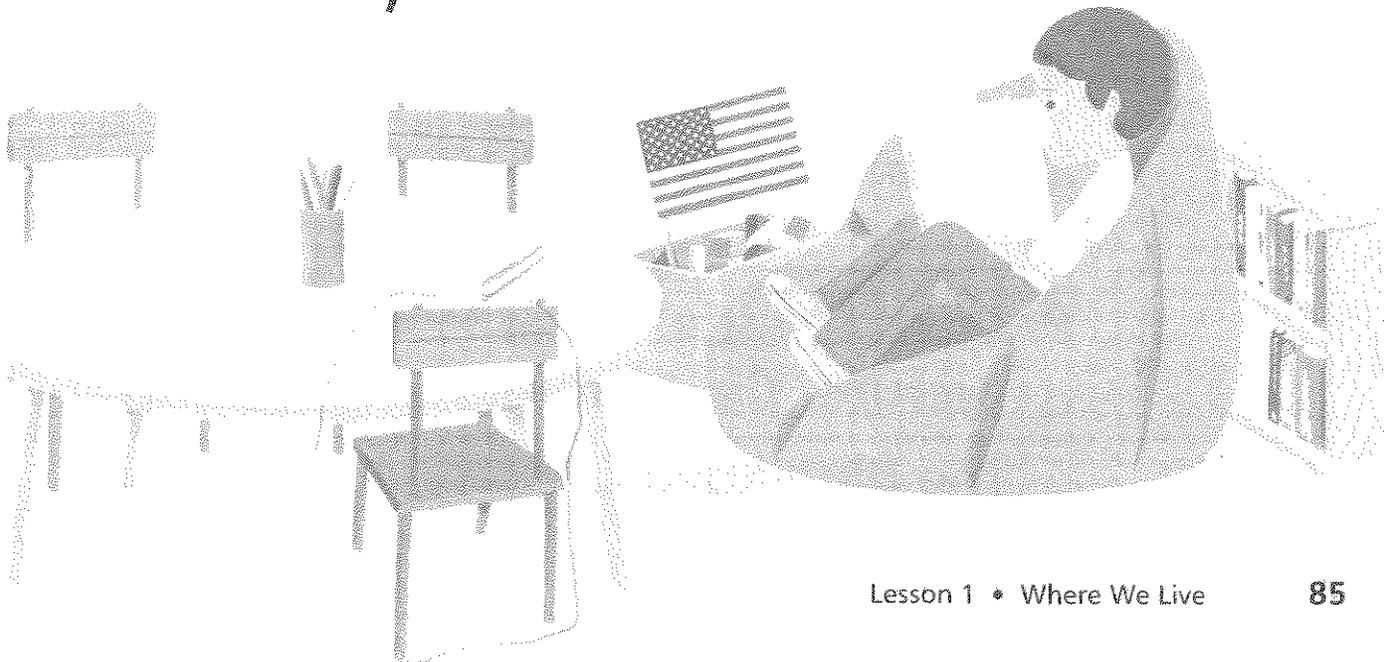
He is *behind* her.

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.



### INTERACTIVITY

#### Lesson 1 Check

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.

# Globes and Maps

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.

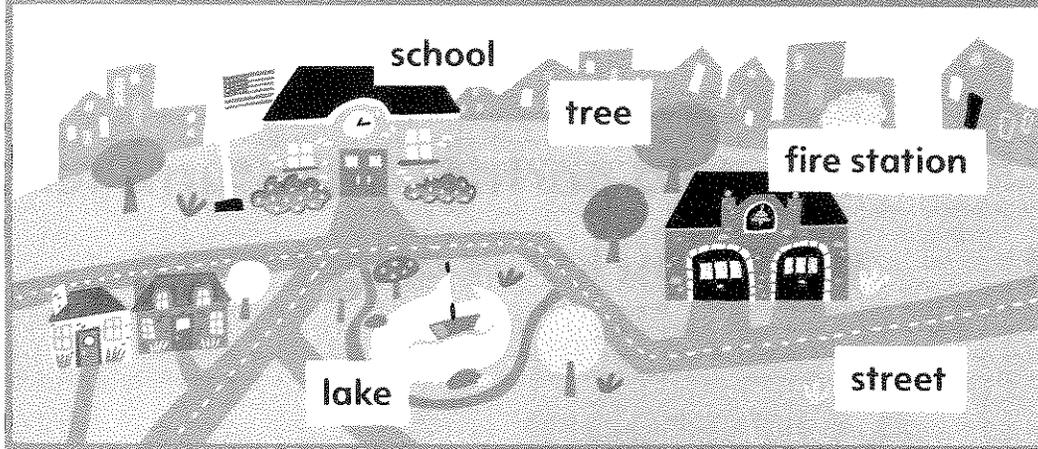
Land can be green or pink on a globe.

**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.



### INTERACTIVITY

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

## Vocabulary

symbol  
title  
legend

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



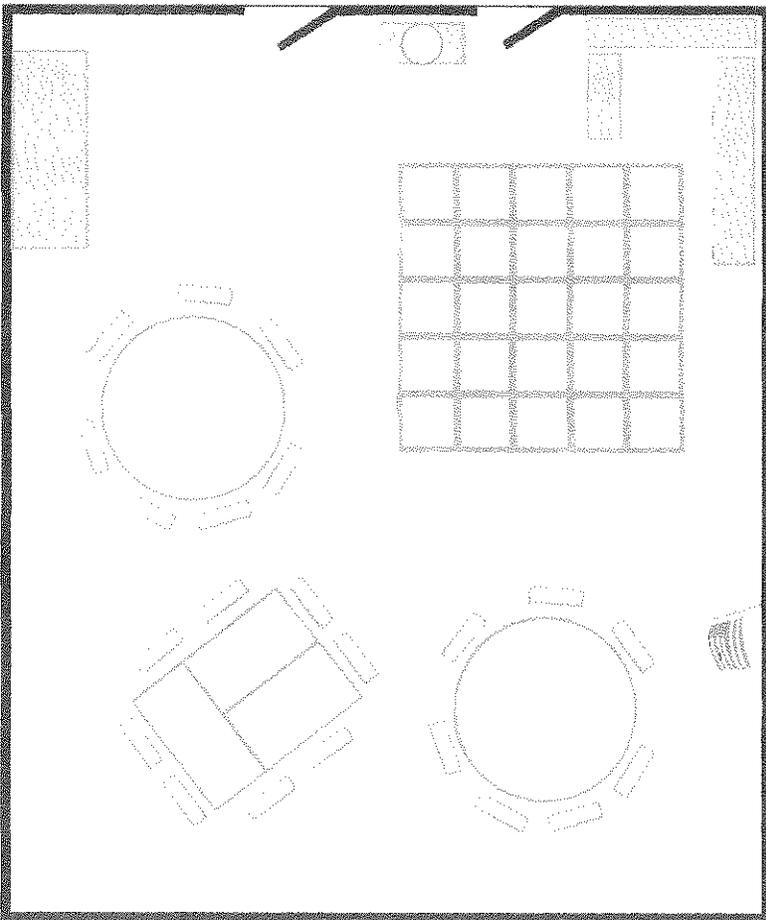
## A Classroom Map

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



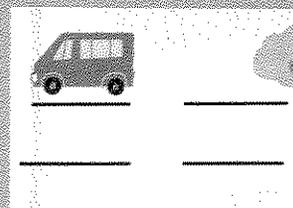
bike rack



playground



parking lot



School Street



5 Main St.

Main Street



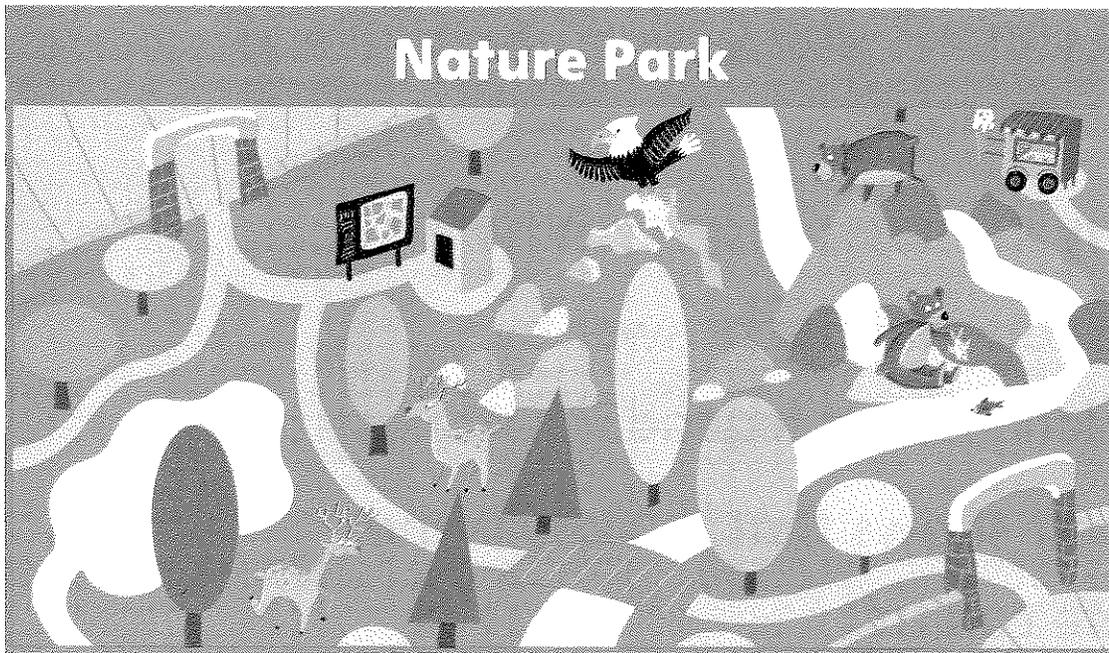


Lesson 3 Check

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.

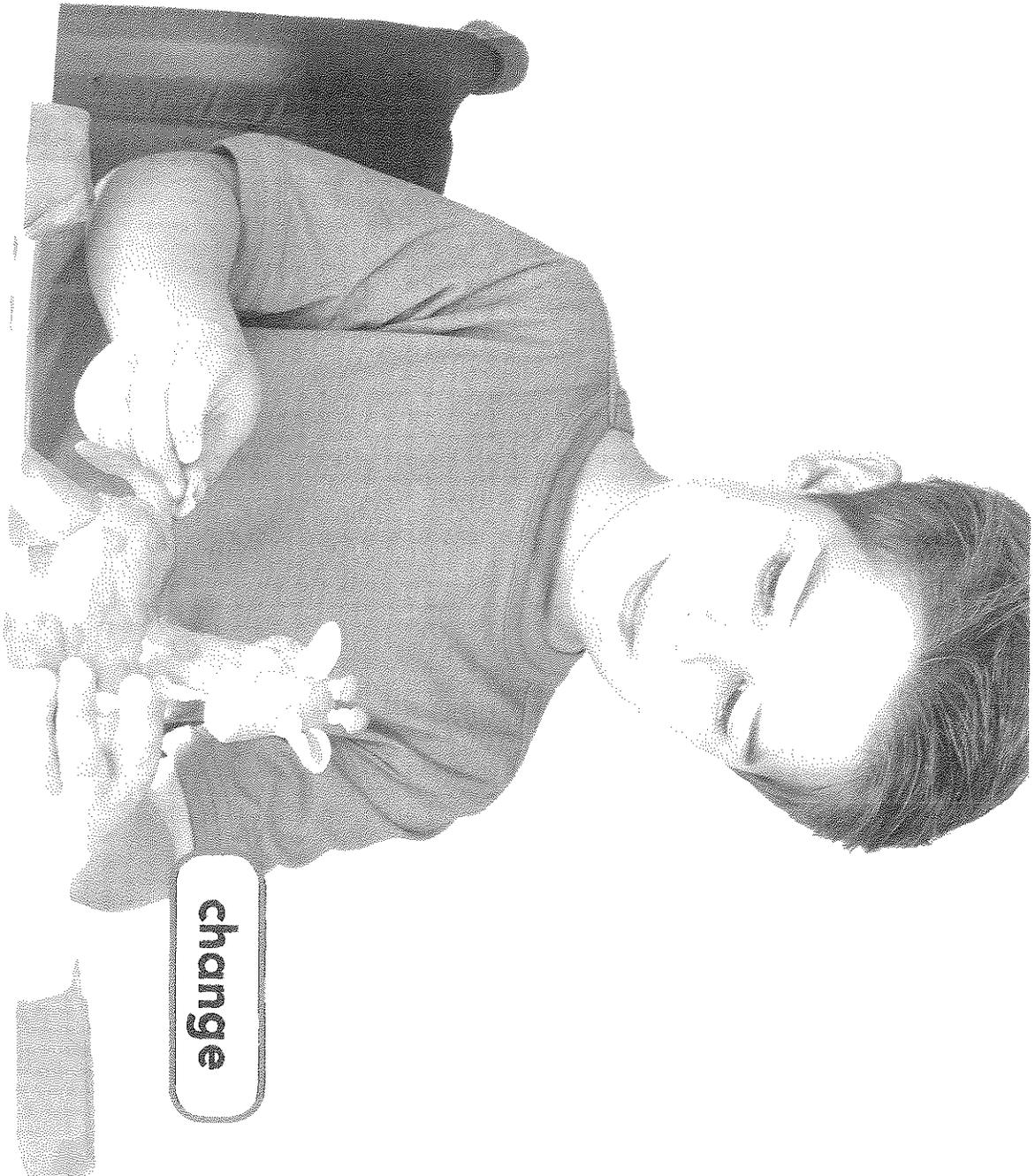
**Why** is there a star by Atlanta?

We can find the answer by looking at the legend.

A star shows that this city is the state capital.



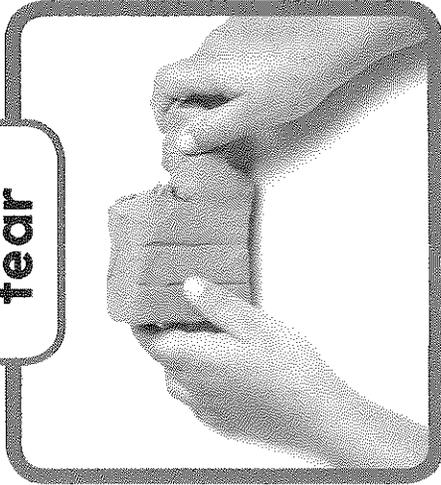
# Matter Can Change



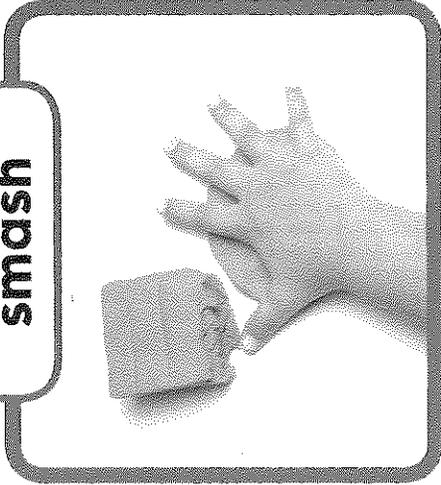
**change**

Name \_\_\_\_\_

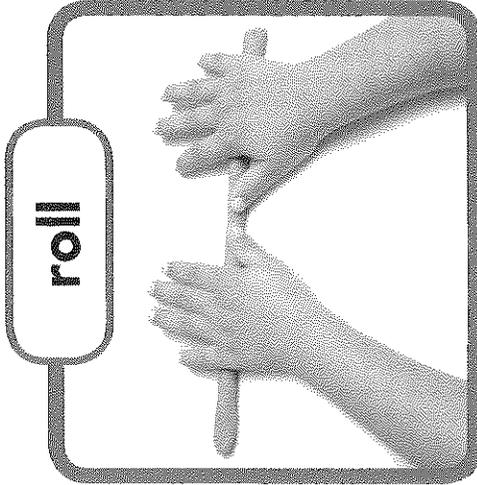
**tear**



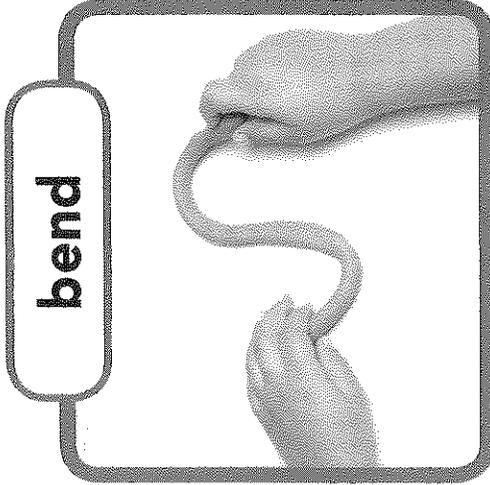
**smash**



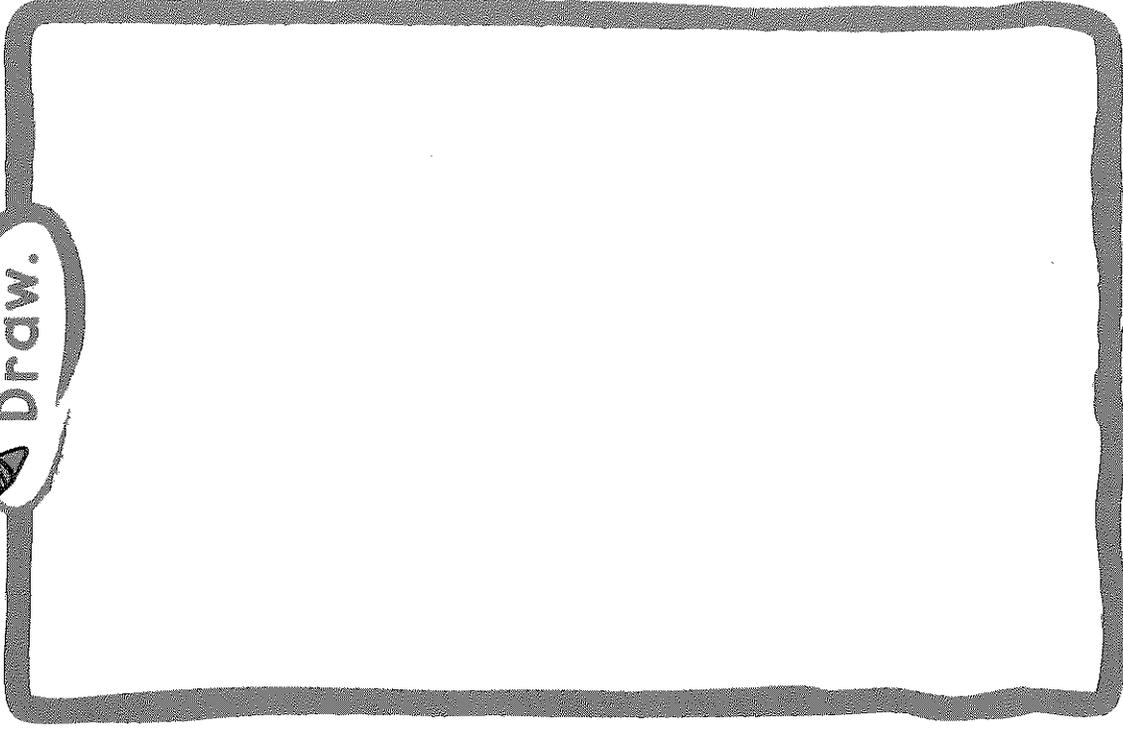
**roll**



**bend**

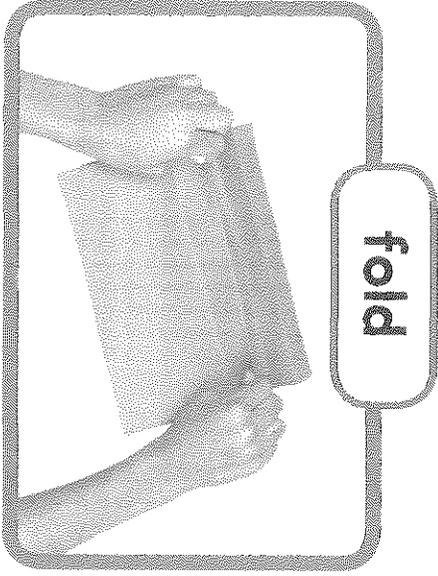
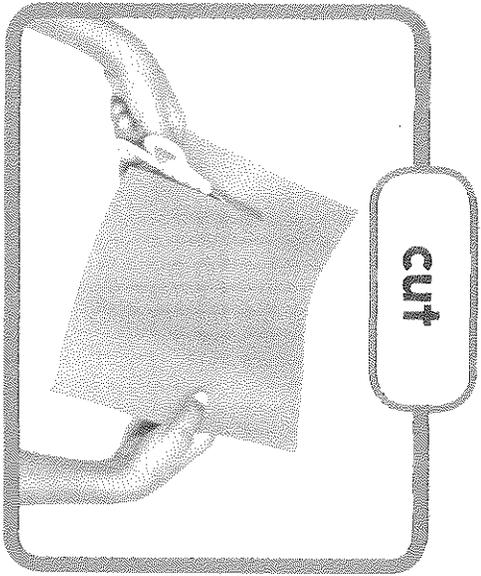


**Draw.**

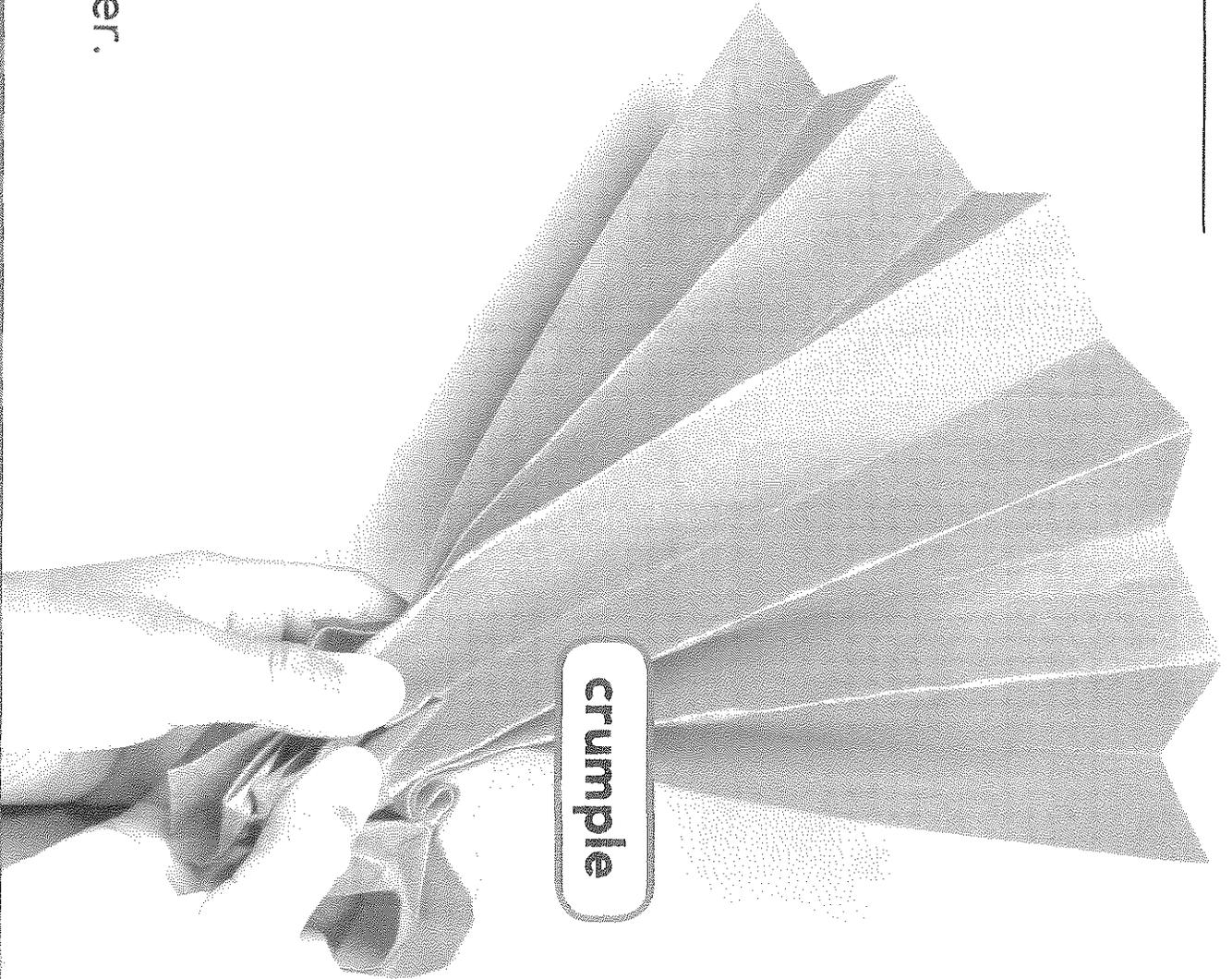


We can change clay.

Name \_\_\_\_\_



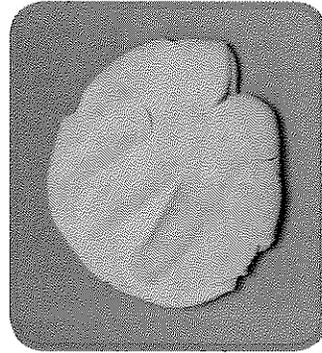
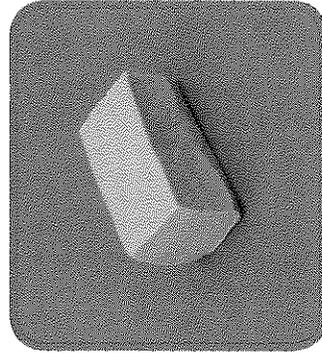
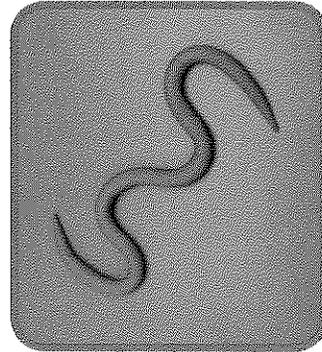
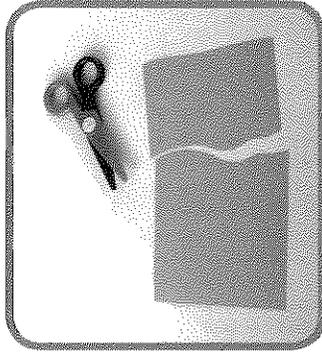
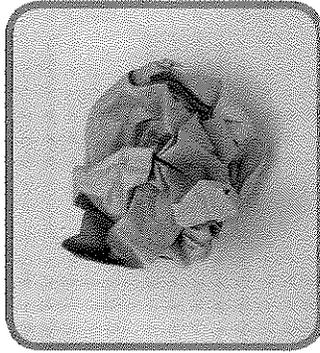
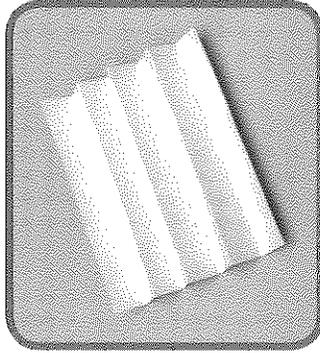
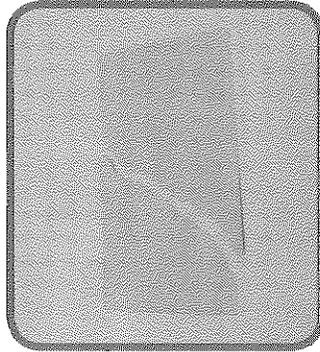
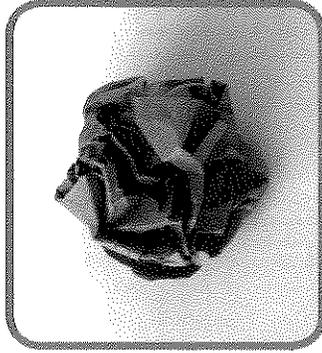
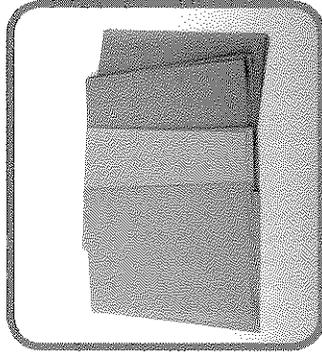
We can change paper.



▶ Circle the paper being cut.

Name \_\_\_\_\_

# Sum It Up!



Circle the paper that is cut.      Circle the paper that is folded.  
 Circle the clay that is smashed.

# Heating and Cooling Matter

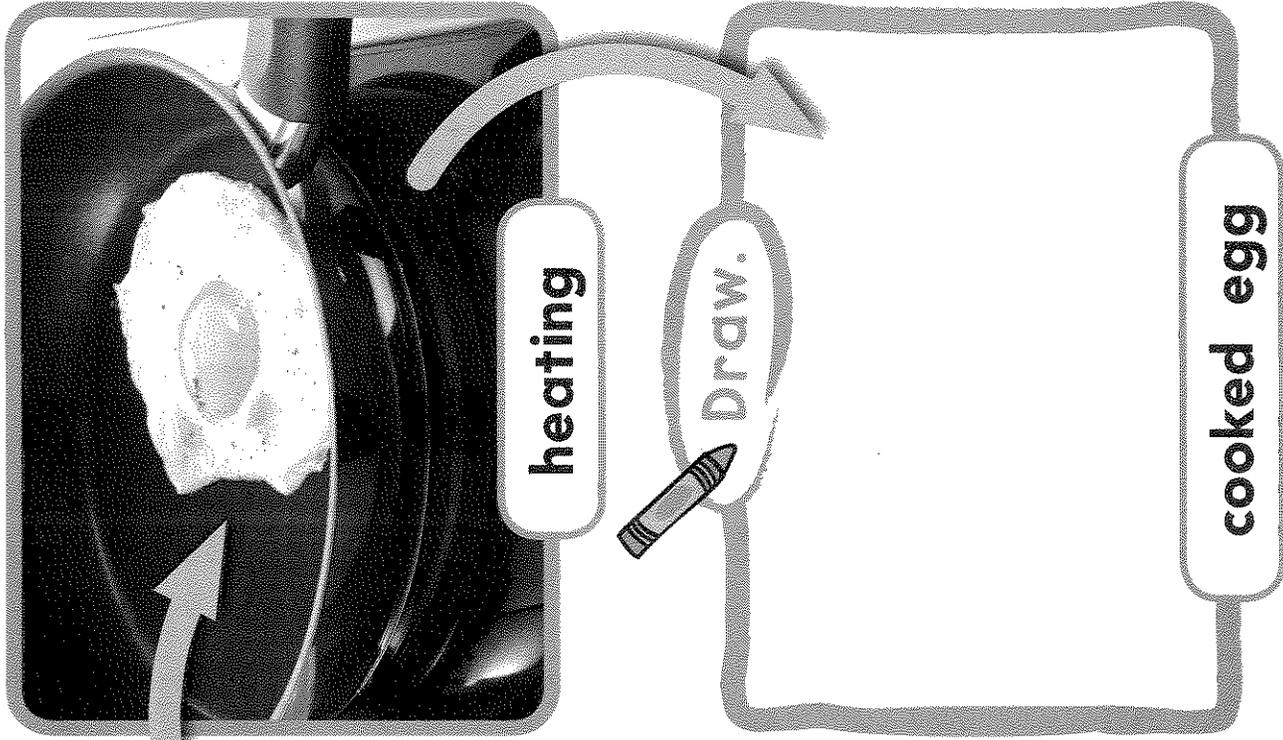
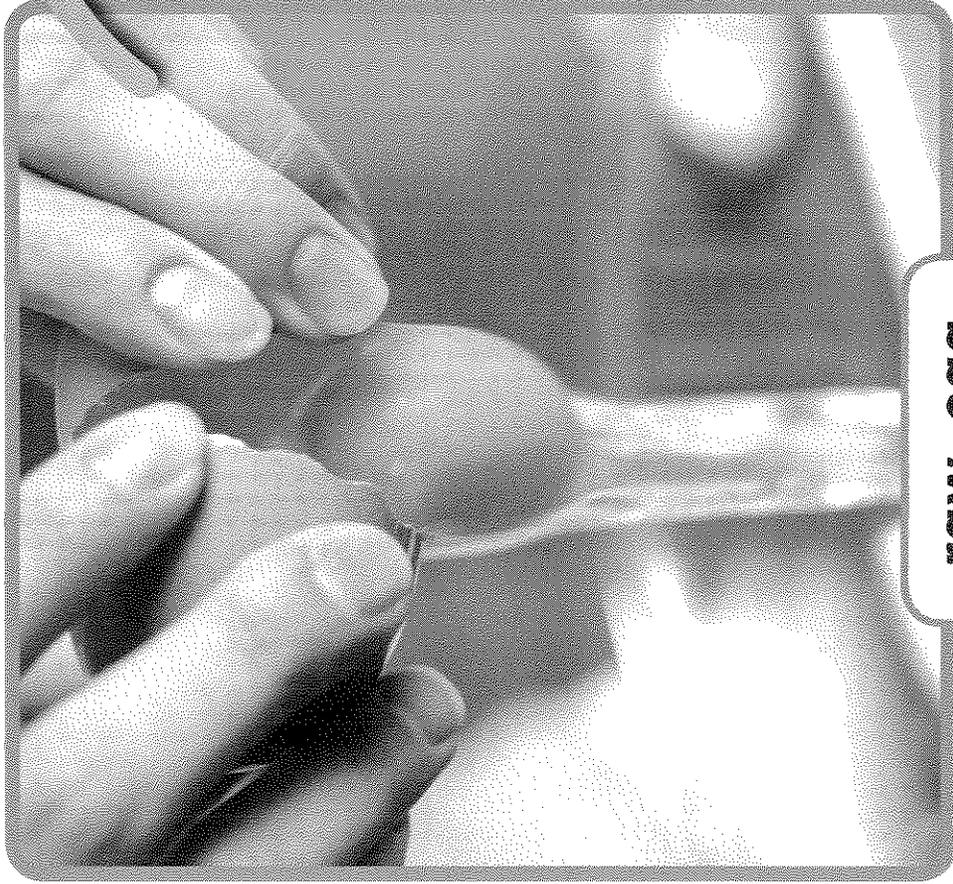


heat



cool

Name \_\_\_\_\_

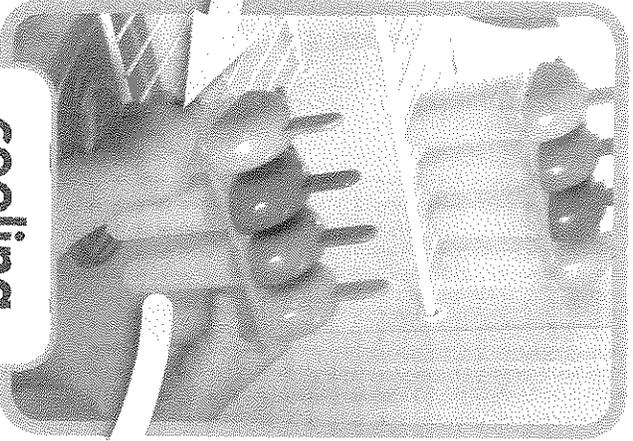


Matter may change when it heats up.

Name \_\_\_\_\_



**liquid**



**cooling**



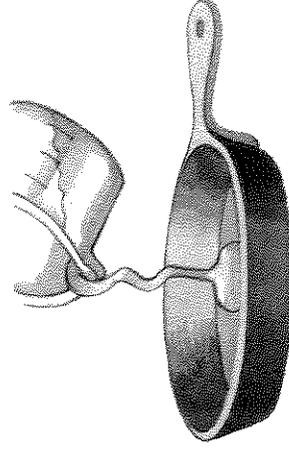
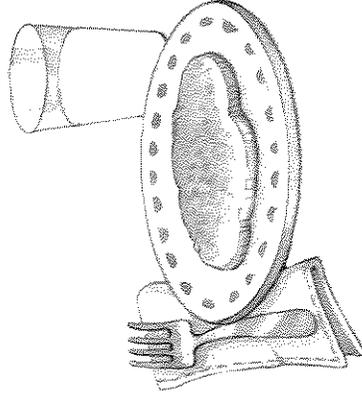
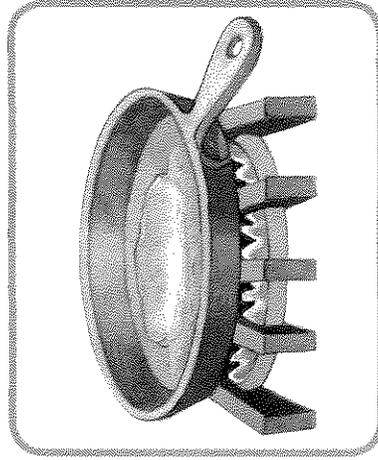
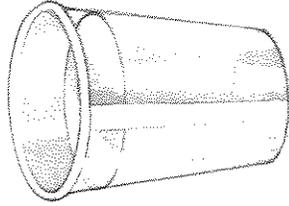
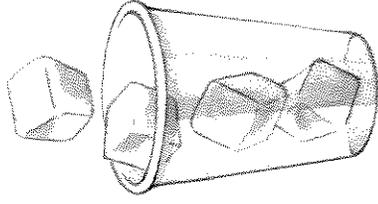
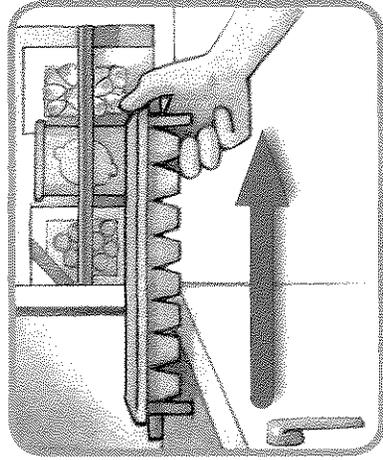
**solid**

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.