

Physical and Chemical Changes and Properties of Matter Worksheet

Classify the following as chemical change (cc), chemical property (cp), physical change (pc), or physical property (pp).

- | | |
|-------------------------------------|-------------------------------|
| 1. <u>PP</u> Heat conductivity | 8. <u>CP</u> Combustible |
| 2. <u>CC</u> Silver tarnishing | 9. <u>PC</u> Water freezing |
| 3. <u>PC</u> sublimation | 10. <u>CC</u> Wood burning |
| 4. <u>PC</u> magnetizing steel | 11. <u>CP</u> Acid resistance |
| 5. <u>PP</u> length of metal object | 12. <u>PP</u> Brittleness |
| 6. <u>PC</u> shortening melting | 13. <u>CC</u> Milk souring |
| 7. <u>CC</u> exploding dynamite | 14. <u>CC</u> baking bread |

Identify the following as being true or false to the left of the sentence.

- T 15. A change in size or shape is a physical change.
T 16. A chemical change means a new substance with new properties was formed.
F 17. An example of a chemical change is when water freezes.
T 18. When platinum is heated, then cooled to its original state, we say this is a physical change.
F 19. When milk turns sour, this is a physical change because a change in odor does not indicate a chemical change.
T 20. When citric acid and baking soda mix, carbon dioxide is produced and the temperature decreases. This must be a chemical change.

Identify each of the following as a physical or chemical change.

21. CC You leave your bicycle out in the rain and it rusts.
22. PC A sugar cube dissolves.
23. CC Scientist break-up water into oxygen and hydrogen gas.
24. CC Burning coal for a barbecue.
25. PC Trimming a bush because it has grown too tall.

Classifying Matter Worksheet

Classify each of the following substances as an element, a compound, a solution (homogenous mixture), or a heterogeneous mixture.

- | | | |
|----------------------------------|---|-----------------------------------|
| 1. Sand
heterogeneous mixture | 2. Salt
Compound | 3. Pure Water
compound |
| 4. Soil
heterogeneous mixture | 5. Soda just opened
homogenous mixture | 6. Pure air
homogenous mixture |

Chemical Changes Section 1 Techers Answers

Collins



Chemical Changes Section 1 Teachers Answers:

Contributions from Science Education Research European Science Education Research Association. International Conference, 2007-09-18 In August 2005 over 500 researchers from the field of science education met at the 5th European Science Education Research Association conference Two of the main topics at this conference were the decrease in the number of students interested in school science and concern about the worldwide outcomes of studies on students scientific literacy This volume includes edited versions of 37 outstanding papers presented including the lectures of the keynote speakers **Chemical Interactions**, 2005 **Teachers' Handbook to Accompany Foundations of Chemistry** Arthur Alphonzo Blanchard, 1915 **Resources for Teaching Middle School Science** Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-03-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science

teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents **Multiple Representations in Chemical Education** John K. Gilbert, David Treagust, 2009-02-28

Chemistry seeks to provide qualitative and quantitative explanations for the observed behaviour of elements and their compounds Doing so involves making use of three types of representation the macro the empirical properties of substances the sub micro the natures of the entities giving rise to those properties and the symbolic the number of entities involved in any changes that take place Although understanding this triplet relationship is a key aspect of chemical education there is considerable evidence that students find great difficulty in achieving mastery of the ideas involved In bringing together the work of leading chemistry educators who are researching the triplet relationship at the secondary and university levels the book discusses the learning involved the problems that students encounter and successful approaches to teaching Based on the reported research the editors argue for a coherent model for understanding the triplet relationship in chemical education

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Proceedings [of The] Third International History, Philosophy, and Science Teaching Conference, Minneapolis, Minnesota, October 29 - November 1, 1995 , 1995 **High School Chemistry Teachers Magazine** , 1967

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