





	<b>COLEGIO ANGLO AMERICANO</b> <i>"Proyecto forjador de valores para una Nueva Sociedad"</i>		
	<b>DEPARTAMENTO DE CIENCIAS NATURALES Y EDUCACIÓN AMBIENTAL-</b> PHYSICS AND CHEMISTRY.		
	<b>Worksheet: Matter changes.</b>		
Time: 20 minutes.	Grade.	Date.	
Name:		3°	_____, 2021

FINAL	Achievement indicator	
I	The student identifies some of the physical and chemical properties of matter (Activity I).	
II	The student explains the difference between chemical and physical change (Activity II).	

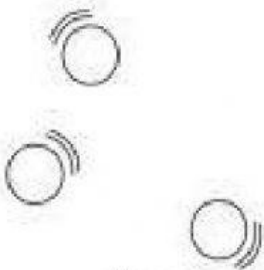
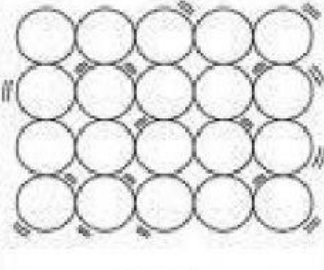
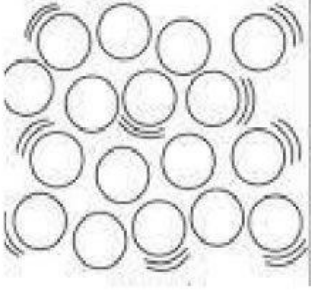
### ACTIVITY I

1. Karla is a third-grade student. She learned in class about the properties of matter. Look at the pictures in the following chart and write on the space, if it is a chemical or physical property:

<b>A.</b> 	<b>B.</b> 	<b>C.</b> 
<b>D.</b> 	<b>E.</b> 	<b>F.</b> 

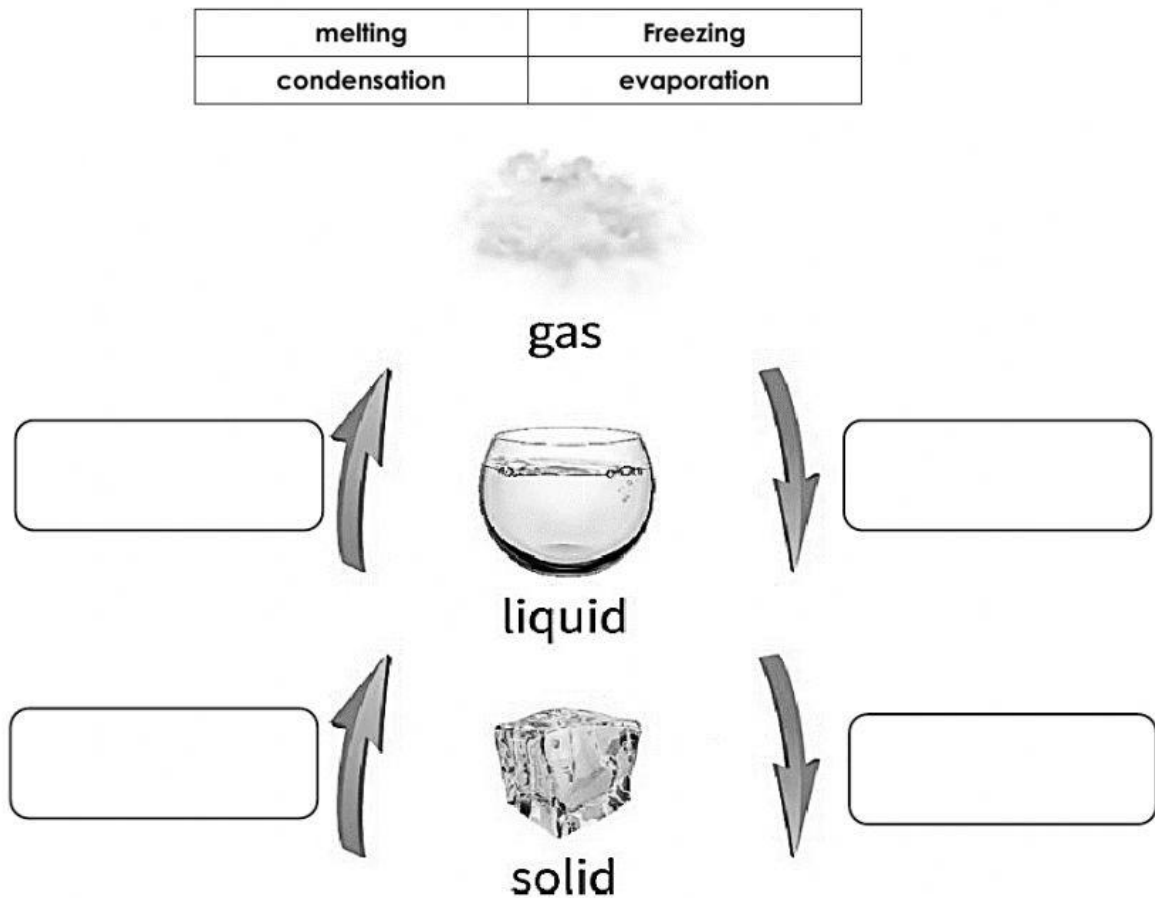
2. Look at the pictures and coloring according to the following instructions:

Properties of matter	Colors
Solid	Red
Liquid	Blue
Gas	Green

A	B	C
		

## ACTIVITY II

3. Complete the diagram using the words in the box. Then, coloring the arrows with the instructions, when the temperature increase with red, and the temperature decrease with blue.



4. In the next chart, write C for chemical changes or P for physical changes in the next examples:

C/P	Examples
	Cook a soup with vegetables and chicken.
	Turn on a wood fire.
	Identify the colors of the sky and the ocean.
	The Alka seltzer in the water.
	See the separation of the water and oil in a cup.
	Play in a pool with a ball and see how this float up.

Teacher's name:	Revised by:	Approved by:
María Camila Quevedo	Mireya Malpica	Mireya Malpica