

ISD Grade Level: 2nd Grade  
ISD Content: ELA  
Week: May 18-22



# Choice Board

2nd Grade ELA: Vocabulary & Fluency

Choose ONE activity a day by clicking on your choice. Start with the middle tile.

<p><b><u>Map It</u></b> Read the word and then write an antonym to go with the word provided.</p>	<p><b><u>Readers Theater</u></b> Ask someone in your house to help you act out the fluency passage or a favorite book.</p>	<p><b><u>Step Right Up!</u></b> Make your own memory game with paper and pencil. Write pairs of antonyms on paper and play with someone at home.</p>
<p><b><u>Say What?</u></b> Make your own Mab Lib with someone at home. Write a story and then take out nouns, verbs, and adjectives.</p>	<p><b><u>Antonyms</u></b> Antonyms are words that have opposite meanings. -Good &amp; Bad -Happy &amp; Sad Start with the work below.</p>	<p><b><u>Fluency</u></b> Practice your reading with the fluency passage or a book.</p>
<p><b><u>Hangman</u></b> Play hangman with someone at home. See who can guess the most games!</p>	<p><b><u>Make a Poster</u></b> Draw a picture to display sets of antonyms. Have fun designing your own poster. Be as creative as you want.</p>	<p><b><u>Antonym Detective</u></b> In a book, try finding as many antonyms as you can. Record your answers on paper.</p>

## Antonyms Practice Page

Remember! Antonyms are two words that have the opposite meaning!  
Directions: Replace the underlined word with an antonym from the box.  
Rewrite the paragraph using your best handwriting!

soft      clean      naughty      loved      run      night      friendly  
            warm      nobody      under      comfortable

Pudding was a good hamster. He got up to all kinds of mischief during the day. When everybody was looking, he would run over the cardboard box and walk in his wheel. He kept his cage dirty by moving the sawdust around and used it to keep his sleeping corner uncomfortable and cold. Pudding was very unfriendly, he hated children holding him. He always liked his rough fur being touched and loved being cuddled.

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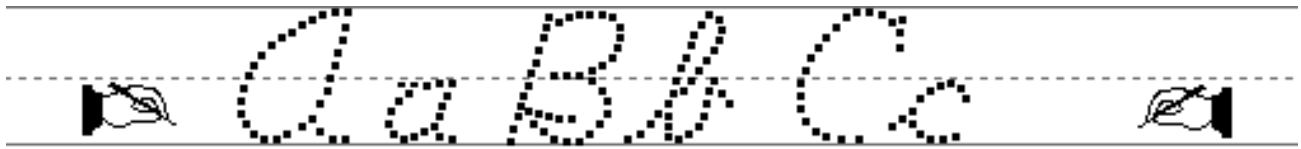
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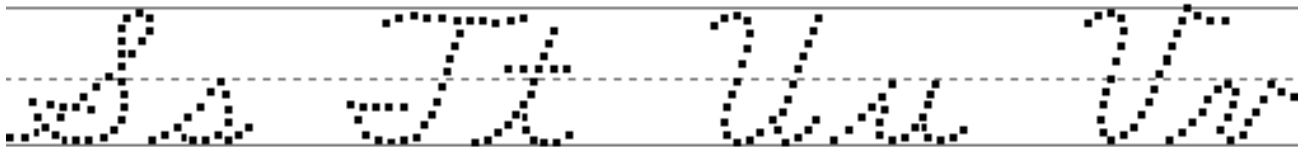
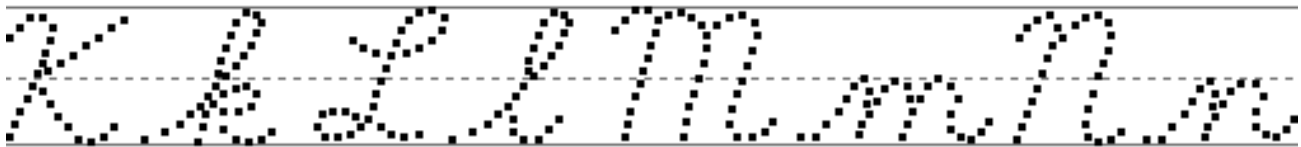
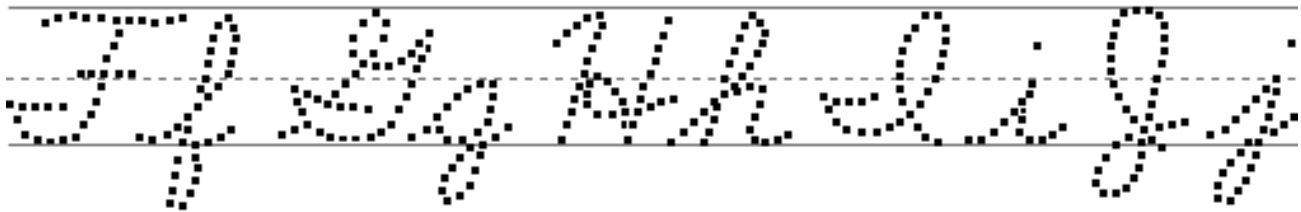
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Name: \_\_\_\_\_

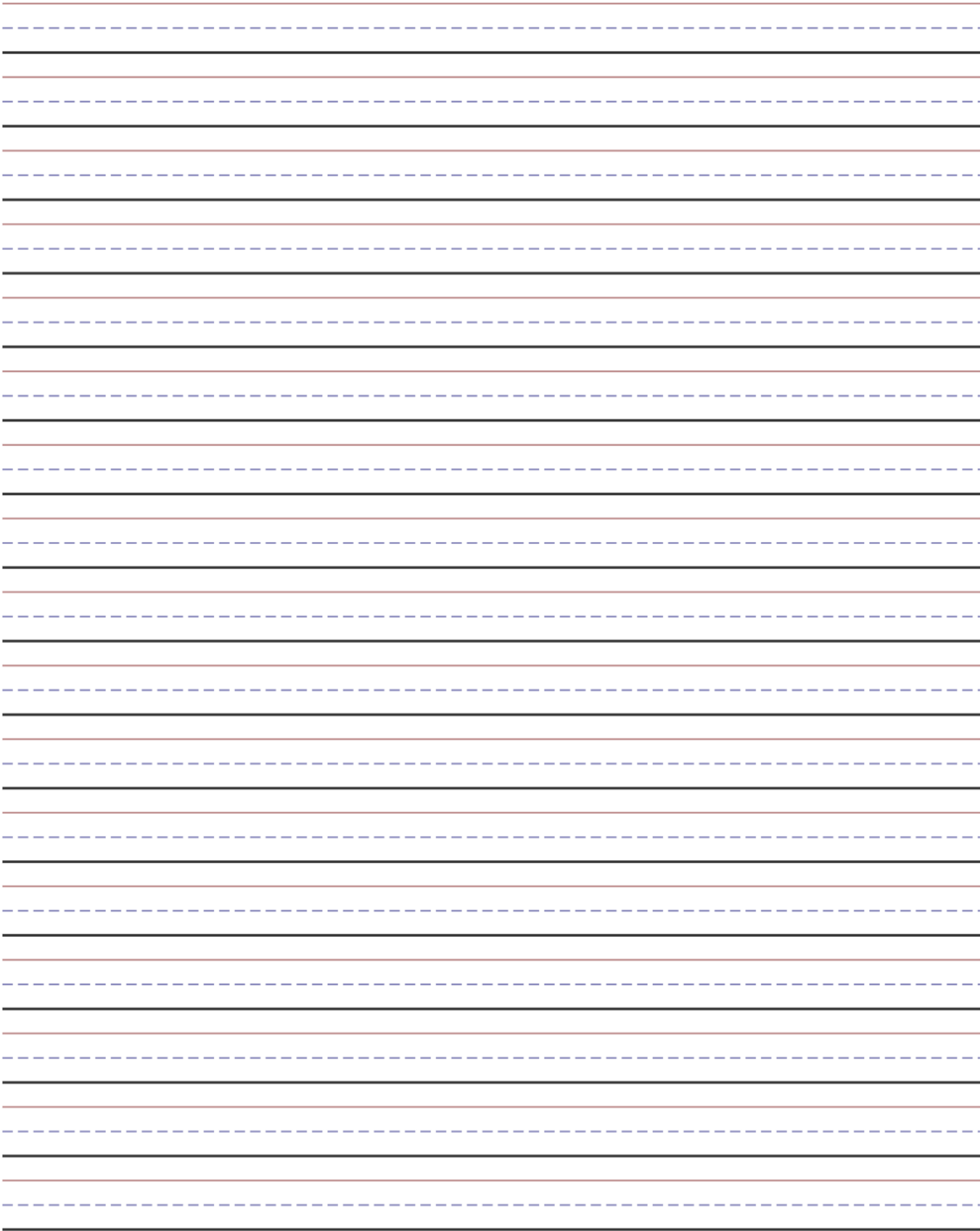
# Writing Cursive Letters



Trace the cursive letters.



Use this paper to practice writing your name in cursive.

The page contains 15 sets of horizontal handwriting lines. Each set consists of four lines: a solid red top line, a dashed blue middle line, a solid black baseline, and a solid red bottom line. These lines are spaced evenly down the page to provide a guide for letter height and placement when writing in cursive.

## 5/18/20 - Irregular Plurals

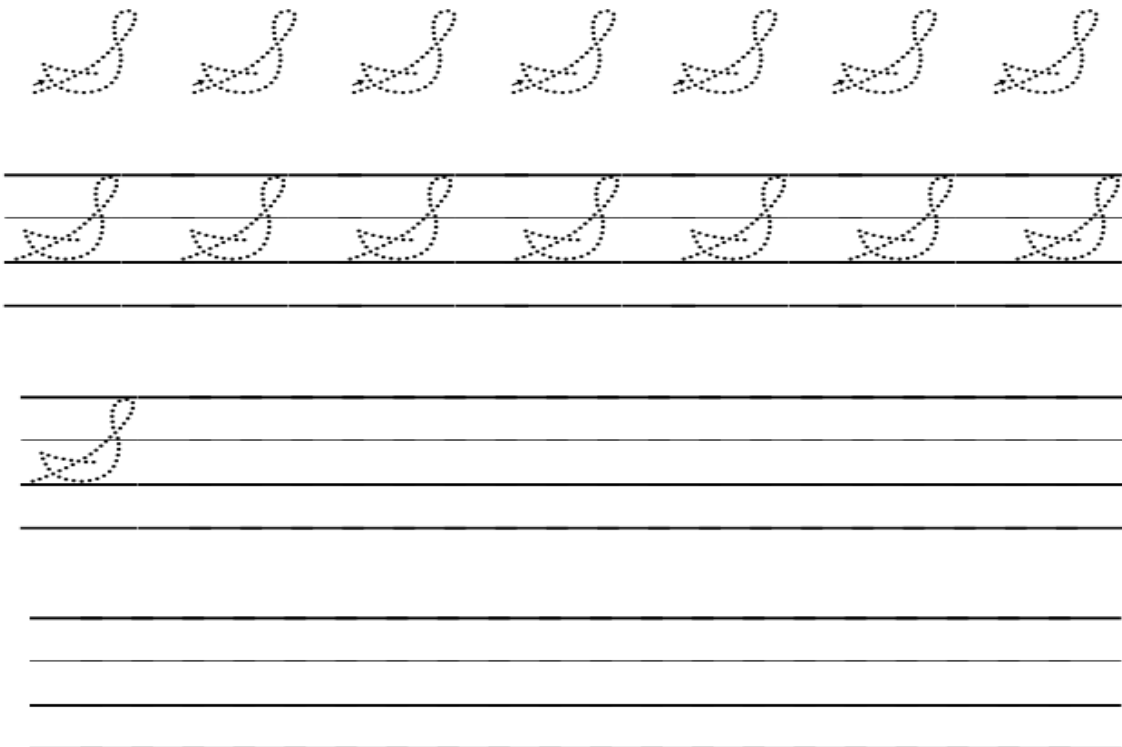
Directions: Sort the words that are singular and plural by writing them in the correct box.

teeth	shelf	foot	calf	wife
leaves	families	oxen	children	loaf
woman	sheep	mice	hoof	goose

Singular	Plural

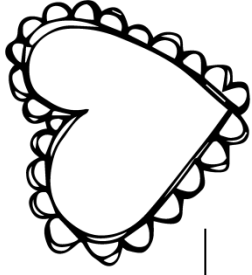
## 5/18/20 - Cursive Practice (Capital S)

Directions: Start at the bottom line; go uphill to the top line; loop left down to the middle line; curve down right to the bottom line; curve up left; across the uphill; sidestroke right, and stop.



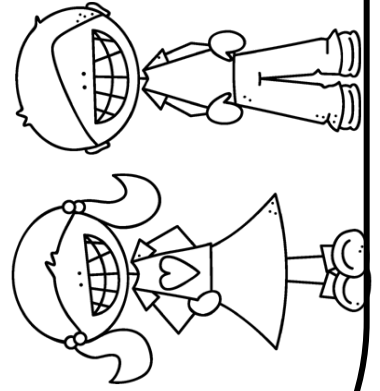
Write a letter to a friend telling them what you like about them or why they are a good friend.

\_\_\_\_\_ date



greeting

body



closing

signature

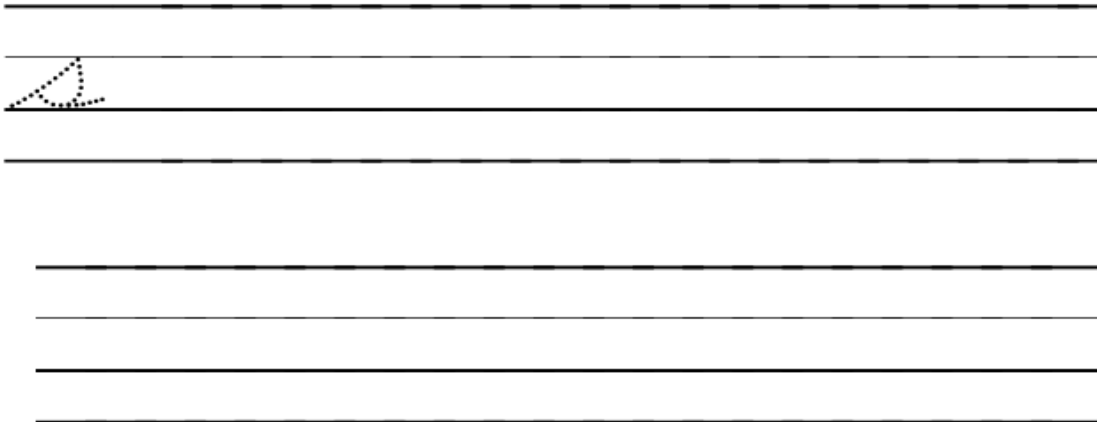
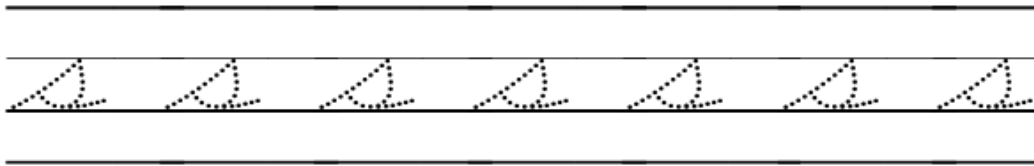
## 5/19/20 - Irregular Plurals

Directions: Read each sentence. Figure out the plural form of the noun in parentheses. Then write the plural noun on the line.

1. I saw too many \_\_\_\_\_ in line at Costco, so I left. (person)
2. The farmer fed the flock of \_\_\_\_\_. (sheep)
3. Two \_\_\_\_\_ helped move the swingset in our yard. (man)
4. My son popped out several \_\_\_\_\_ this month. (tooth)
5. I rolled \_\_\_\_\_ when it was my turn playing Yahtzee. (die)
6. We put our books back on the \_\_\_\_\_ in the library. (shelf)
7. The \_\_\_\_\_ on the tree are turning green. (leaf)
8. Wow, his \_\_\_\_\_ grew two sizes! (foot)

## 5/19/20 - Cursive Practice (Lower Case s)

Directions: Go uphill to the middle line; slant down to the bottom line; curve left and close' retrace to the bottom line, and swing up.




Write a letter to your teacher.


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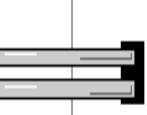


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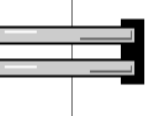
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**Points**

Capitals	
Punctuation	
Spacing	
Sense	
Handwriting	
Heading	
Greeting	
Closing	

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## 5/20/20 - Literal and Nonliteral Meanings

Directions: Match the literal and nonliteral meanings.

### Nonliteral

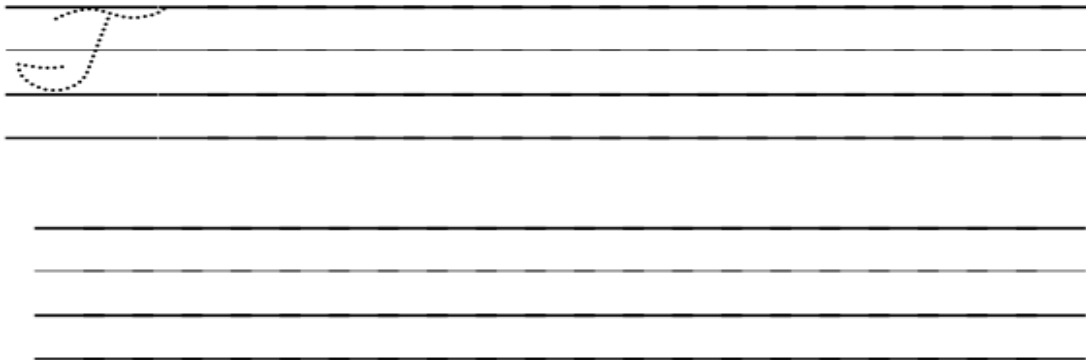
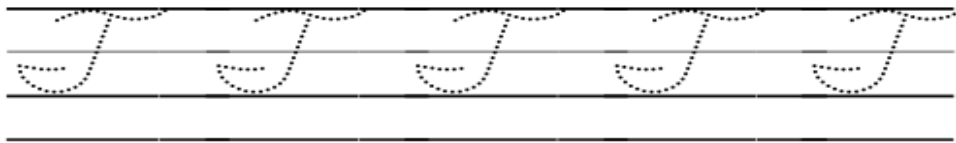
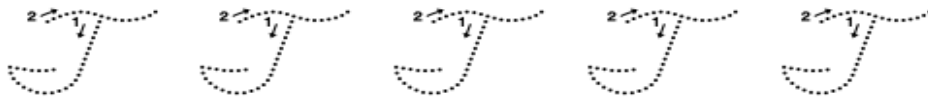
Break a leg  
I'm all bent out of shape  
It's raining cats and dogs  
I'm on the fence  
That costs an arm and a leg  
I'm going to hit the sack  
It's a piece of cake  
I've let the cat out of the bag

### Literal

I'm going to go to bed  
It is very expensive  
I've told a secret by mistake  
It's very easy  
I'm not sure what to do  
It's raining very hard  
Good luck  
I'm upset

## 5/20/20 - Cursive Practice (Capital T)

Directions: Start a little below the top line; slant down to the bottom line, and curve up left; sidestroke right. Make an overhill-underhill crossbar at the top.



Write a letter to your future teacher.

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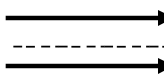
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Points	
Capitals	
Punctuation	
Spacing	
Sense	
Handwriting	
Heading	
Greeting	
Closing	

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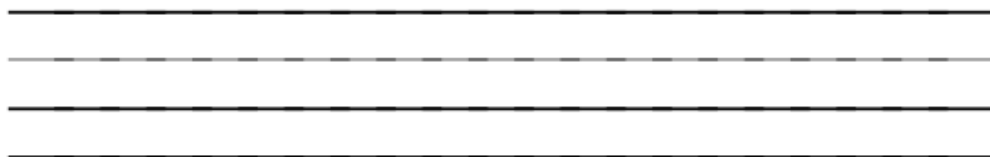
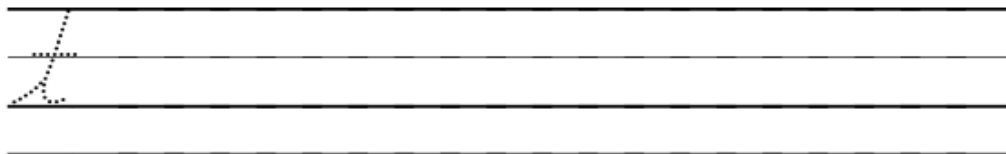
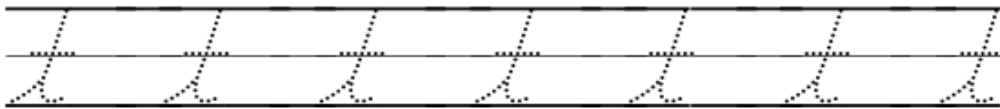
## 5/21/20 - Literal and Nonliteral Meanings

Directions: Read the sentences and decide if the sentence is a literal or nonliteral. Place an L for Literal or N for nonliteral on the line next to each sentence.

1. I love chocolate milk! \_\_\_\_\_
2. I'm as hungry as a bear. \_\_\_\_\_
3. Don't be such a chicken! \_\_\_\_\_
4. She has the heart of a lion. \_\_\_\_\_
5. It's hot outside! \_\_\_\_\_
6. That test was easy as pie! \_\_\_\_\_
7. Don has great taste in music. \_\_\_\_\_
8. Sally was as quiet as a mouse. \_\_\_\_\_

## 5/21/20 - Cursive Practice (Lower Case t)

Directions: Go uphill to the top line; retrace down, and swing up. Make a crossbar on the middle line.



Dear Future Second Grader,

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From,

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## 5/22/20 - Literal and Nonliteral Meanings

Directions: Write your own sentences using these nonliteral phrases.

- as snug as a bug
- saved by the bell
- zip your lips
- pulling my leg
- in hot water
- on the same page
- on top of the world
- lost my mind

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

## 5/22/20 - Irregular Plurals

Directions: Complete the table by writing the singular or plural of the words below.

Singular	Plural
	elves
women	
	fish
loaf	
	teeth
goose	
ox	

## Cursive Practice (Capital and LowerCase U)

Directions: Start a little below the top line; curve up right to the top line; sant down to the bottom line, and curve right; slant up to the top line; retrace down, and swing up.

u u u u u u

u u u u u u u

u

Directions: Go uphill to the middle line; retrace down, and curve right; slant up to the middle line; retrace down, and swing up.

u u u u u u

u u u u u u u

u

## Cursive Practice (Capital and LowerCase V)

Directions: Start a little below the top line; curve up right to the top line; slant down to the bottom line, and curve right; slant up right to the top line; sidestroke right, and stop.

v v v v v v

v v v v v v

v

Directions: Go overhill; slant down to the bottom line and curve right; slant up to the middle line; and sidestroke right.

N N N N N N N

N N N N N N N

N

## Cursive Practice (Capital and Lower Case W)

Directions: Start a little below the top line; curve up right to the top line; slant down to the bottom line, and curve right; slant up to the top line; retrace down, and curve right; slant up to the top line; sidestroke right, and stop.

W W W W W

W W W W W

W

Directions: Go uphill to the middle line; retrace down, and curve right; slant up to the middle line; retrace down, and curve right; slant up to the middle line; and sidestroke right.

w w w w w w

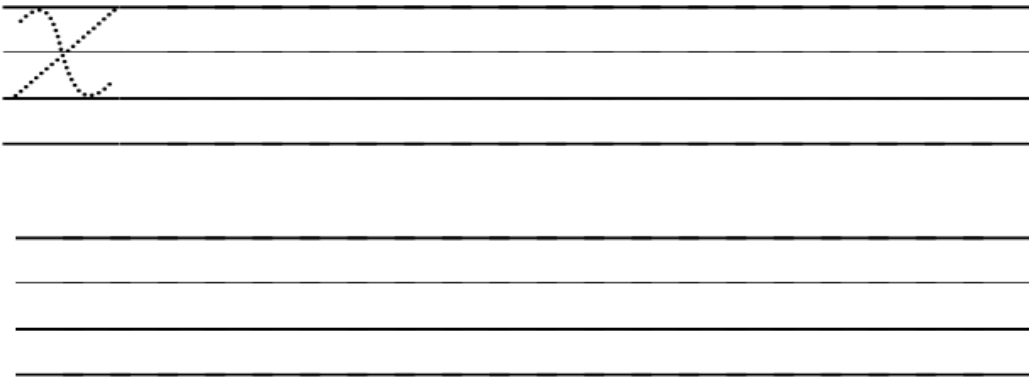
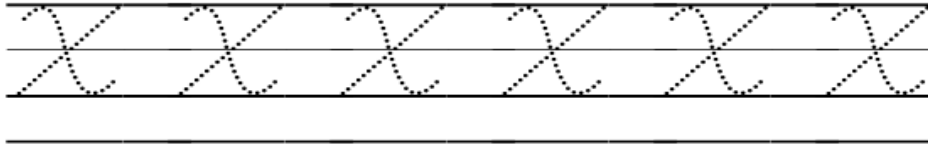
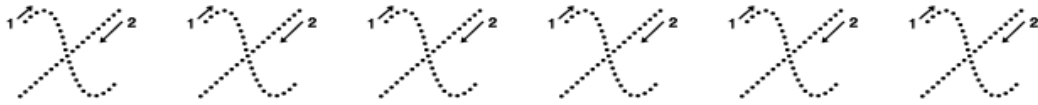
w w w w w w

w

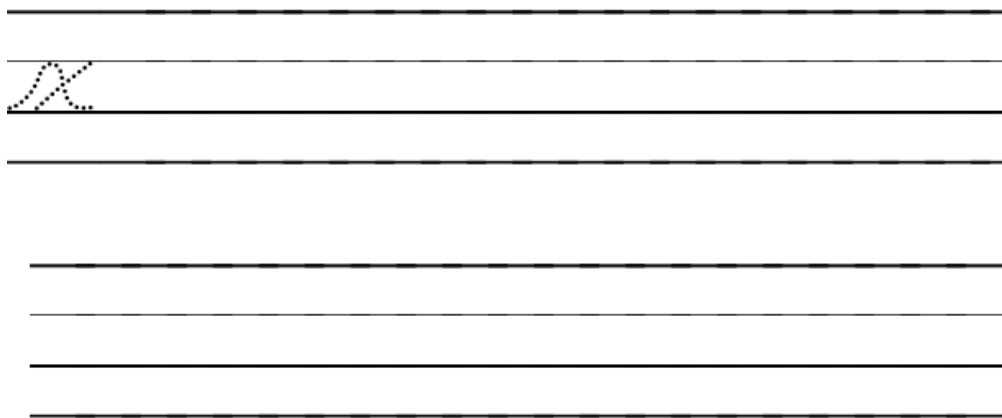
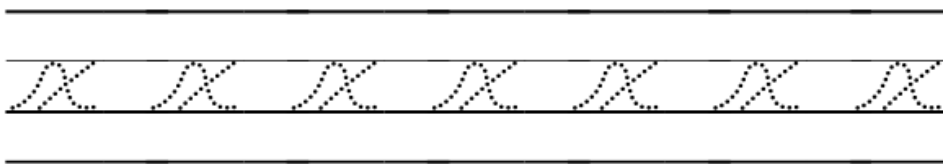


# Cursive Practice (Capital and Lower Case X)

Directions: Start a little below the top line; curve up right to the top line slant down right to the bottom line, and swing up. Cross through the letter with a slant down left.

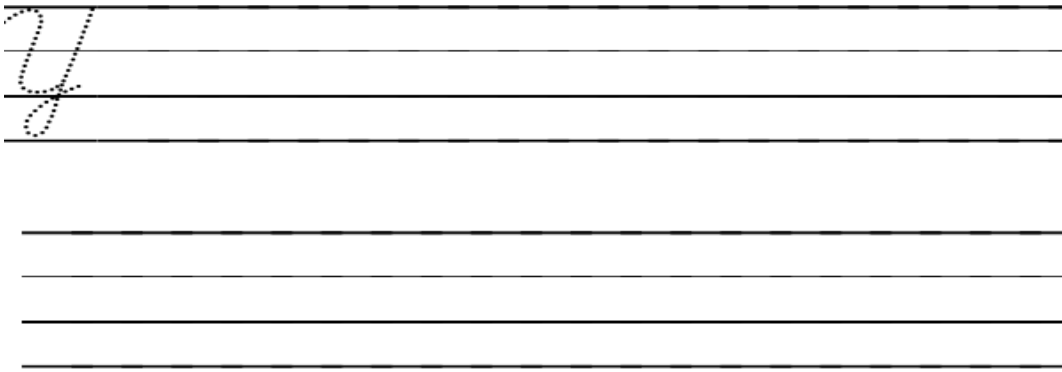
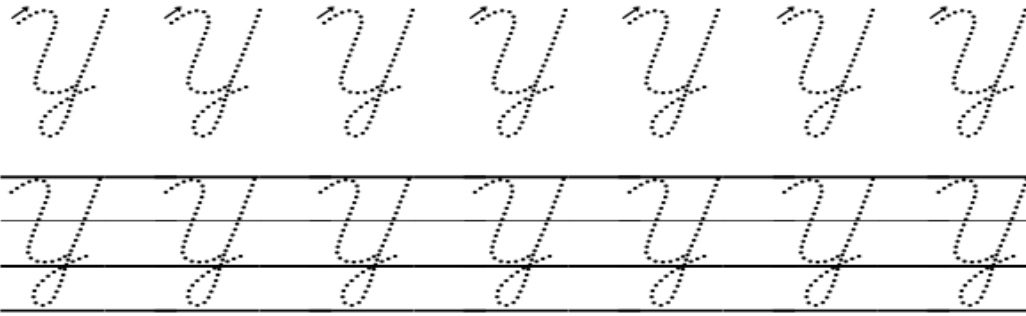


Directions: Go overhill; slant down right to the bottom line, and swing up. Cross through the letter with a slant down left.

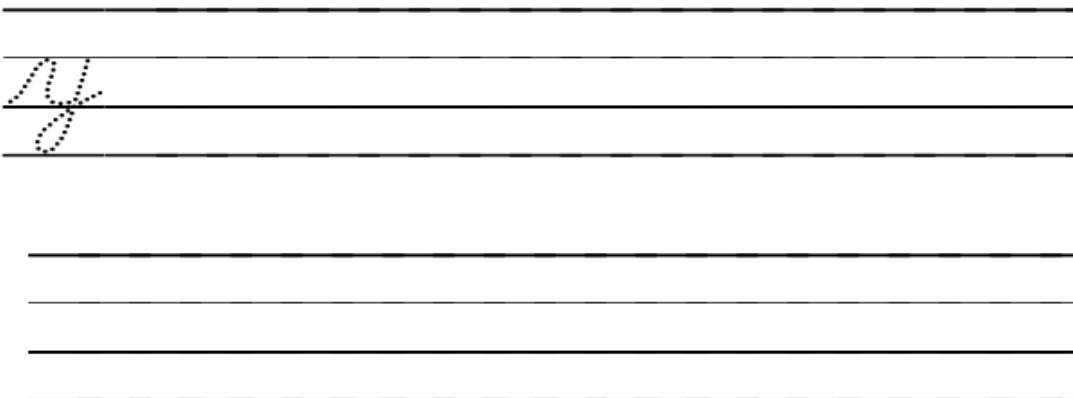
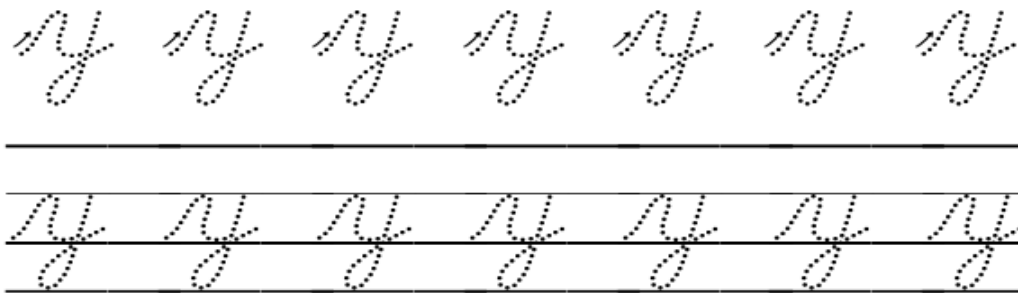


## Cursive Practice (Capital and Lower Case Y)

Directions: Start a little below the top line; curve up right to the top line; slant down to the bottom line, and curve right; slant up to the top line; retrace down to half line below the bottom line; and loop left up through the bottom line.

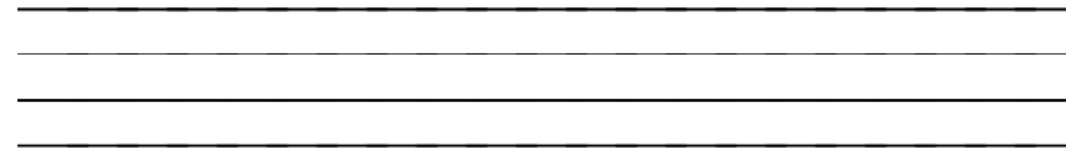
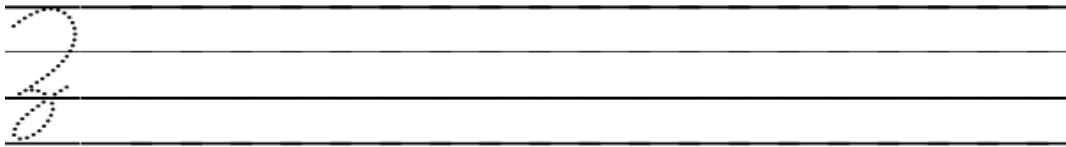


Directions: Go overhill; slant down to the bottom line, and curve right; slant up to the middle line; retrace down to a half line below the bottom line; and loop left up through the bottom line.

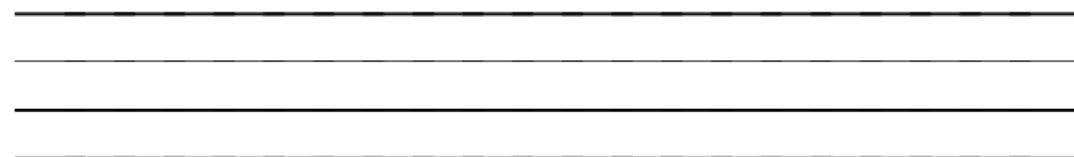
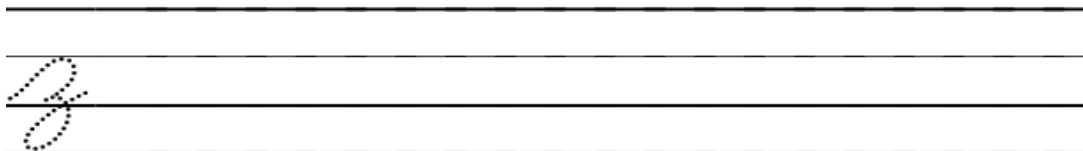
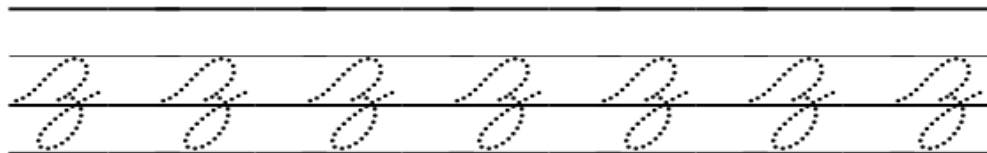
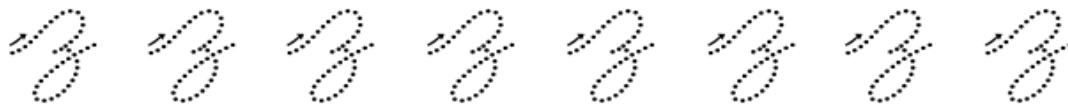


## Cursive Practice (Capital and Lower Case Z)

Directions: Start a little below the top line; curve up right to the top line; curve down right to the bottom line; curve down right again to a half line below the bottom line; loop left up through the bottom line.



Directions: Go overhill; curve down right to the bottom line; curve down right again to a half line below the bottom line; and loop left up through the bottom line.





# Work Page

ISD Grade Level: 2nd Grade  
ISD Content: Social Studies  
Week: May 18-22



# Primary and Secondary Sources

Instructions: Tell what a primary and secondary source is. Then decide if each source is primary or secondary and write the source in the correct place.

<u>A primary source is</u>	<u>A secondary source is</u>

photograph

books and articles

textbooks

interview

encyclopedia

diaries

journals

audio and video recording

speech

# Producers and Consumers

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

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

**Producers:** A producer sells or provides services. A baker, ice cream man and nurse are all examples of producers.

**Consumers:** A consumer is a person who buys goods and services. When you buy food, toys or pay someone to fix your car you are a consumer.

**Directions:** Read each situation below. On the line write if that person is a producer or a consumer.

1. Jake works at a bakery. He bakes cakes and sells them to people who buy them for parties. Jake is a \_\_\_\_\_.
2. Ben needs a new car. He goes to the car lot and buys a new one. Ben is a \_\_\_\_\_.
3. Marley spent the afternoon at the park. To cool off she bought an ice cream cone. Marley is a \_\_\_\_\_.
4. When there was a building on fire, the fire department came to put it out. The firemen are \_\_\_\_\_.
5. Winston tripped over a table and broke his toe. He went to the doctor and got a cast put on. The doctor is a \_\_\_\_\_.

**Directions:** Think of 2 ways that you can be a producer and 2 ways you can be a consumer.

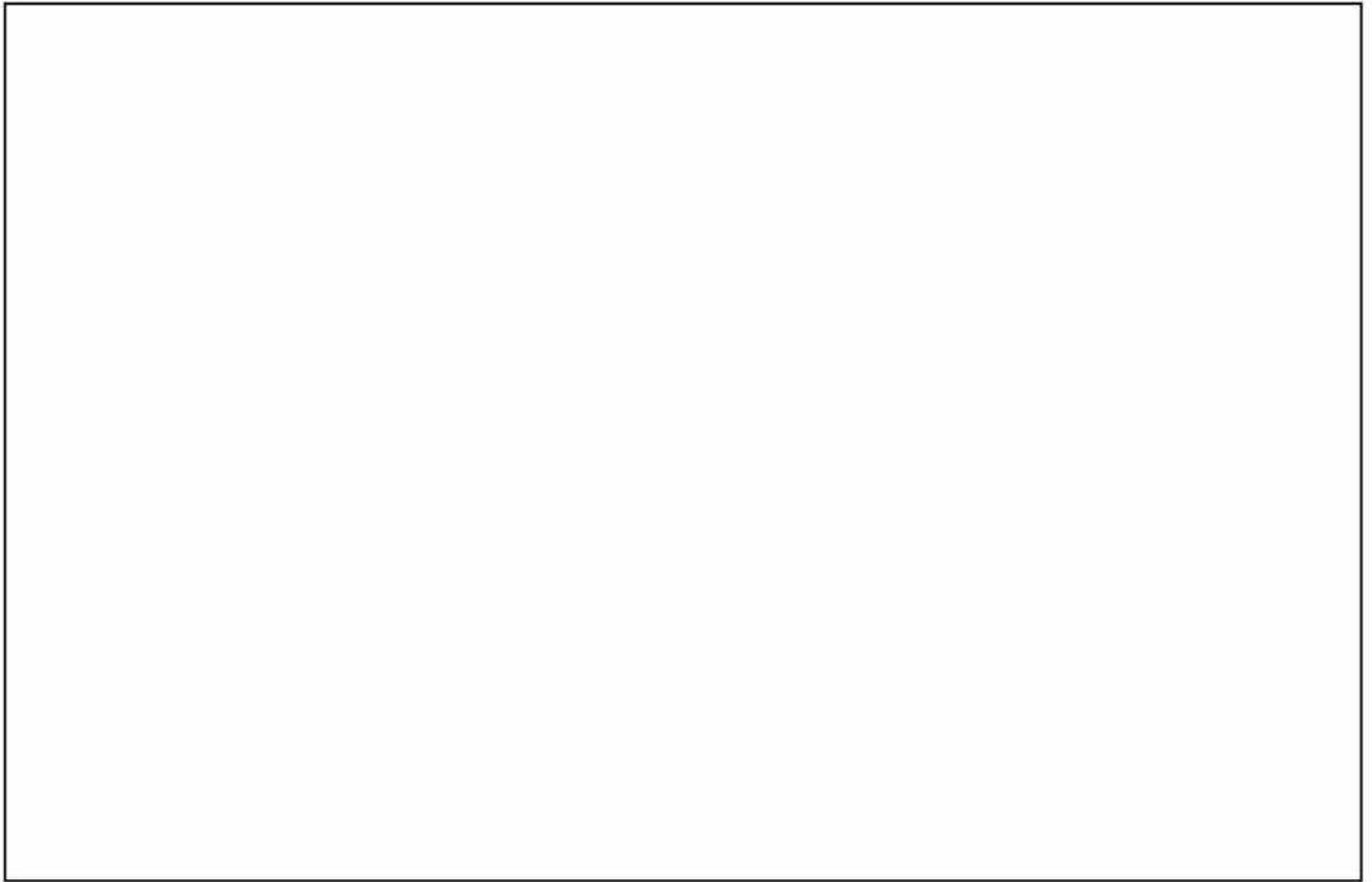
Ways I can be a producer

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

Ways I can be a consumer

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

Pretend you have been asked by your family to walk to a place you didn't want to go. See yourself making that journey in your mind. Now, write a few sentences about that journey and include a picture.



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.





**1. What is an example of a consumer?**

- A. a farmer who grows corn
- B. a person who buys books
- C. an artist who sells paintings
- D. a worker who fixes trucks

**2. Doctor, writer, and teacher are all PROFESSIONS. What is a PROFESSION?**

- A. a job
- B. a good
- C. a need
- D. a law

**3. Grandpop wants to buy a new camera. What should he do?**

- A. Look at a few stores and compare prices.
- B. Run to the closest store and buy a camera.
- C. Buy the camera with the highest price.
- D. Get the camera that looks the prettiest.

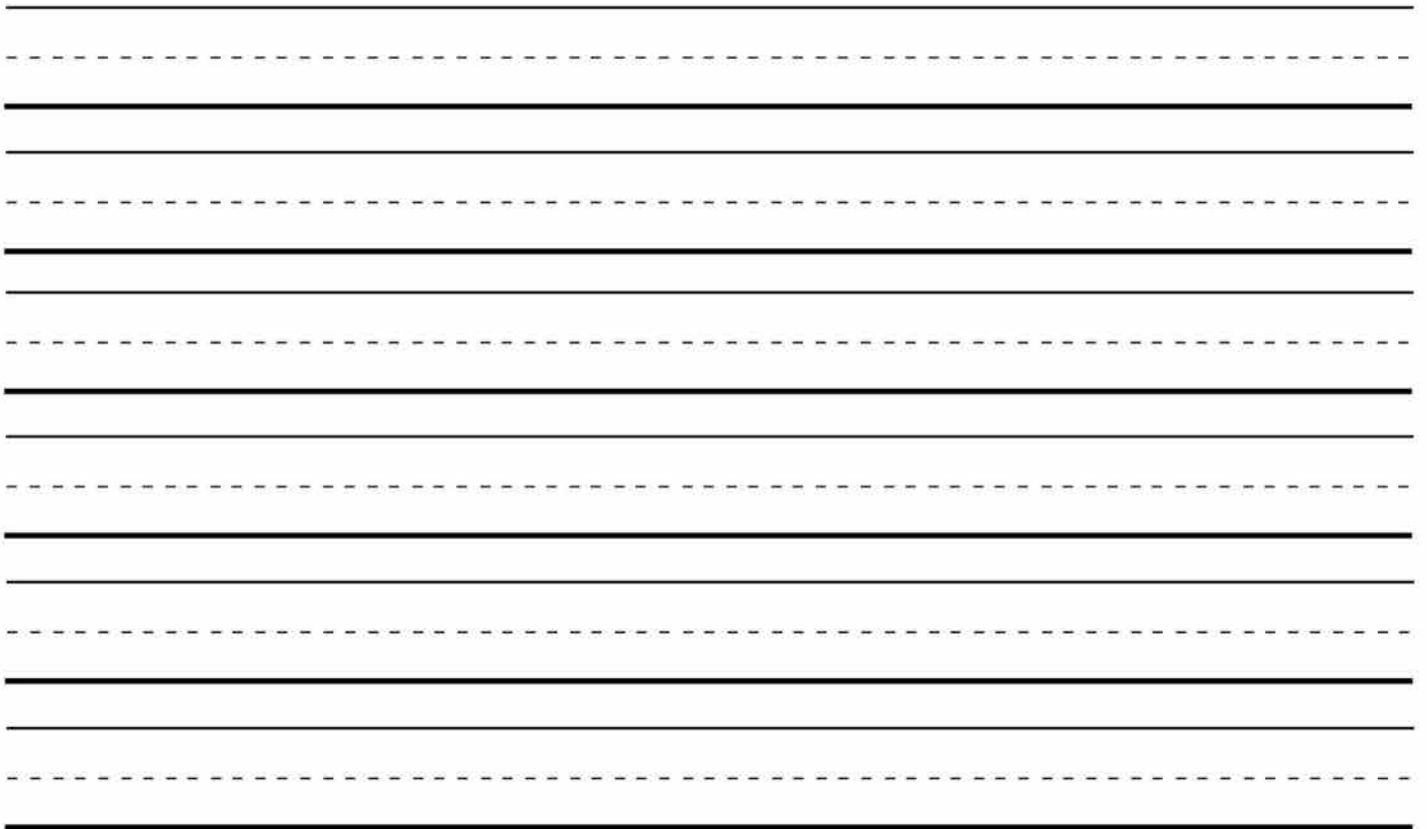
**4. Which provides both goods and services?**

- A. A babysitter
- B. A bus driver
- C. A post office
- D. A family

**5. Which happens LAST?**

- A. The store lowers the prices of notebooks.
- B. Customers start buying more notebooks.
- C. Very few people buy the notebooks.
- D. A store gets a large supply of notebooks.

Write about something your grandmother or grandfather had to do in their life.

A large, empty rectangular box with a thin black border, intended for writing a paragraph about a grandparent's life.A series of horizontal lines for writing. Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are ten such rows stacked vertically, providing a guide for handwriting practice.

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

Directions: Write whether the picture is a good or a service.



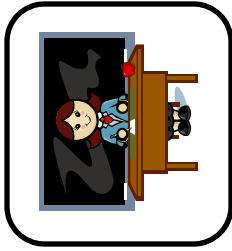
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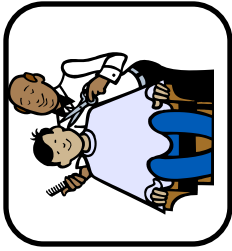
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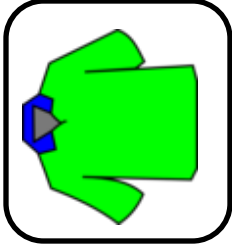
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**Directions:**

You are trying to invent a really cool new toy. It has taken many weeks of trying things. Some of those things work. Some do not work. Finally, you succeed!

You want to help people understand your new toy. Would you use a journal, a photograph, or both? Select which source you would use and write about how it would help others understand the new toy. Write about your choice. Some things to think about:

1. Why do you think your choice would help someone understand your toy?
2. If you picked “both”, write about why you think words and pictures might help.

Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.

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

### Cost Benefit Analysis

1. Hunter went to the movies instead of studying her multiplication facts.

Cost: \_\_\_\_\_

Benefit: \_\_\_\_\_

2. Instead of playing baseball in the rain, Ian played inside and broke his mother's vase and he is now grounded for a week.

Cost: \_\_\_\_\_

Benefit: \_\_\_\_\_

3. Ali studied her spelling words instead of watching TV and got a 100% on her spelling test.

Cost: \_\_\_\_\_

Benefit: \_\_\_\_\_

4. I went shopping Saturday instead of working on my homework and I had to stay up late last night to finish it.

Cost: \_\_\_\_\_

Benefit: \_\_\_\_\_

5. Madison got her paper done fast so that she could play with Odelia.

Cost: \_\_\_\_\_

Benefit: \_\_\_\_\_

Journal

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

Topic:

\_\_\_\_\_

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Draw a picture:



# Cost-Benefit Analysis

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

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

**Cost:** what you give up when you decide to do something.

**Benefit:** something that satisfies your wants.

**Cost-benefit analysis:** is when you are making a decision between two things and think about if the benefit outweighs the cost.

**Directions:** Read each situation and think about the costs and benefits. Write down a cost and a benefit for each situation.

1. Cassie ate a lot of ice cream for dessert and now she has a stomach ache.

Cost: \_\_\_\_\_

Benefit: \_\_\_\_\_

2. Max was playing video games instead of waiting outside for the bus and he missed the bus.

Cost: \_\_\_\_\_

Benefit: \_\_\_\_\_

3. Amy's room was very messy and she was missing her favorite book. Amy cleaned her room and found her book, but missed the game of kickball with her friends.

Cost: \_\_\_\_\_

Benefit: \_\_\_\_\_

4. Sam went for a bike ride with his friends instead of doing his chores and finishing his homework.

Cost: \_\_\_\_\_

Benefit: \_\_\_\_\_



# Work Page



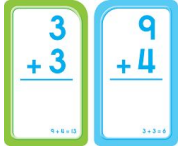
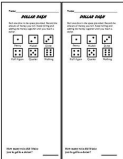




ISD Grade Level: 2nd Grade  
ISD Content: Math  
Week: May 18-22



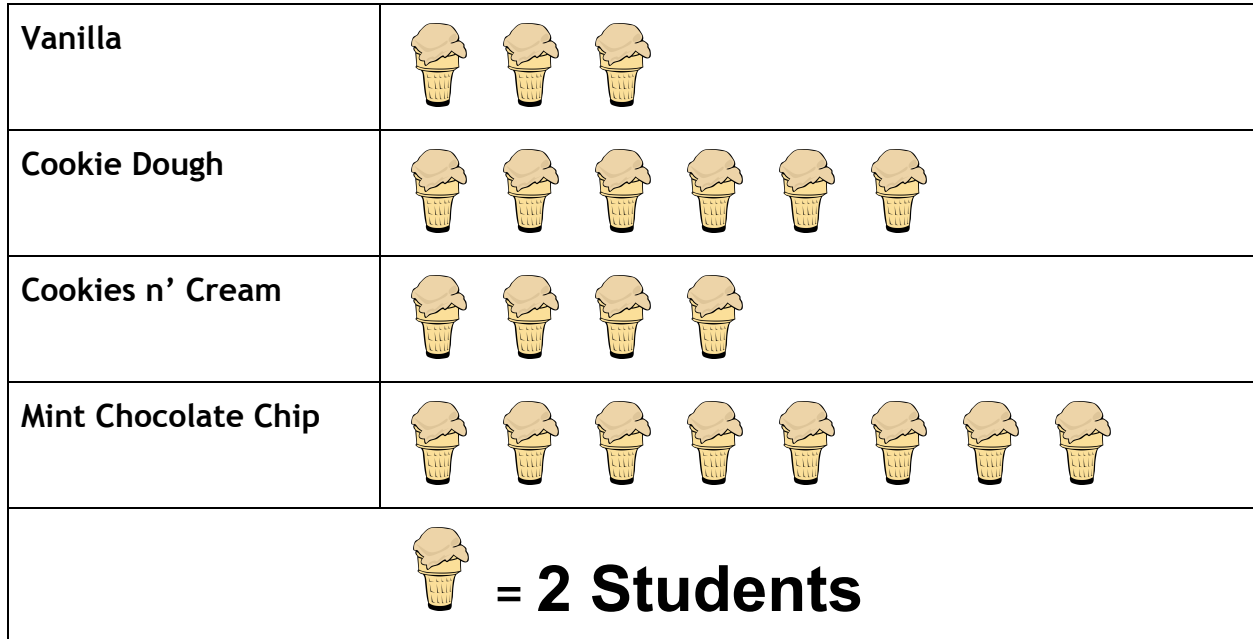
# Mental Math

Directions: Choose an activity to complete. When you're finished, color in the box.

<p><b>Hangman</b></p> <p>This game is played like the word version but uses a numerical equation instead. Draw one dash for every digit and symbol in the equation. This can be adjusted to the ability level or the students.</p> <p>e.g. _____ (5+6=15) _____          __ (87-25=62) Players take turns to say a digit or a symbol while the recorder places any correct digits or symbols in the equation. The recorder is the winner if the Hangman is completed</p>	<p><b>One and Out</b></p> <p>Need a partner, paper, pencil and one dice. Set a time for one minute. Say, "Start" First player rolls the dice, rolls again, adds it mentally to the first number and keeps a running total as he continues to roll. <i>However</i>, if the player rolls a 1, they have to start over!</p> 	<p><b>Flip Cards to 100</b></p> <p>This simple second grade math game uses a standard deck of playing cards (take out the face cards or assign them values, like 1 or 10). Players draw a card and add it to their running total, trying to be the first to reach 100 without going over. Increase the difficulty level by having players draw two cards and add them together, then add the sum to their total.</p>
<p><b>Roll and Compare</b></p> <p>In this game, each player rolls three dice and arranges them to give themselves the highest possible number. Then they compare with their partner to see who wins. Great for place value and understanding greater than/less than.</p> 	<p><b>Math Bingo</b></p> <p>Fill in a blank bingo card with numbers from two through twenty. Have a family member hold up a flash card. Mentally you will figure it out. Mark the correct square. You win when you have 5 in a row.</p> 	<p><b>Number Hats</b></p> <p>Need - hats, numbers on cards or stickers with numbers on them Two or three players wear a hat and have a number on a card attached to the front of the hat so that they can't see it but everyone else can. Each player then asks Yes/No questions about their number. E.g. Am I an even number? Am I larger than 100? Do I have 3 digits? When a player receives a No answer, the next player starts his turn. The winner is the first player to guess her number correctly.</p>
<p><b>Dollar Dash</b></p> <p>Roll one die. On paper record the amount of money you roll. Keep rolling and adding the money together until you read a \$1.00. Each number on the die represents a coin or move.</p> <p>1 dot=penny          2 dots=nickel          3 dots=dime          4 dots=quarter          5 dots=half dollar          6 dots=roll again</p> <p>*You can change the target number to make it more challenging.</p> 	<p><b>Money Toss</b></p> <p>Your toss mixed coins into a bowl or bucket. Those that stay in the bowl/bucket become part of the winner's stash, while those that land outside the bowl go to the other player. At the end of the game you must count up your winnings to see who has the most.</p> 	<p><b>Fair or Not Fair</b></p> <p>The game is called "Fair or Not Fair." Give your child and yourself each a pile of coins. To play, one person suggests a trade, and the other person has to decide if that trade is fair or not fair. This provides an opportunity to see if your child really understands the value of different coins, and it's also a lot of fun!</p> 



## Ice Cream Flavor Pictograph



How many students does each ice cream cone represent? \_\_\_\_\_

How many students voted on their favorite ice cream? \_\_\_\_\_

Which flavor ice cream is the favorite? \_\_\_\_\_

How many students like this flavor? \_\_\_\_\_

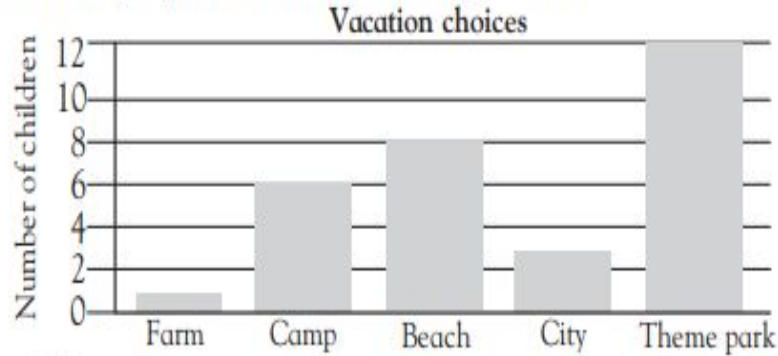
Which flavor ice cream is the least favorite? \_\_\_\_\_

How many students like this flavor? \_\_\_\_\_

### Word Problem of the Day

Jill's Bake Shop made 32 vanilla cupcakes and 47 chocolate cupcakes. They sold 29 cupcakes. How many cupcakes are left?

Look at the bar graph and answer the questions.



How many children went to camp on vacation?

Which place did three children go to?

Which place did fewer children go to than to the city?

Which was the most popular place for vacations?

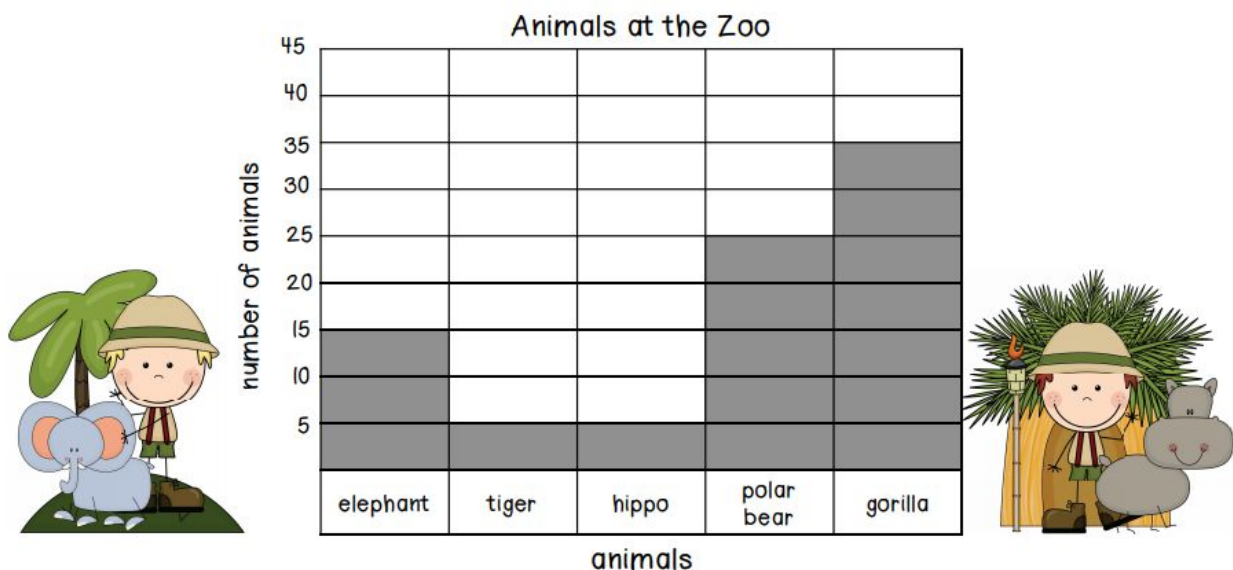
How many children altogether went on vacation?

Blank lines for writing answers to the questions.

### Word Problem of the Day

A cupcake has 99 sprinkles. 27 of the sprinkles are pink and 35 of the sprinkles are green. The rest of the sprinkles are blue. How many are blue?

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



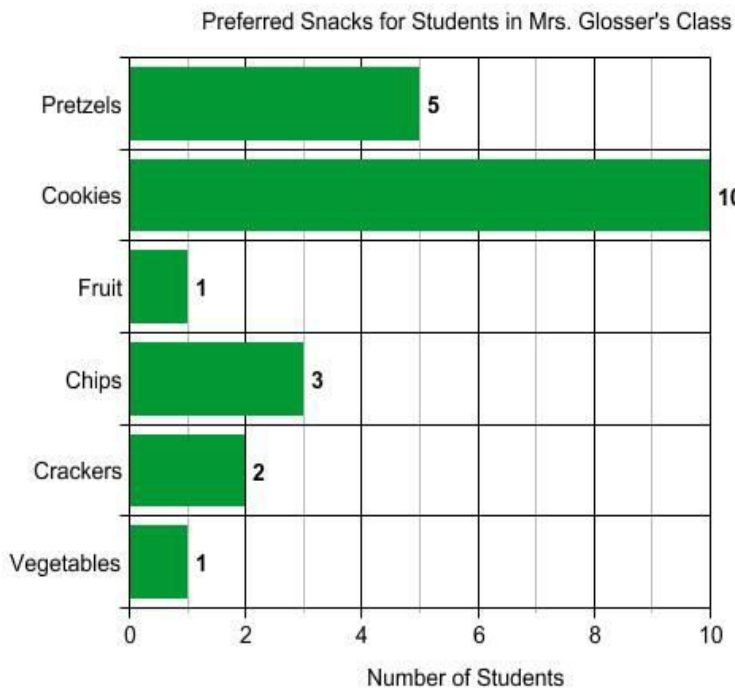
1. How many more gorillas are in the zoo than hippos? \_\_\_\_\_
2. How many fewer tigers than polar bears are there? \_\_\_\_\_
3. How many gorillas and polar bears are there altogether? \_\_\_\_\_

### Word Problem of the Day

Jesse pays for two pizza orders. One order is for \$36. The second order is for \$41. Jesse gives the cashier \$90. How much money does he get back?

Name: .....

Direction: Answer the questions using the bar graph below..



1) What was the most popular snack choice?  
.....

2) How many students chose chips and crackers?  
.....

3) How many more students chose cookies than pretzels?  
.....

4) What was the least popular snack choice?  
.....

5) How many students are in Mrs. Glosser's class? .....

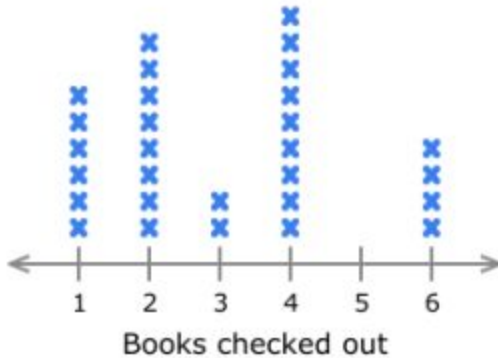
### Word Problem of the Day

A bakery made 84 doughnuts. They filled 30 with caramel and 26 with jelly. How many doughnuts are not filled?

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

Directions: Ms. Clark's class checked out books from the school library. Every x represents one student. Answer the questions using the line plot below.

**Checking out books from the library**



1) How many students are in Ms. Clark's class?

2) How many books did only 2 students check out?

3) How many fewer students checked out 6 books than 4 books?

4) How many more children checked out 2 books than 5? \_\_\_\_\_

## Word Problem of the Day

Luke got \$25 for his birthday. He has \$34 from his allowance. If he wants to buy a video game for \$65 how much more money will he need?

ISD Grade Level: 2nd Grade  
ISD Content: Science  
Week: May 18-22







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

# What I Know About Gases

Two things I know about gases are:

① \_\_\_\_\_

\_\_\_\_\_

② \_\_\_\_\_

\_\_\_\_\_

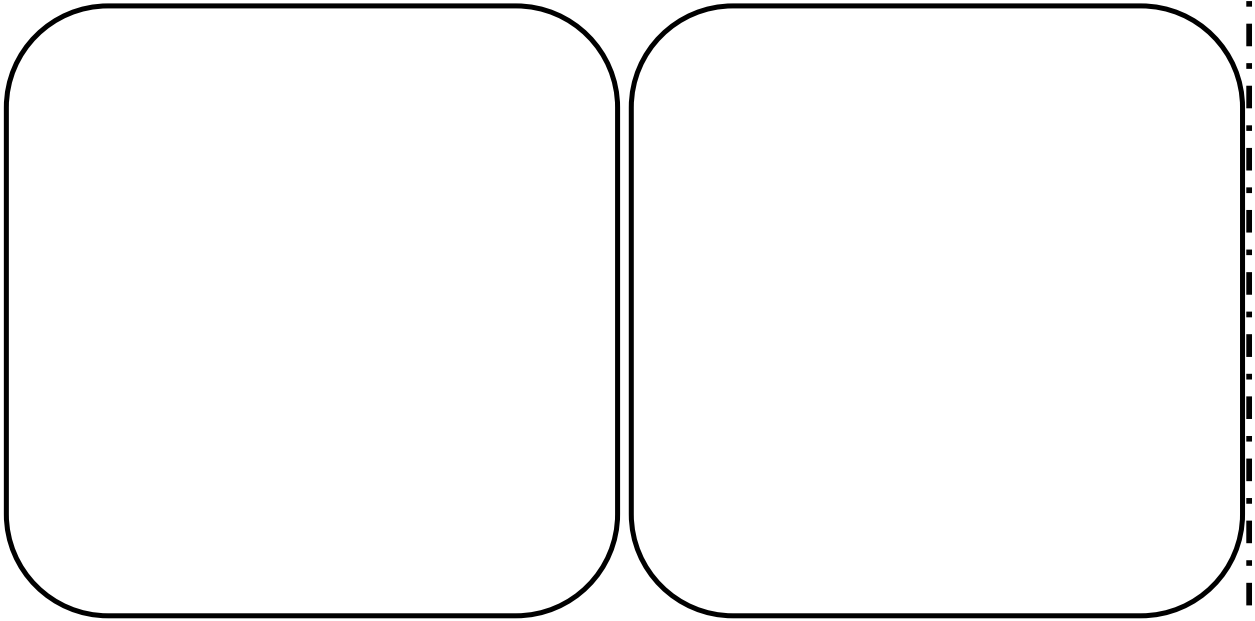
3 Examples of gases are:

① \_\_\_\_\_

② \_\_\_\_\_

③ \_\_\_\_\_

Show and label a gas that can change states in both states:



# Jack and The Beanstalk

Read the story or retell it in your own words.

Can you help Jack to grow his beanstalk?

## Materials!

- A broad bean seed
- Jar
- Kitchen roll or a napkin
- Water

I think that plants need \_\_\_\_\_  
and \_\_\_\_\_  
and \_\_\_\_\_  
to grow.



## Method!

1. Swirl a small amount of water around the jar.
2. Fold your napkin or kitchen roll and place in the jar. ( we made the kitchen roll very slightly damp also )
3. Place the bean seed in the jar resting on the napkin.
4. Spray some water on the bean every few days.

**The bean should start to grow roots after a few days, this is called germination.**

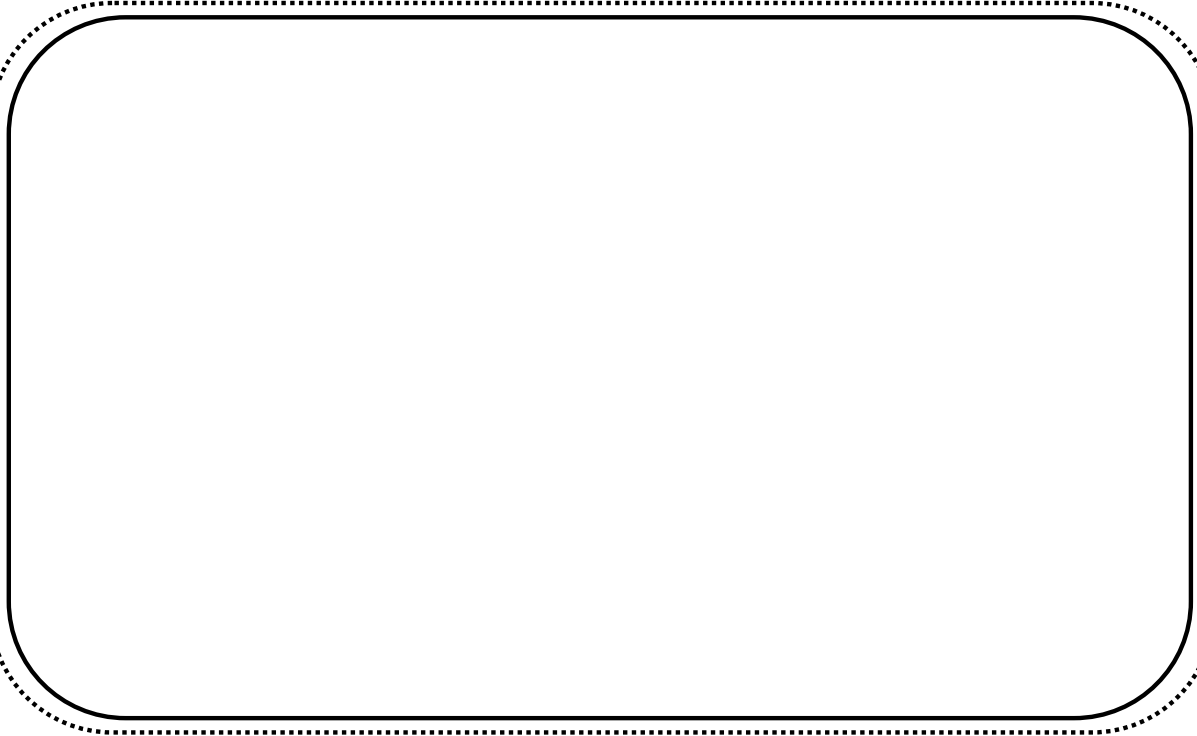
## What did you find?

I found out that \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

(We kept one bean in the dark and one in the light, both germinated and grew into small bean plants. This shows that light is not necessary for germination.)

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

# This is a Liquid



- 1 What does it look like? (*color, size, shape*)
- 2 How does it feel? (*rough, hard, light, smooth..*)
- 3 How can liquids be used?
- 4 Can you taste it? How does it taste?

# Design a raft for The Three Billy Goat's Gruff

Read the story or retell it in your own words. Present the problem to your child/ren – the Three Billy Goat's Gruff need you to design them a raft to cross the stream so they don't have to cross the bridge. What materials will you use?

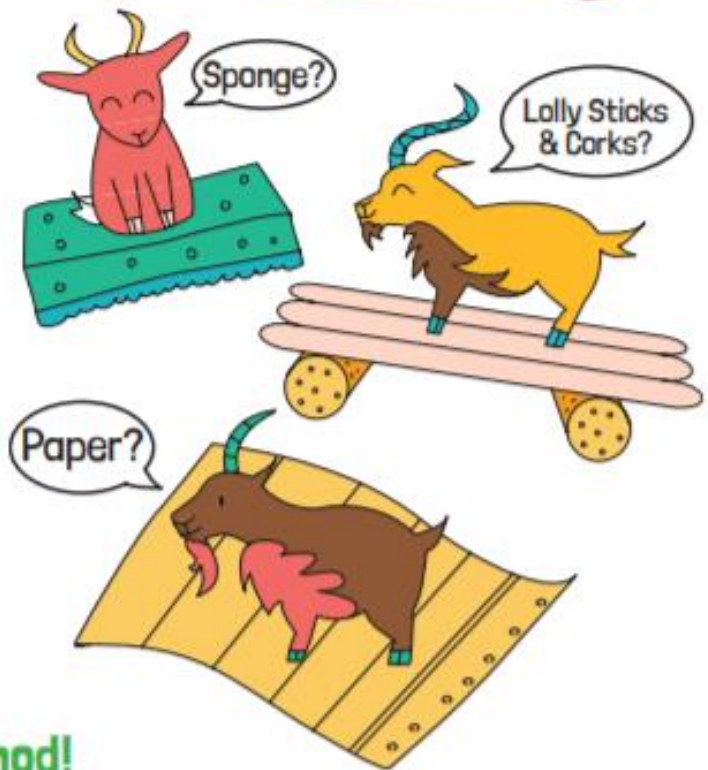
## Materials!

- Kitchen sponge
- Corks
- Glue/Double sided tape
- Paper
- Kitchen roll
- Lolly Sticks
- Toy Goat (we used our Playmobil Animals.)
- Washing up bowl (rectangular type ...or sink/bath!)

I think that \_\_\_\_\_  
will be the best material because

\_\_\_\_\_  
\_\_\_\_\_

I think that \_\_\_\_\_ will sink.



## Method!

Using the different materials and a washing up bowl, or a sink, carry out your investigation.

😊 The best raft material was \_\_\_\_\_ 😞 The worst was \_\_\_\_\_  
\_\_\_\_\_

Ask your children to explain WHY they think this happened.

## Extra Activities!

Use a straw to blow the boats across a calm surface of water, what happens when you blow gently and then with more force?

Does the boat move faster if you blow the air close to the boat or far away?  
Can you use the straw to create waves across the water?

GRR! THEY GOT AWAY!



# Which Has A Greater Mass?

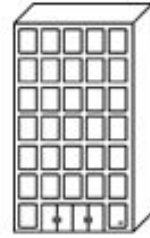
Name: \_\_\_\_\_

Circle the object that has more mass.

1.



bus



building

2.



apple



ant

3.



sock



dog

4.



elephant



mouse

# Make a bridge for The Gingerbread Man

Read the story or retell it in your own words. Help the Gingerbread man escape from the wicked fox by building him a bridge!

## ✓ Materials!

- LEGO
- Lolly sticks
- Sticks
- Straws
- Paper
- Card
- Scales
- Anything else you want to test!

I think that the best material for the bridge will be

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_



## Method!

Build rests for your bridge, we used LEGO, but you could use cardboard or anything else that would work.

1. Place your materials you want to test on the rests and add some weight.
2. Add more weight until the bridge breaks.
3. Observe what happens.
4. Repeat for your next material.

## Things to think about!

Make sure you use the same weight to test each bridge.

Each bridge should be roughly the same size to make it a fair test.

Can you record the weight at which each bridge first starts to bend and the weight at which it breaks completely?

I found out that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

# Matter That Changes

Put each of the items into the correct Venn. If an item can change from solid to liquid or liquid to solid, put it into the intersection of the Venn.

stone

egg

ice

popsicle

ice cream

soda

cookies

milk

butter

TV

juice

cheese

apple

grass

water

tree

Solids

Can change between the two

Liquids



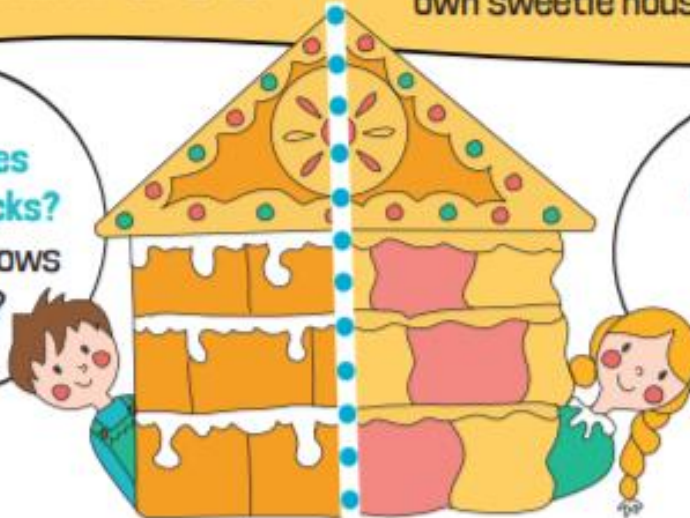
# Make Your Own Witches House!

## - Hansel and Gretel

An experiment which looks at the properties of different sweetie type materials!

Read the story or retell it in your own words. Can you make your own sweetie house?

Which makes the best bricks?  
- marshmallows or fudge?



What makes the best cement  
- marshmallow goo, icing or buttercream?

I think that \_\_\_\_\_ will make the best bricks  
because \_\_\_\_\_  
I think that \_\_\_\_\_  
will make the best cement because \_\_\_\_\_

### Method!

1. Try a variety and combinations of these materials and leave overnight to harden, see which makes the best wall.
2. Complete your house with roof tiles made from either biscuits or chocolate thins!

### What did you find?

I found out that \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

A collaboration between



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

### Mixtures and Solutions

**Mixtures:** different materials are placed together, but each material in the mixture keeps its own properties (ex. fruit salad)

**Solutions:** mixture in which substances are spread out evenly and will not settle (ex. salt water)

**Directions:** Determine whether each substance is a mixture or a solution.

Substance	Mixture or Solution
Fruit Salad	
Salt Water	
Salad	
Sugar Water	
Trail Mix	
Cereal and Milk	
Cup of Coffee	
Kool Aid	
Bag of Coins	
Sand in Water	
Pop	
Oil and Water	
Lemonade	