

Sorting mat A: changes



NAME _____ CLASS _____ DATE _____

ENTRY 1

Sort the ten A cards into the right zone

▲ Physical change

◆ Chemical change

NOTES TO SELF

Cut out the cards on page 2, sort them and stick them down only when your teacher agrees.

KEY IDEA

A **chemical change** makes a new substance and is usually hard to reverse. A **physical change** does not make a new substance.

GOAL

I can sort changes into physical and chemical, and give a reason.

How I decided



■ SET A physical or chemical? ● SET B element, compound or mixture?

Cut along the dashed lines. Card B10 is blank: write your own example. Print this page single-sided, so cutting it out does not cut into mat A.

■ A1 ice melting	■ A2 salt dissolving in water	■ A3 water boiling	■ A4 cutting paper	■ A5 breaking glass
■ A6 wood burning	■ A7 iron rusting	■ A8 baking a cake	■ A9 milk going sour	■ A10 frying an egg
● B1 oxygen	● B2 iron	● B3 helium	● B4 water	● B5 carbon dioxide
● B6 sodium chloride (table salt)	● B7 air	● B8 seawater	● B9 orange squash	● B10 <i>Make your own</i> _____

Sorting mat B: substances



NAME _____ CLASS _____ DATE _____

ENTRY 2

Sort cards B1 to B9 into the right zone. Stick your own card, B10, in the margin.

▲ **Element**

An element has only one kind of atom.

◆ **Compound**

A compound has different kinds of atom joined together.

⬠ **Mixture**

A mixture has substances that are not joined together.

MY OWN CARD

Stick card B10 here

My card B10 is

- ☐ an element
- ☐ a compound
- ☐ a mixture

How I decided

- ☐ I read the definitions.
- ☐ I wrote my reasons.
- ☐ My teacher agreed.