INCLUDES GOOGLE SLIDES

For students who:

- are emerging or non-readers
- take alternate assessments
- are in special education
- short-attention span
- lack pre-requisite skills
- benefit from the use of pictures for support
- middle or high school

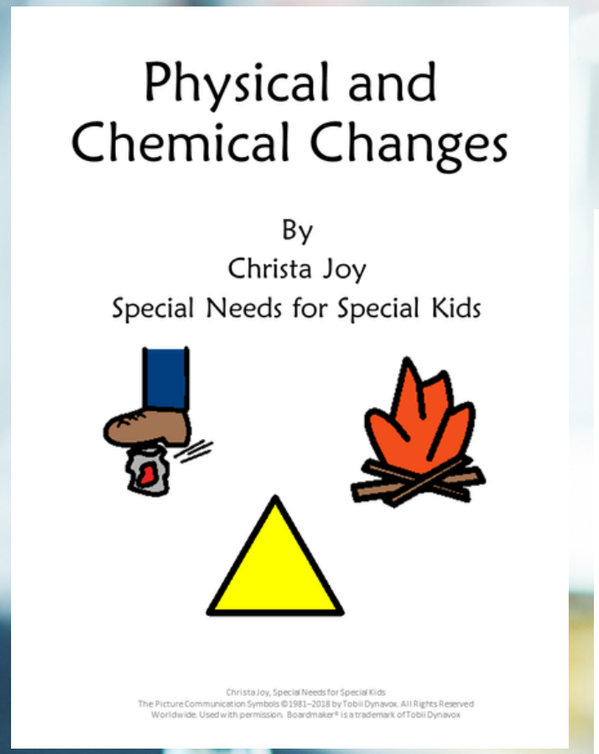


Table of Contents

Also included in this resource as separate files:

- Lesson plans
- Links and directions to digital activities
- PowerPoints (these are the books in the lesson plans)
- Activities in black and white

This unit contains over 100 pages of material. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

The activities come in 2 separate files, one in color and one in black and white.

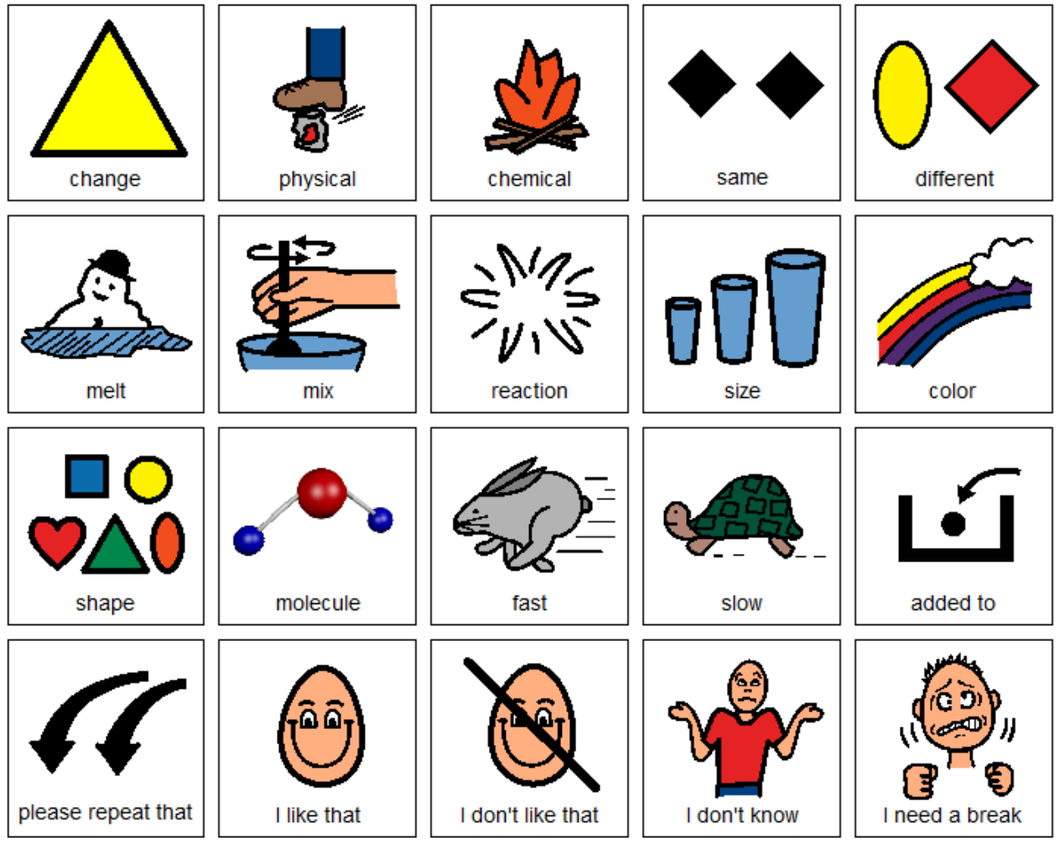
Day 4

Activity	Notes	Materials
Read or listen to a recording of the book (10 minutes)	• Read through the story, asking lots of questions • Continue to make connections between book and vocabulary board	• Book • Vocabulary board
Vocabulary cards cut and paste (15 minutes)	• This is the first time you are doing the activity, so I would choose the easier option of having students find the matching picture that goes with the definition • Great way to assess if your students are connecting the content to your visual supports, like the vocabulary board • Use color coding if needed	• Vocabulary cut and paste worksheets • Scissors • Glue • Vocabulary board
Review (5 minutes)	• Review the sorting activity from yesterday	• Finished sort activity
Sorting Activity (10 minutes)	• Complete the sorting activity using the **symbols** • Use color coding as needed	• Sorting activity • Scissors • Glue
Sharing (10 minutes)	• Each student shares their finished sorting activity	• Completed activity • Communication devices
Essential Questions	• You can ask lots of questions about the pictures you are sorting. • How can you tell by looking at the picture what type of change is occurring?	

14 days

The lesson plans contain:

- Overall tips for teaching students with significant needs
- A quick look at what you will do each day
- Detailed instructions on how that day's lesson should run

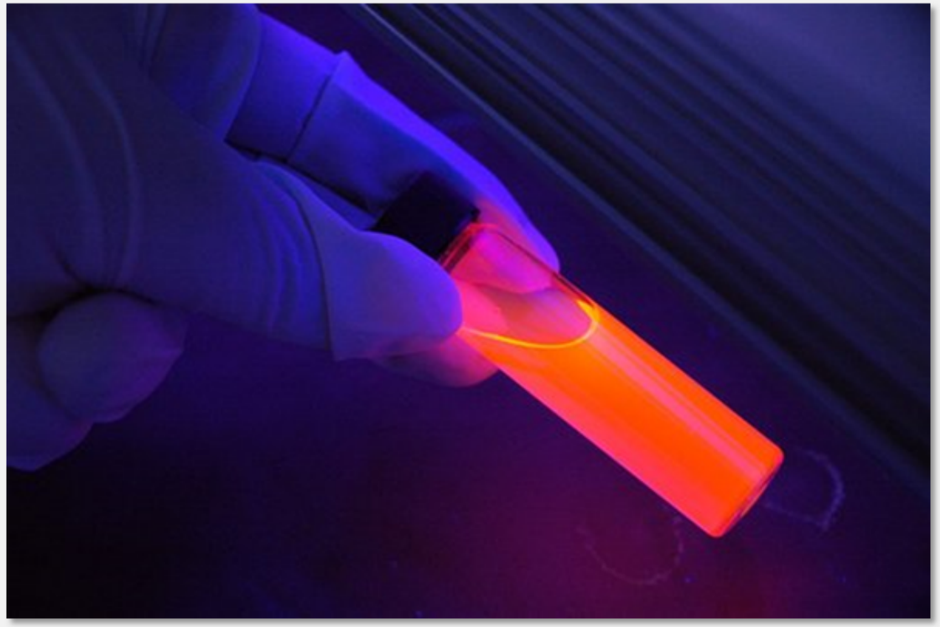


This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

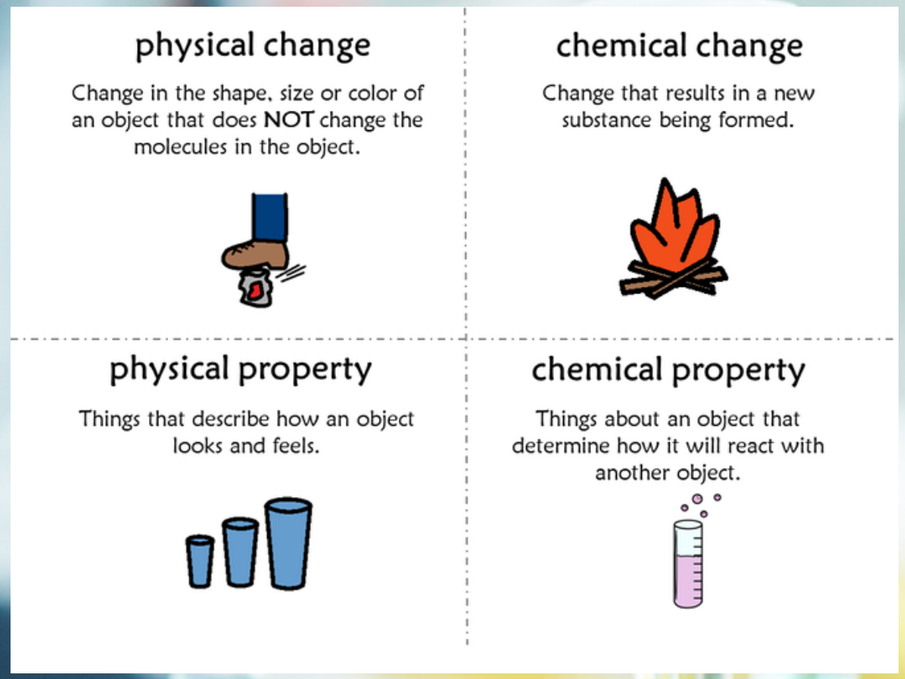
Chemical changes occur when there is an actual change in the molecular structure of the object. Something new is created.

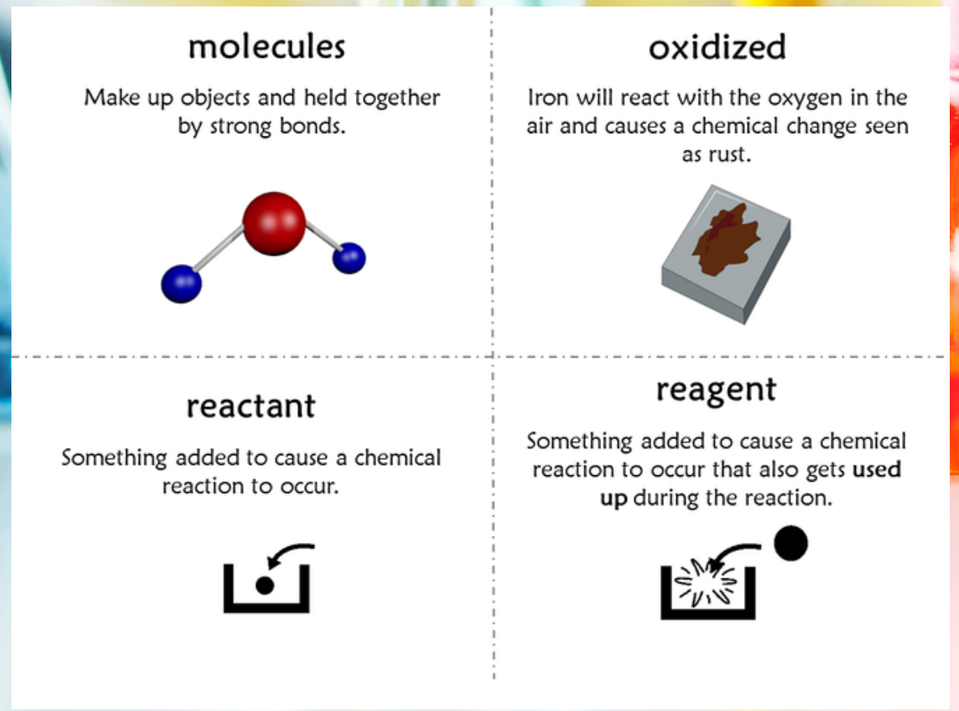


Christa Joy, Special Needs for Special Kids

There is a book with this unit using simple text and photos. It is 45 pages and is an overview of the difference between physical and chemical changes.

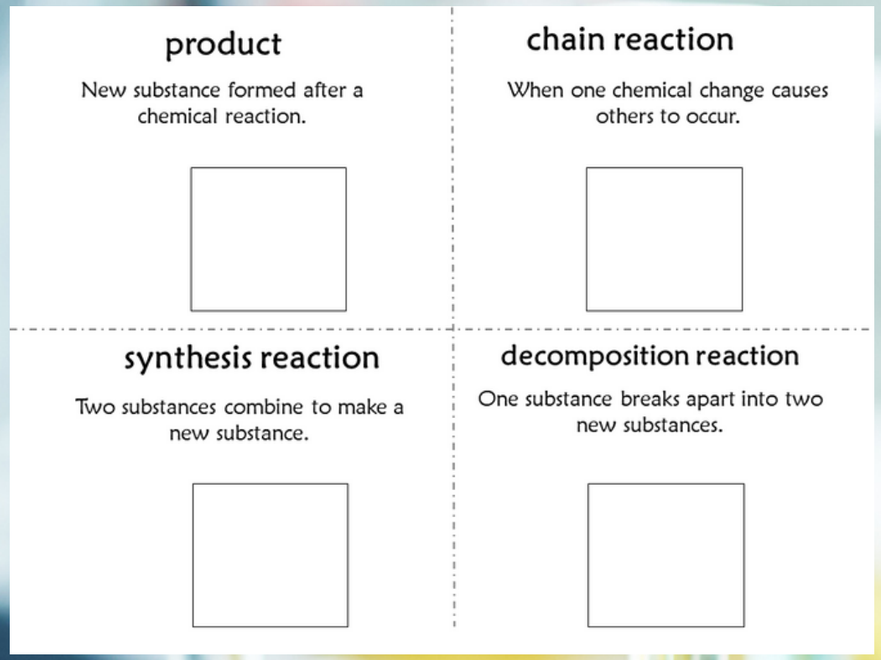
It comes in PowerPoint versions as well as a movie (mp4) version.

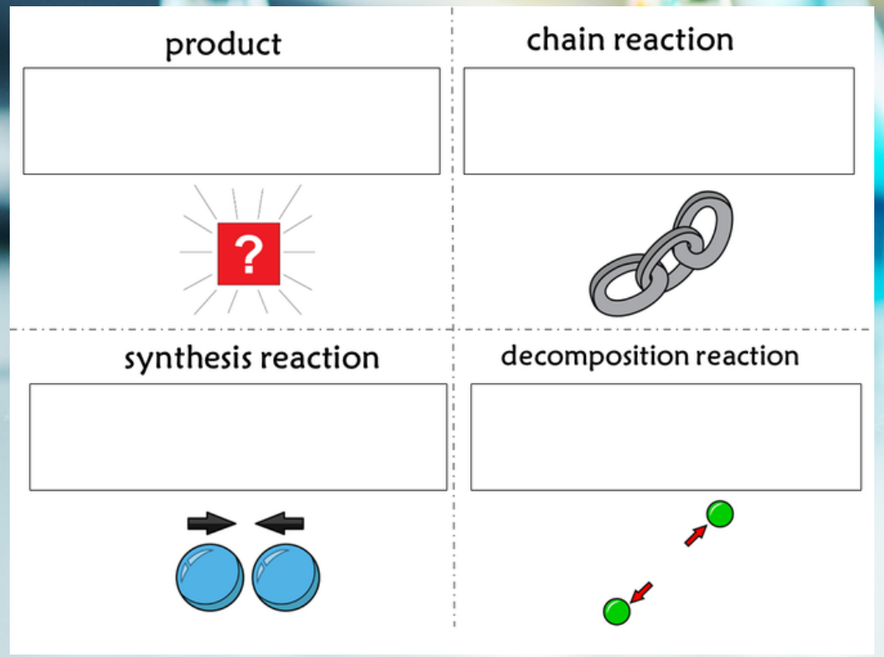


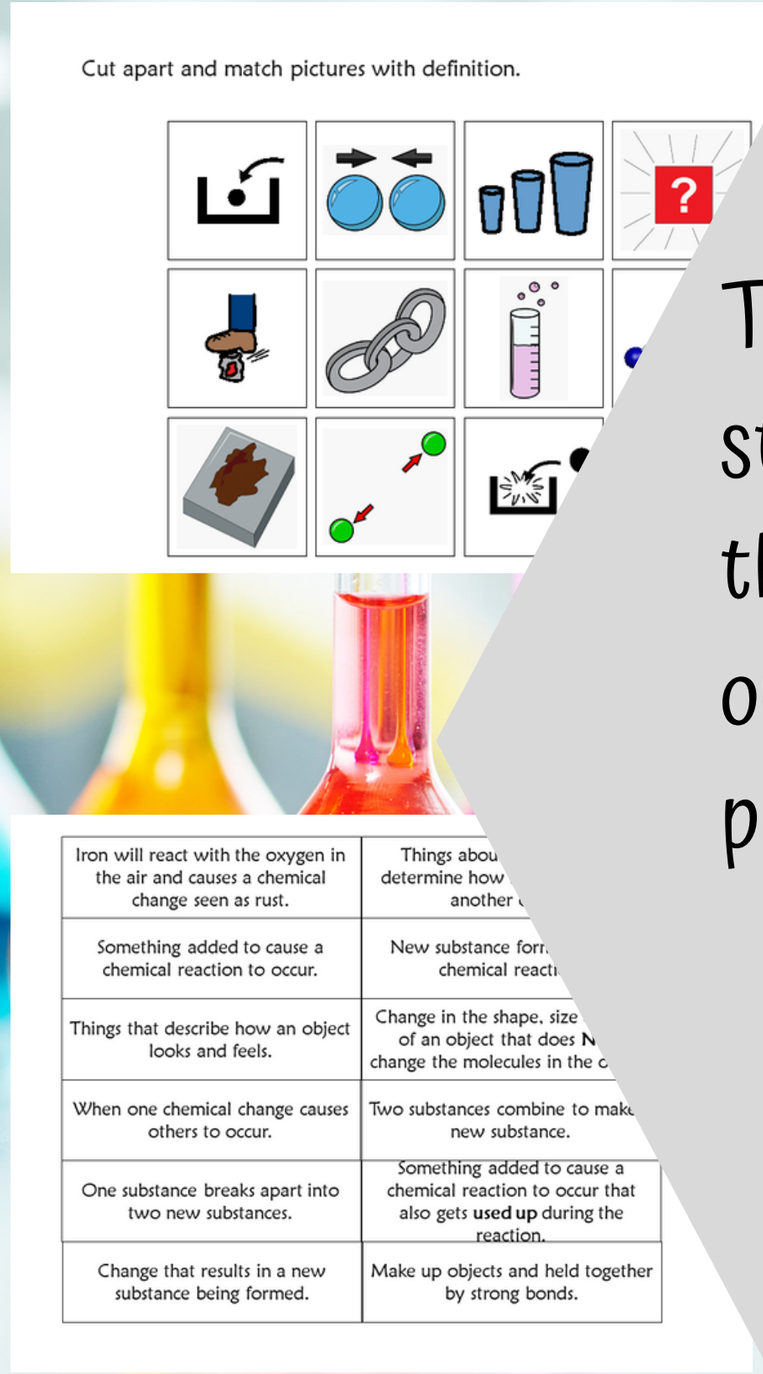


There are 12 vocabulary cards that come in color and black and white.

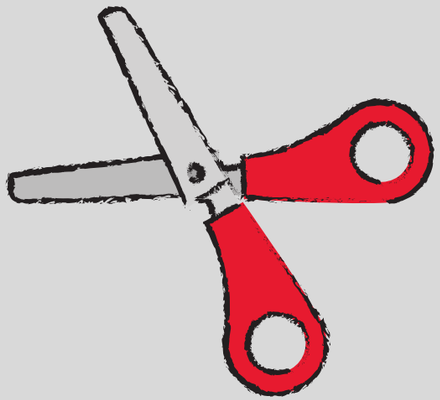
Included are suggestions for group activities to do with these each day.





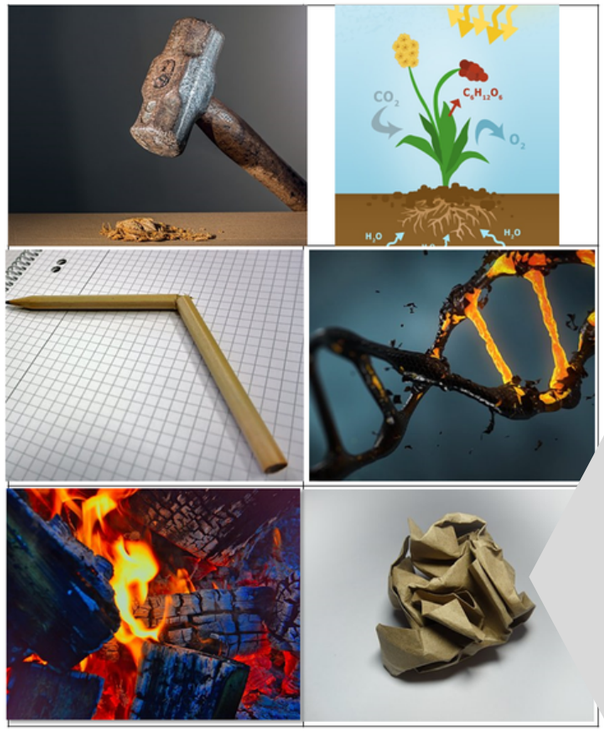


There is an activity where students will match either the picture to the definition or the definition to the picture (harder).

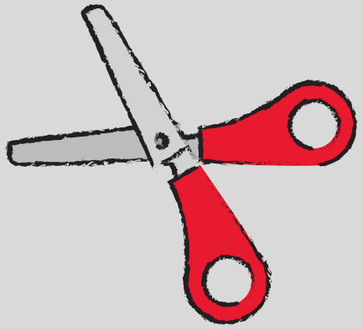


Physical and chemical change label cards used for students to hold up when you show a picture identifying the correct type of change.

PHYSICAL CHANGE	CHEMICAL CHANGE
	



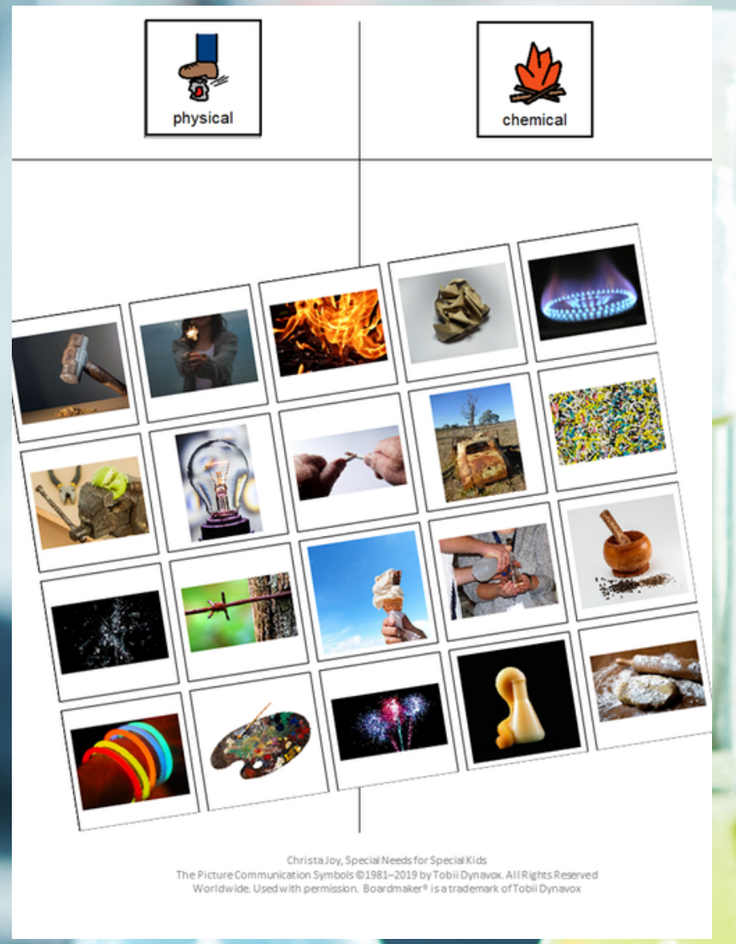
There is a set of flash cards. There are 24 photos and 2 category labels. Students will identify what is the change is in each photo.



There are 2 circle maps. There is one on physical changes and one on chemical changes.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside



Students will sort physical and chemical changes. There are photos and picture symbols included. Suggestions for differentiation is included.

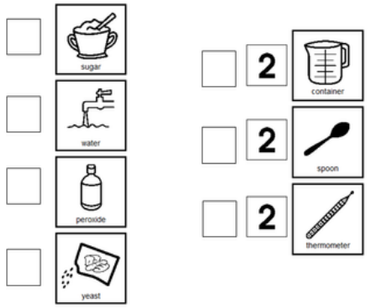
Physical or Chemical Change Experiment #1

Heat or No Heat

People on my team: _____ _____

_____ _____

Materials needed:



Physical or Chemical Change Experiment #1

Heat or No Heat

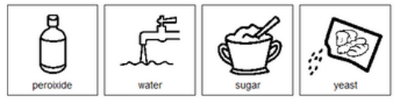
Data collection

Mixture #1 Contains: Peroxide and yeast

1

Mixture #2 Contains: Sugar and water

2



Physical or Chemical Change Experiment #1

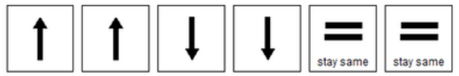
Heat or No Heat

My hypothesis

I think the temperature of:

Mixture #1 will

Mixture # 2 will



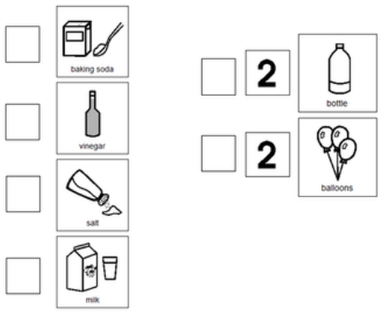
Physical or Chemical Change Experiment #2

Producing a Gas

People on my team: _____

_____

Materials needed:

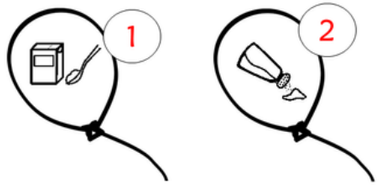


Physical or Chemical Change Experiment #2

Producing a Gas

Preparing Materials

In each balloon, put **1 teaspoon** of:



In each bottle, put **1 cup** of:

Physical or Chemical Change Experiment #2

Producing a Gas

What I knew

When there is a chemical change gas _____ released.

When there is a physical change then gas is released. _____

What I learned

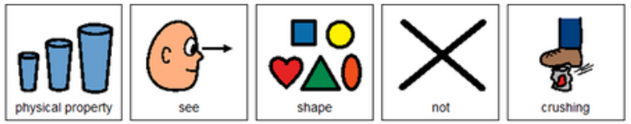
Bottle #1 had a _____ change.

Bottle #2 had a _____ change.

There are 2 experiments that walk students through the scientific method step by step using pictures.

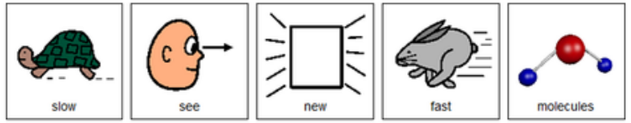
Physical Changes

1. A physical changes does [ ] change the molecules in the object.
2. An example of a physical change is [ ] a can.
3. Physical changes change the [ ] of the object.
4. An example of a physical property is the [ ] of the object.
5. It is easy to [ ] a physical change.



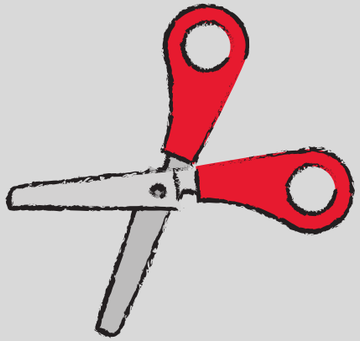
Chemical changes

1. A chemical change actually changes the [ ] in object.
2. When there is a chemical change, you end of with a [ ] product.
3. Some chemical changes are [ ] like a firecracker.
4. Some chemical changes are [ ] like when rust forms.
5. Chemical changes are not always easy to [ ] .



There are 4 close worksheets that are a great informal assessment. There are 2 for physical and 2 for chemical changes.

Answer key included.



Version 1

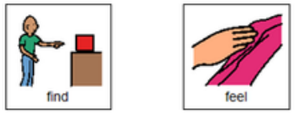
1. This change results in a NEW substance being formed.

2. This change just changes how the object looks.

3. Circle all the examples of physical changes.

4. A physical change can also be w
cream cone:

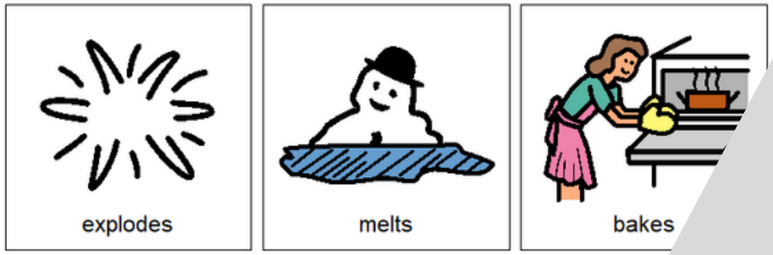
5. Chemical changes can be harder



Version 2

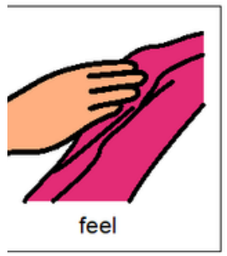
Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 4



Version 3

1. This change results in a NEW substance being formed.
   A. Physical change
   B. Chemical change
   C. Electrical change
2. This change just changes how the object looks.
   A. Physical change
   B. Chemical change
   C. Electrical change
3. Circle all the examples of physical changes.
   A. Break an egg D. Crush a can
   B. Fireworks E. Melting ice cube
   C. Break a stick F. Light a match
4. A physical change can also be when something like an ice cream cone:
   1. Explodes
   2. Melts
   3. bakes
5. Chemical changes can be harder to:
   A. Find
   B. Feel
   C. See
6. Chemical changes actually make what change:
   A. Molecules
   B. Feathers
   C. Weather



FINALLY the assessment!! There are 3 versions.

- 10 questions with 3 picture choices for each question
- cut out the answer choices and glue them on index cards
- traditional multiple choice

Answer key included.

Listen to the book read aloud about physical and chemical changes

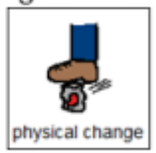
For example, when you tear a piece of paper into small pieces, that is a physical change. Those small pieces are still paper. It has not changed into a new thing. The size is just smaller.

Christa Joy, Special Needs for Special Kids

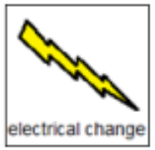
This unit also has digital activities. There is a movie version of the books students can listen to read aloud.

Great for review

1. This change results in a NEW substance being formed.


physical change

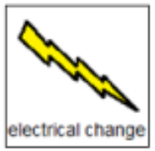

chemical change


electrical change

2. This change just changes how the object looks.


physical change


chemical change

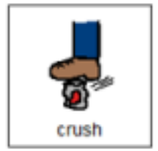

electrical change

3. Circle all the examples of physical changes.


break egg


fireworks


break


crush


melting


light match

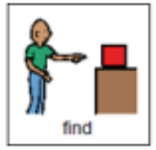
4. A physical change can also be when something like an ice cream cone:


explodes

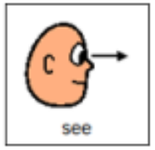

melts


bakes

5. Chemical changes can be harder to:

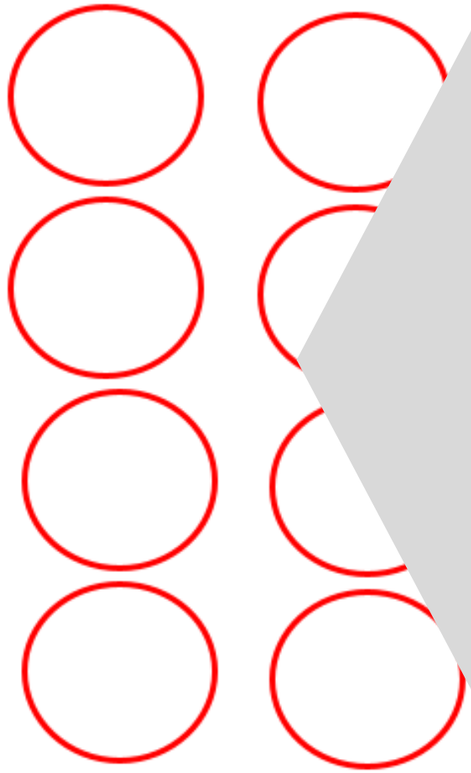

find


feel


see

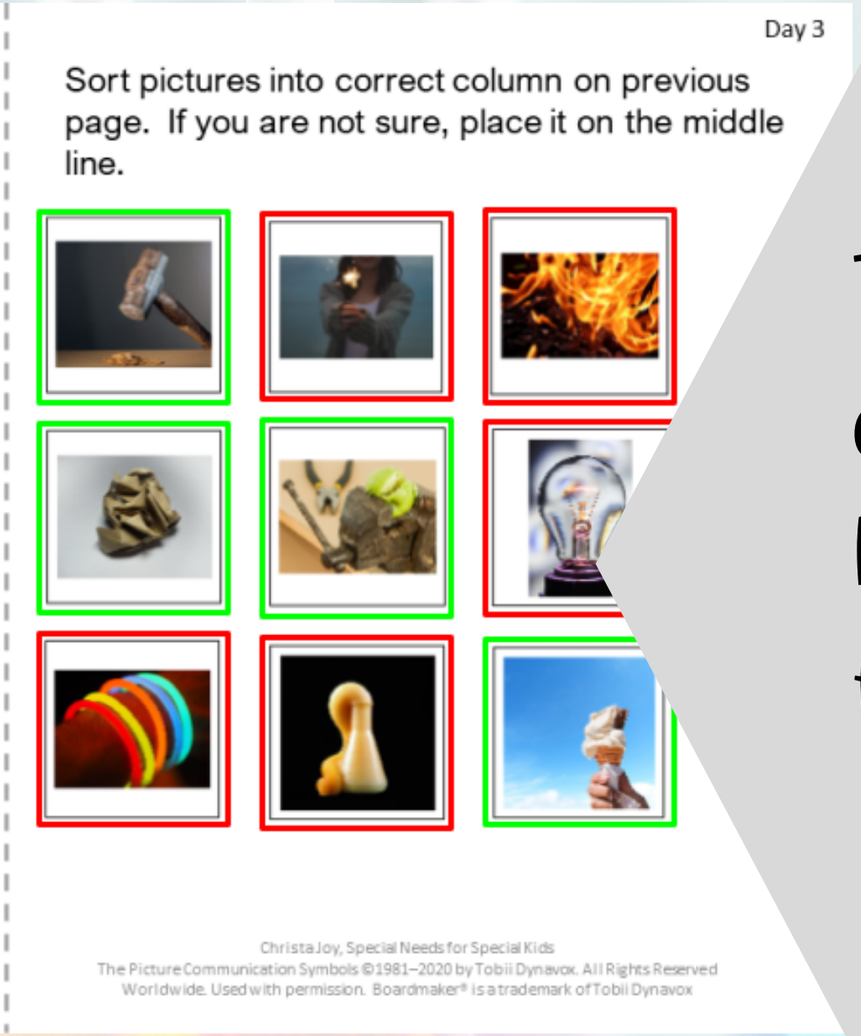
D

Circle the correct answer.



The digital activities have students click and drag their answers.

perfect for all learning levels



There are 2 sets of slides. One set has color-coding for more support.

Day 7

Heat or No Heat

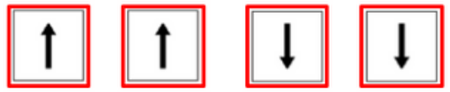
My hypothesis

I think the temperature of:

Mixture #1 will ☐

Mixture # 2 will ☐

Use the pictures to finish the hypothesis. There are more pictures than you need.



Heat or No Heat

What I knew

When there is a chemical change the temperature ☐

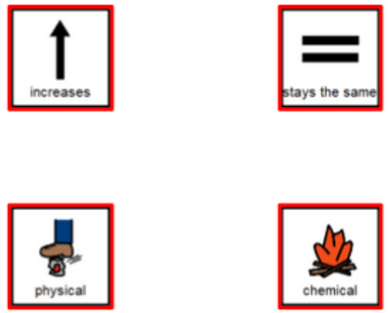
When there is a physical change the temperature ☐

What I learned

Mixture #1 had a ☐ change.

Mixture #2 had a ☐ change.

Use the pictures to finish each sentence showing what you learned in the experiment.



There is also a set of slides that leads students through both experiments.

This resource comes in a zipped folder. You will need to unzip the folder to access all the contents which include:

- 14 days of lesson plans
- Physical and chemical changes activities in color
- Physical and chemical changes activities in black and white
- Voice-recorded PowerPoint show
- Physical and chemical changes book (PowerPoint) to use with activities
- Physical and chemical changes experiments
- Links and directions to digital activities