Water Changes

Students use spoken test clues to compare materials and ask about a change.

P.K.5A.1 "Generate questions and investigate the differences between liquids and solids and develop awareness that a liquid can become a solid and vice versa."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 TEST CLUES

a	pencil	ice	water
b	water	ice	pencil
c	water	ice	pencil

2 ASK AND ANSWER

ASK	
ANSWER	

ANSWER KEY

Water Changes

HOW TO RUN THIS PAGE

Read each test aloud and give students time to choose a word. Then listen to each child's question and answer, write their words in the boxes, and note any support given beside the boxes.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · TEST CLUES

SAY "Listen to what happens in each test. Circle the word that answers the question."

ROW	SAY	STUDENTS CIRCLE
a	A pencil keeps its shape when moved to another cup. Water spreads to fit a new cup. Which one takes the shape of its cup?	**water**
b	An ice cube is left in a warm room. It melts. What does the melted ice become?	**water**
c	Water gets very cold in a freezer. It freezes. What does the water become?	**ice**

PART 2 · ASK AND ANSWER

SAY "What question can you ask about ice getting warm or water getting cold? Tell me your question, and I will write it in the ASK box. Now use the test clues to answer your question aloud, and I will write your answer in the ANSWER box."

- Box 1 (beside ASK): **The child asks a question about what happens when ice warms or water freezes.**
- Box 2 (beside ANSWER): **The child answers their own question using the test clues: warmed ice becomes water, or frozen water becomes ice.**

WHAT TO ACCEPT

Circle answers, in order: water, water, ice. Accept a relevant spoken question and an answer that matches it; record the child's words and any support given.