

Things Can Change

Students connect living and nonliving things to changes that happen over time.

K.10.b "living and nonliving things change over time;"

NAME _____

DATE _____

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

1 CIRCLE IT _____

a	rock	ice	frog
b	water	ice	rock
c	rock	plant	water

2 DRAW LINES _____

baby	•	•	short
snow	•	•	adult
pencil	•	•	water

HOW TO RUN THIS PAGE

Read each printed choice aloud and give students time to make one clear mark. Listen for whether students can connect a living thing's growth or a nonliving thing's physical change to a later state.

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

PART 1 • CIRCLE IT

SAY “Look at each row. I will read the words, then listen to my question and circle the word that names what comes later.”

ROW	SAY	STUDENTS CIRCLE
a	A tadpole grows over time. I see rock, ice, frog. Which word names what it can become? Circle it.	frog
b	An ice cube gets warm and melts. I see water, ice, rock. Which word names what it becomes? Circle it.	water
c	A seed gets water and sunlight. I see rock, plant, water. Which word names what it can grow into? Circle it.	plant

PART 2 • DRAW LINES

SAY “Look at both columns. I will read the words. Draw a line from each word on the left to the word on the right that tells what it may be or become later.”

- **baby** matches **adult**
- **snow** matches **water**
- **pencil** matches **short**

WHAT TO ACCEPT

Circle rows, in order: frog, water, plant. Match baby to adult, snow to water, and pencil to short.