

Physical and Chemical Changes

Causation
Cards



Teacher's Page

Causation cards are a fun, interactive way to review vocabulary and concepts that students need to learn. In addition, this engaging activity helps improve fluency and listening skills.

So how do causation cards work? The method is similar to the “I have... who has...” cards, where each student has to listen carefully to other students to know when it is their turn. However, causation cards do not contain a repeated language (like “I have... who has...”). Instead it will state an action that a student must perform and a statement they must say. The action can be something simple from jumping in the air to drawing on the board. The statement can be a definition of a term or related concept.

In this resource, you will find the end of a statement the previous student said in **blue**, the action to be performed in **purple**, and what that particular student who has the card says in regular black font. I have also placed numbers on each card so you know if you have all your cards and what order they go in. Along the border you will find the prop needed to complete the action, if it applies. Finally, I have provided blank cards for you to write in any additional information you would like.

This activity can be used as a quick review or as an introduction. You can challenge students to go through the entire set as fast as they can or to beat their previous record.

I hope you enjoy this fun activity!



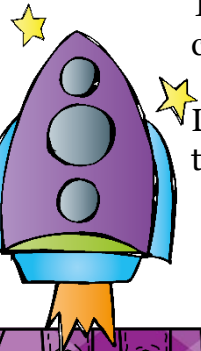
Physical & Chemical Changes

Starting Card

Stand and say:

This is a physical and chemical changes review just for you.

Let's get started with card number two!



Physical & Chemical Changes

...number two!

Stand and say:

A substance can go through either a physical change or a chemical change. But how can you tell the difference? (Sit and play with your hands. You are working with clay. You are working with paper.)

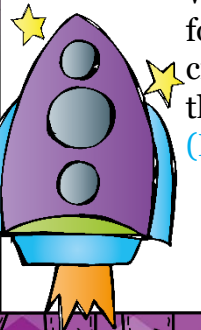


Physical & Chemical Changes

...difference?

Stand and say:

With a physical change, it can change form, but a new substance is not created. For instance, I can change this clay's form, but it's still clay. (Flatten the clay or change its shape.)



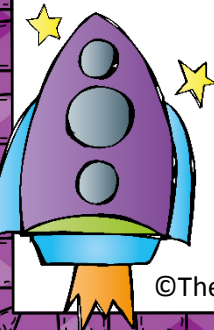
Clay

Physical & Chemical Changes

...still clay.

Stand and say:

Right. The identity stays the same even if you tear, stretch, fold, or cut it up. (Wad up a piece of paper.) I can even wad up this paper and it's still paper. (Toss it over your shoulder on to the floor.)



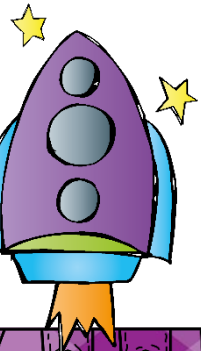
Paper

Physical & Chemical Changes

...chemical change!

Stand and say:

So when a new substance is created,
the atoms link together in a new way.
This creates a chemical reaction.
(Create circles using your thumb and
fingers. Then link your hands to look
like a chain.)

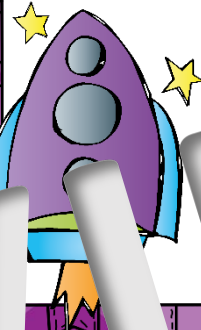


Physical & Chemical Changes

...chemical reaction.

Stand and say:

Right! When I think of a chemical
reaction, I think of cooking rock
Ready for take off! 10 ...

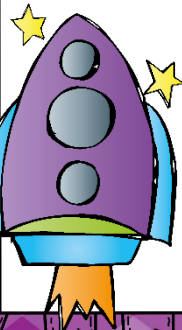


Physical & Chemical Changes

...Kaboom!

Stand and say:

I think of volcanoes that you can
make explode with baking soda and
vinegar. (Throw your arms up and
shout.) Kaboom!



Physical & Chemical Changes

...Kaboom!

Stand and hold your hands out like you are
saying stop. Then say:

Wait! What about a burning candle?
Is that a physical or chemical change?

