

Physical and Chemical Changes Scoot Step by Step Instructions

1. Have students stand up behind their desks
2. Place one card that states an example of a chemical or physical change on each desk
3. Pass out answer sheets that are numbered to match the number of cards that have been placed on the desks
4. Students should work to determine whether the example on each card is a physical or chemical change and write their response on the answer sheet provided.
5. Tell students that the number that is shown on the card shows them where to write their answer. They should write their answer in the box on the answer sheet that matches the number on their card.
6. Students will begin at their own desks and move around the classroom following the numerical order of the cards until they have made it around the room and back to their own desks.
7. When the teacher says scoot, students will move to the next desk
8. Answer sheets can then be taken up for grading