



**ANGELA RUSS –AYON**  
**MY SHADOW MOVES**  
**WITH ME:**  
**SIMPLIFYING**  
**PHYSICAL SCIENCE**

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Young children are natural scientists. Every time a child drops a block, splashes in a puddle, or chases a shadow across the playground, they are exploring the principles of physical science.

Physical science in preschool isn't about memorizing facts. It's about nurturing curiosity, asking questions, and discovering answers through hands-on exploration. When we intentionally design scientific experiences, we give children the language and the tools to make sense of the world around them — and we lay the groundwork for scientific thinking that will carry them through their entire educational journey.

**Always start with the basics – from the simplest form** - and build from there.

**PHYSICAL SCIENCE**

A natural science – the study of nonliving materials; explains and predicts nature's phenomena - physics, chemistry, astronomy, math & statistics, i.e.:



- Ways to measure time: timer, routine, sundial, clock, hourglass
- Scale and structure (i.e. archways and bridges)
- Classifying / Sorting (also Math)
- Force and motion
- Weight and balance
- Temperature changes
- Freezing and melting
- Liquid vs solid
- Water absorption
- Magnification
- Static electricity
- Battery electricity
- Magnetic attraction (WARNING!)
- Simple machines
- Cause and effect
- Light and shadow
- Water flow
- Sink or float
- Gravity
- Sound

**THE SCIENTIFIC METHOD**

Just because you talk about something scientific does not mean you are following the **process of the scientific method**, which involves:

- **Observation:** This is the first step, where you observe a phenomenon in the natural world using your senses. It could be something you notice or a question you have about the world around you.

**Qualitative Observations:** A research method in which researchers collect data using the five senses: sight, smell, touch, taste, and hearing. It's descriptive — appearance, color, shape, behavior.

There may be different results because people observe things differently, making observations subjective or personal.

*“My shadow grew.”*

**Quantitative Observations:** Researchers collect data that is measurable in terms of size/length, direction, number, and time. If you measure accurately, everyone will get the same measurement.

*“My shadow grew longer.”*

*“My shadow grew 4 inches.”*

Qualitative observation describes the world. Quantitative observation measures it. In the richest early science experiences, children do both — fluidly, naturally, and simultaneously.

**Our job is not to correct one in favor of the other**, but to recognize and extend both as equally powerful tools of scientific thinking.

- **Question:** Based on your observations, formulate a clear and concise question that you want to answer through your investigation.
  - *“How is a shadow made?”*
  - *“What happens when you mix the colors?”*
  - *“Why does ice melt?”*
- **Hypothesis:** Propose a tentative explanation to answer your question about what was observed. It is a statement that can be tested through experimentation or observation. It is often based on existing knowledge or observations and serves as a starting point for further investigation. The hypothesis should be testable and based on current knowledge. You might hear...

- *“Light makes my shadow.”*
- *“Mixing colors makes a new color.”*
- *“Ice melts when it is left out of the freezer.”*
- **Prediction:** Develop predictions from your hypothesis. *“What will happen?”* Predictions should be specific and measurable, helping you design experiments to test the hypothesis.
  - *“My shadow will go away if I turn off the light.”*
  - *“If I mix all the paint colors together, I'll get rainbow-colored paint.”*
  - *“If I leave this ice in the sun, it will turn into water.”*
- **Experimentation:** Design and conduct experiments to test your hypothesis. Ensure that your experiments are controlled and that you have the proper age-appropriate materials and clear steps to follow.
- **Data Collection:** Record observations and accurate data during your experiments. Journal!
- **Analysis:** Analyze the data you've collected to determine whether it supports or contradicts your hypothesis.
- **Conclusion:** Based on your analysis, draw conclusions about whether your hypothesis is supported or not. If the data does not support your hypothesis, consider revising it and repeating the process.
- **Communication:** Share findings with classmates, friends, or family members. Adults will submit their conclusions and findings for peer review, and once they pass scrutiny, they will publish the results to share knowledge.

Scientists may not follow the steps of the method in order. They may revisit and revise steps as they gather more information and gain a better understanding of what has taken place.

**Young children may combine a hypothesis and a prediction in the same step.** They learn how to observe, evaluate information, integrate, think critically, work together, and solve problems. They have the potential to become future innovators. They can become resilient to failure and change.

## GUIDING THE JOURNEY TO SCIENTIFIC DISCOVERY...

- Provide **age-appropriate tools** for children to use, such as a ruler, scale, magnifying glass, measuring cups, tweezers, funnels, sifters, buckets, aprons, clear containers for observing, recording implements, a thermometer, etc.
- Encourage **children to make discoveries on their own:** to use their senses, observe, predict, question, ponder, and experiment repeatedly in different ways.
- Ask **open-ended questions** that present an alternative to the actions children take to guide them in their decision-making process or through their next steps. Often, they don't know what else they can do.
- Give children **plenty of time** to process open-ended questions and respond with critical thinking, actions, and words. If they stall, use open inquiry to guide them to the next level of learning.
- **Read stories** and **display reference books** with pictures that support interests, actions, and experiments.
- **Sing songs, act out** sequences, engage children in finger plays, chants, arts & crafts, and **play games** that relate to the concepts they're exploring.
- Help children **make connections to real-life** as often as possible.

## PROVIDING INSTRUCTIONAL SUPPORT

Ask open-ended questions, questions that cannot be answered with one word, such as yes, no, five, or yellow. If a child answers with one word, follow up with, “How?” or “Why?”

- *“How did you decide to...?”*
- *“Why did you...?”*
- *“What if you...?”*
- *“Tell me about...?”*
- *“How else could you...?”*
- *“Why do you think...?”*
- *“How are they alike/different?”*
- *“How can you tell...?”*
- *“What might happen if...?”*
- *“How do you/did you...?”*

Discover how children arrive at their conclusions by asking for explanations.

The magnet is attracted to metal paper clips.

- *“What other objects are attracted to a magnet? Why?”*
- *“How can you sort the objects, so you know which ones are attracted to the magnet?”*
- *“How can you move/pick up an object using a magnet?”*
- *“What if you moved the magnet under the paper?”*
- *“How can you paint by moving the magnet around?”*

The goal is to get children thinking beyond what they are doing - beyond what they already know - and into the next activity, experiment, or discovery. Give them plenty of time to explore and formulate answers to the questions you ask.

**EMBED SCIENTIFIC CONCEPTS** throughout each day using terms and expressions that give children more exposure to the language of STEM. Describe actions using **STEM terminology**. Do your homework. Prepare a word wall, use flashcards, and display signs at science stations with related terms and a written purpose to help everyone remember content.

### **LIGHT & SHADOW ACTIVITIES AND EXPERIMENTS:**

- ✓ Make a shadow.
- ✓ Make shadows using multiple objects.
- ✓ Guess which animal or object is making the shadow.
- ✓ Shine light on, identify, and arrange letters, numbers, and shapes.
- ✓ Shine light on and identify characteristics and features of objects, animals, and insects.
- ✓ Explore how hands and posing the body can create recognizable shadows.
- ✓ Move your shadow at different speeds: whole body/body parts.
- ✓ Move objects toward/away from the light source.
- ✓ Turn lights on and off. Light vs. dark.
- ✓ Make shadows using different light sources.
- ✓ Make shadows with multiple light sources at the same time.
- ✓ Change the position/angle of the light source/s.
- ✓ Shine light on a solid/opaque (allows no light) vs. a transparent (allows all light) vs. a translucent (allows some light) object.
- ✓ Shine light through different filters, colors, and shapes: wax paper, clear plastic, plastic cups,

tissue paper, soda bottle, cellophane, stencils, doilies, transparent blocks, cups or paper with holes, cookie cutters, etc.

- ✓ Create a shadow puppet show with the body, objects, or cutouts.
- ✓ Use shadows to tell or act out a story.
- ✓ Compare and measure shadows at different times of the day (sun) using standard and nonstandard units like blocks, footsteps, craft sticks, or string.
- ✓ Compare shadows in direct sun vs. shade.
- ✓ Compare shadows on different colored paper or on different textured surfaces.
- ✓ Decorate a shadow with different materials. Add features and clothing. Use old clothes, chalk, natural objects, etc.
- ✓ Interact with or capture a friend’s shadow (positions in space, tag).
- ✓ Mold shadows out of clay, foil, pipe cleaners, ton paper, objects in nature, laces/yarn, etc.
- ✓ Make shadow patterns.
- ✓ Follow the light as it moves.

### **SCIENCE STATIONS/CENTERS:**

- Set up inviting scientific displays or stations.
- Displays should be inviting: Aesthetically pleasing, clean, real, relevant, and breakable (resemble everyday life).
- Organized and functional - colors and items classified and sorted
- Establish a clear, developmentally appropriate intention with multiple activities.
- Do your homework! Know the content.
- Pretest tools, equipment, and practices before introducing them to the children
- Only introduce items in complete sets: replace broken or missing pieces.
- 1-to-1 correspondence for all seating, objects, and tools.
- Age-appropriate simple machines, props, equipment, tools, or furnishings
- Opportunities to experiment or test.
- Defining labels with text and pictures.
- Related fiction or nonfiction books on display.
- Introduce STEM vocabulary in a meaningful way.
- Writing implements for journaling and drawing.
- Simple tasks that can advance to more complex tasks.

## MAKING SHADOW MOLDS

In a high-quality preschool and Transitional Kindergarten classroom, no learning experience exists in isolation. Every activity a child engages in — whether building with blocks, mixing paint, or chasing shadows on the playground — has the potential to touch multiple domains of development simultaneously.

The California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) remind us that children are whole learners, and that science, math, language, social-emotional growth, and creative expression are deeply interconnected. When educators **intentionally identify and connect activities to foundations across domains**, they deepen the learning experience, ensure every child has multiple entry points for engagement, and make their instructional decisions visible and purposeful. Making these connections is not about checking boxes — it is about honoring the full complexity of how young children grow, think, and make meaning.



When children mold materials to create forms that cast or represent shadows, they are doing far more than exploring light. The following foundations reflect the broad and meaningful learning that unfolds when children engage with shadow mold making.

Shadow molds can be made out of pipe cleaners, torn paper, laces/yarn, clay, sticks, foil, natural materials, and more. Here are connections to the foundations that can be addressed with this activity.

### • **APPROACHES TO LEARNING:**

- Following directions
- Engagement
- Pays attention

### • **HEALTH & PHYSICAL DEVELOPMENT:**

#### ➤ **Fundamental movement skills**

- Fine motor manipulation
- Gross motor skills — holding a pose requires balance, core strength, and body awareness
- Kinesthetic awareness — feeling where your body is in space while holding still
- Vocabulary: balance, steady, still, hold, control

### • **SCIENCES:**

#### ➤ **Physical Science:**

- Light and shadows — understanding how shadows are created
- Position and spatial relationships — recreating a pose requires reading and reproducing spatial information
- Cause & effect: manipulate materials to look like a body
- Properties of materials — pipe cleaners are flexible, bendable, and hold their shape (unlike paper or fabric)
- Vocabulary: shadow, light source, block, reflect, angle, position, silhouette, opaque

#### ➤ **Life Science:**

- Body awareness — identifying and reproducing body parts, how they connect and move
- Human movement — joints, limbs, and how the body bends and balances
- Vocabulary: body parts, pose, balance, symmetry, limb, joint, flexible, rigid

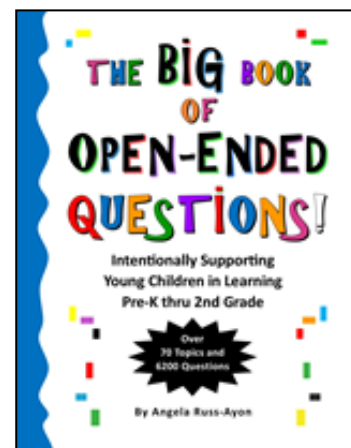
#### ➤ **Earth Science:**

- Shadows change based on the position of the sun throughout the day  
*"Why do you think your shadow was longer in the morning?"*
- Seasonal changes affect shadow length — longer in winter, shorter in summer
- Vocabulary: sun, angle, length, season, daytime, direction

#### ➤ **Design and Engineering:**

- Planning and problem solving  
*"How can you bend this pipe cleaner to match that arm?"*

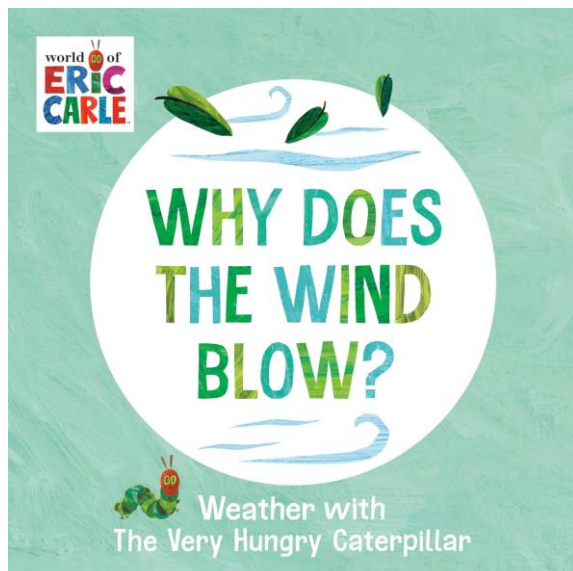
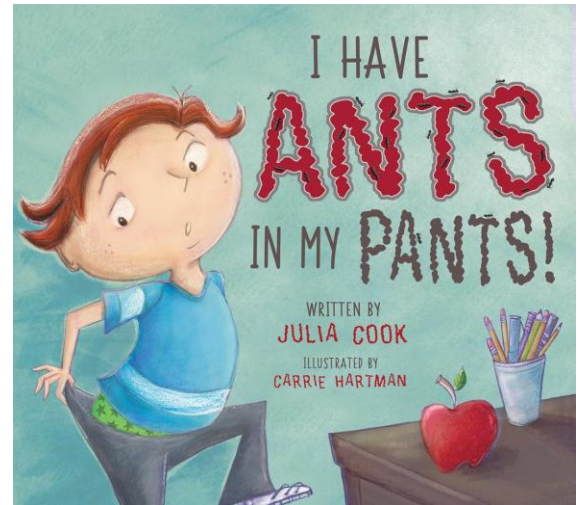
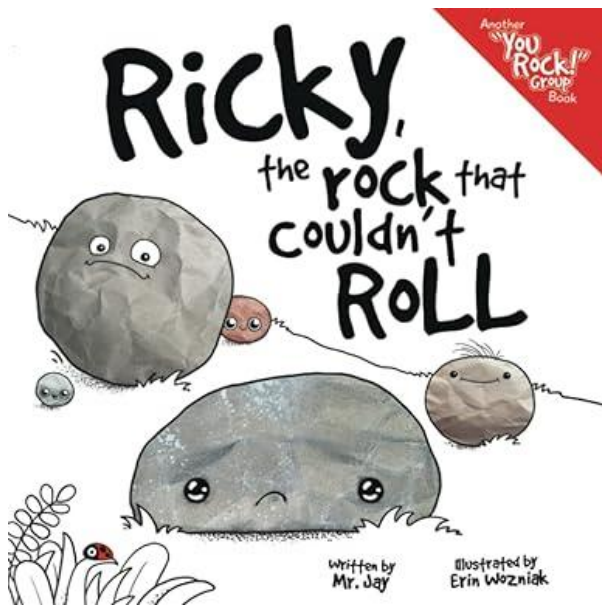
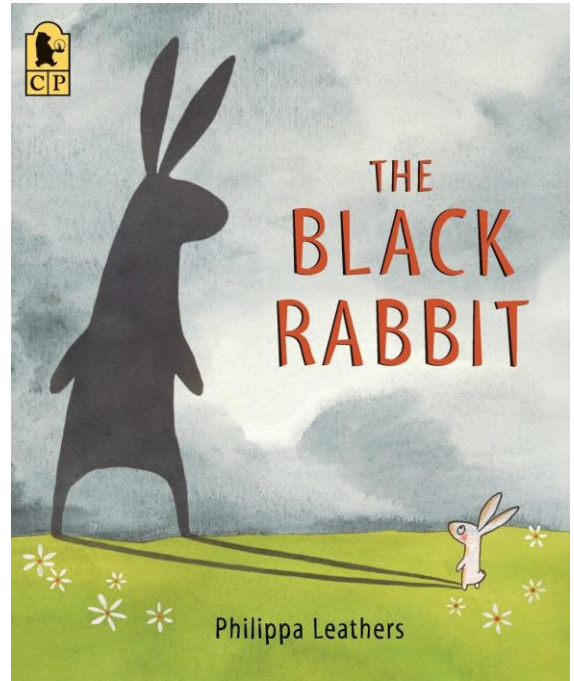
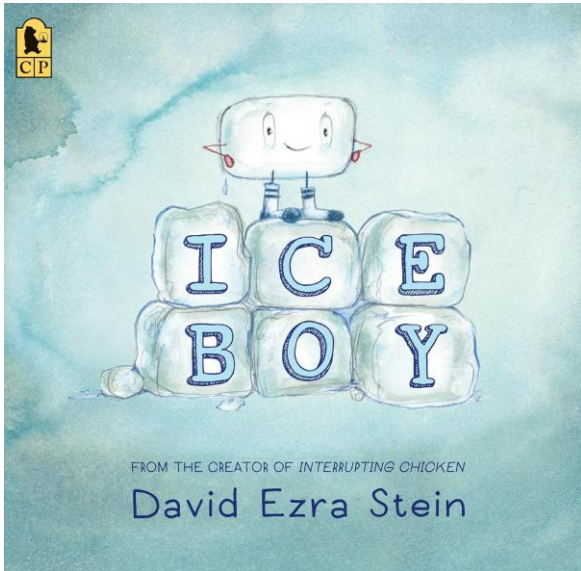
- Iteration — adjusting and refining the pipe cleaner figure when it doesn't look right
- Properties of materials — pipe cleaners hold shape, which makes them ideal for this task vs. other materials
- Vocabulary: flexible, rigid, manipulate, mold, adjust, engineer, design, structure, stable
- **MATH:**
  - Geometry and spatial thinking — reproducing angles, shapes, and positions
  - Measurement — comparing sizes, lengths, and proportions of body parts to pipe cleaner segments
  - Symmetry — noticing which poses are symmetrical and which are asymmetrical
  - Directionality — left, right, above, below, beside, between
  - Estimation — how much pipe cleaner do I need for this arm? This leg?
  - Vocabulary: angle, symmetry, proportion, length, width, position, parallel, perpendicular, diagonal
- **SOCIAL-EMOTIONAL:**
  - Self-regulation
  - Body awareness
- **VISUAL & PERFORMING ARTS:**
  - Sculpture and three-dimensional art making — pipe cleaners become a sculptural figure
  - Observation and representation — translating what you see into a physical form
  - Artistic interpretation — two children may recreate the same pose differently
  - Vocabulary: sculpture, figure, form, represent, create, three-dimensional, model
- **SOCIAL-EMOTIONAL DEVELOPMENT:**
  - Cooperation and partnership — working with a peer toward a shared goal
  - Perspective taking — seeing your partner's body from the outside and recreating it
- Patience and persistence — pipe cleaners require fine motor control and multiple attempts
- Respectful observation — looking carefully at a partner without touching them
- Pride in creation — sharing and comparing finished figures
- Vocabulary: partner, cooperate, observe, patience, respect
- **LANGUAGE & LITERACY:**
  - Descriptive vocabulary: observe, compare, mold, bend, twist, position, above, below, beside, behind...
  - Following directions — a natural back-and-forth communication exercise
  - Cause and effect —
    - “How can you bend the pipe cleaner to make it look like their arm?”*
    - “How do you know where to bend the pipe cleaner?”*
    - “What would happen if we used yarn instead of pipe cleaners? Would that work as well? Why?”*
- **PHYSICAL DEVELOPMENT:**
  - Manipulative skills, balance, strength, flexibility, participation



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**Thank you for listening  
and welcome to the CLUB!**

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## QUICK AND FUN EXPERIMENTS

Always begin with the questions “WHY?” and “HOW?” and invite children to answer the question.



### ○ SCIENCE: Unbreakable Baggie

*“Why can you stick sharp pencils through a plastic baggie of water without it leaking?”*

Plastic storage bags are made of a polymer called low-density polyethylene. It is flexible and moves out of the way of the pencil, forming a seal around the sharp pencil's edge.

#### Extensions:

- Use a plastic grocery bag or a water balloon.
- Puncture with a toothpick, metal skewer, or stick pin.

### ○ SCIENCE & MATH: Egg Sink or Float

*“Why does an egg sink?”*

*“How can you make an egg float?”*

An egg is denser (more compact) than water, so it sinks. But when enough salt is dissolved in the water, the water becomes denser, and the egg will float.

#### Extensions:

- Adding baking soda to the water
- Adding corn starch to the water
- Adding flour to the water
- Measure the depths.
- Testing different things: orange with peel and one without



### ○ SCIENCE: Bending Light

*“Why does a pencil bend when it is placed in a glass of water?”*

When light traveling through the air hits water, some of it is reflected off the surface. The rest of the light passes through the water, but it bends (or refracts) as it enters the water.

Refraction occurs when light travels from one medium to another (i.e., air to water, water to air). The same thing happens when light hits glass or any other transparent material.

#### Extensions:

- Replace the pencil with a clear straw and other objects.
- Shine a laser light through the water (supervision)



Tap Water



Salt Water





### Extensions:

- Try to bake bread in the freezer.
- Note how the consistency changes as you add ingredients:
- Change the amount of ingredients. Leave some out, add new, and then compare how the dough rises, cooks, and tastes.

### ○ SCIENCE: Chemical Reactions

*“Why does baking soda and vinegar fizzle when combined?”*

When baking soda is mixed with vinegar, a chemical reaction occurs. The acid breaks down baking soda, releasing carbon dioxide gas, which causes the fizz.

### Extensions:

- Add food coloring.
- Freeze the baking soda and water mixture. Drop vinegar on the ice.
- Secure a balloon on top of a water bottle. The gas will inflate the balloon.
- Seal the mixture in a baggie.



### ○ SCIENCE & MATH: Fresh vs. Decay

*Why does a sliced pumpkin rot faster than a whole pumpkin?*

Like all fresh foods, pumpkins will eventually rot and decompose. Pumpkins rot when exposed to air through oxidation, and when they lose moisture, so these vegetables slowly begin to decay once they are cut from the stem. Warm weather and extremely low temperatures can also make a rotting pumpkin worse. Mark calendar days with photos of the decaying process.

### Extensions:

- Keep one in the refrigerator and one out.
- Carved pumpkin vs. uncarved. - Mold spores and bacteria float in the air. When they land on the exposed pumpkin, they start eating it and growing.
- Examine the decay with a magnifying glass.



### ○ SCIENCE & MATH: Baking Bread

*How do you bake bread?*  
*Why does the dough rise?*

Measure and mix basic bread ingredients: flour, yeast, water, and salt. When the yeast digests the sugar, carbon dioxide is released (fermentation). It is trapped as tiny pockets of air within the dough. This causes it to rise. While baking, carbon dioxide expands, causing the bread to rise further.



○ **TECHNOLOGY: Static Electricity**

*Why does the spoon charged with static electricity pick up more pepper than salt?*

When you rub a plastic spoon against a dishcloth, wool fabric, or hair, you transfer electrons from one material to another, creating static electricity (a charge imbalance). Wool sheds electrons more easily than cotton. When the spoon is charged full of electrons, it can attract small objects. Pepper is lighter than salt, so it is attracted first and sticks longer.

NOTE: Cultural differences in hair.

**Extensions:**

- Rub a balloon on your hair to see what happens to your hair. (**Cultural warning:** rubbing a balloon on hair may not cause static electricity for some people of color because of the presence of moisturizers and creams in their hair)
- Rub a plastic pen on wool and try to pick up small pieces of paper or glitter.
- Rub a balloon on wool or your hair. Hold it to the wall and see if it sticks.
- Rub a balloon on wool or hair. Hold it near a thin stream of water under a faucet and watch the water bend.



○ **ENGINEERING: Straw Plane**

*“Which paper plane flies the farthest?”*

Fold a paper plane or build a plane out of a straw and two strips of paper. Planes fly using the physics of aerodynamics and flight. Air moves through both the straw and the paper circle, which enables the plane to lift and fly.

**Extensions:**

- Measure how far the planes fly.
- Fly the plane toward a target.
- Redesign the plane.
- Change the length or type of straw.
- Modify the length of the paper strips.
- Make the planes out of different materials: paper plate, trimmed paper cup, tissue paper, copy paper, file folder.
- Add paper wings.
- Add weight, like paperclips.



○ **SCIENCE & MATH: Absorption, Color, Weight**

*What happens when you pour water onto a sponge?*

Liquid absorption is the process by which a liquid takes in another substance. Thicker materials that contain more cellulose absorb more water. The fibers in tissues and paper towels are made of cellulose molecules (tiny sugar molecules chained together). Water molecules rush into the cellulose fibers when cellulose and water meet.

**Extensions:**

- Compare different brands of the same material (paper towels & napkins).
- Compare various materials: napkins, paper towels, dishcloths (cotton), etc.
- Weigh different objects.



○ **SCIENCE & MATH: POPCORN MATH - CONSERVATION**

*Does the weight of popcorn change after the corn is popped?*

The law of conservation of mass states that mass is neither created nor destroyed in a chemical reaction. No matter how the materials change chemically in a closed system, the weight will remain the same.

**Extensions:**

- Open the bag and weigh it again.
- Conduct a kernel vs. popped corn sink or float test.

**INTERESTING STEM ACTIVITIES:**

- Use the senses to examine and compare fake and real fruit and vegetables.
- Smell and examine fresh and dry spices.
- Mix food coloring in whipped cream, water, shaving cream, oil, etc.
- How to pickle to prevent spoilage.
- How to make jelly or jam.
- Dry fruits.
- Take the temperature of different solids/liquids or foods before eating it.
- Use beets, blueberries, etc. to dye fabric.
- Measure objects and journal results using a ruler, tape measure, and non-standard means such as string or paper strips.
- Construct 2D and 3D shapes and designs with paper towel rolls, toothpicks, Popsicle sticks, cups, recycled materials, etc.
- Practice folding napkins into different shapes before dining.
- Make a puzzle out of a cereal box, sponge, coloring book covers, etc.



- Make a puzzle by tracing everyday kitchen objects on construction paper using a Sharpie.



- Examine how ice freezes and melts under different conditions.
- Freeze food and objects in the ice. Use tools to chisel and drip warm water over the ice.
- Spoon sugar on a slice of cucumber to see how sugar absorbs moisture.
- Use a sifter/strainer to see what passes through and what doesn't.
- Pour water & other liquids through coffee filters.
- Transfer water from a container to containers of different sizes.
- Demonstrate and use simple machines (kitchen tools): pick up with spatulas, transfer objects with tongs, strain ingredients, etc.
- Conduct water experiments by mixing it with oil, solids (sugar, baking soda, salt), liquids (vinegar, corn syrup, dish soap), food coloring, etc.
- Experience chemical reactions with vinegar and baking soda.
- Make a sensory bin using water, beans, bottle caps, rice, etc.
- Dip coffee filters or press paper towels into food coloring.
- Discover how a salad spinner, blender, whisk, mixer, and toaster work.

- Build bridges, enclosures, or towers out of Popsicle sticks, plastic utensils, cups, paper plates, etc.
- Make a catapult out of Popsicle sticks, rubber bands, and plastic spoons/bottle caps.
- Test absorption on paper towels, sponges, napkins, and dish cloths, foil, baggies, Saran wrap, etc.
- Test wet and dry weight loads on paper towels or napkins.
- Rub wax/crayon on an egg before painting/dying.
- Use egg cartons for sorting and number games.
- Compare different colors and types of eggs: chicken, quail, etc.
- Make home-made Playdoh from a recipe.
- Bake bread from scratch.
- Use weekly food ads to make a food pyramid, go on a healthy food hunt, or sort by color/food group.
- Identify different sounds using items in containers (plastic eggs) or utensils against a metal bowl, etc.
- Make a paper plate wind spinner, puzzle, or use the plate to weave string.



- Make a parachute out of a coffee filter and a pipe cleaner or string.
- Blow and pop bubbles using dish soap.
- Wind: blow cotton balls or ping pong balls using straws or condiment bottles, etc.
- Design a windsock for the garden.



- Scavenger hunts in the kitchen and garden by giving verbal or visual clues.

- Make patterns out of Skittles and then pour water on the plate.



- Stuff thin metal lids or playing cards into plastic containers with slits cut into the holes.
- Thread spaghetti, straws, chopsticks, or flowers through a colander.
- Thread chopsticks or spaghetti with Cheerios, beads, buttons, etc.
- Lace and weave shoelaces, string, or strips of paper through holes punched into paper towel rolls, paper plates, cereal boxes, oven grates, etc.
- Sort different shapes and colors of pasta or beans.
- Stamp paint with cookie cutters, mashers, or the end of paper towel rolls.
- Use cookie cutters to cut shapes into sandwiches and other food.
- Press and mold foil over different objects.
- Build a system of ramps out of paper towel rolls or recycled plastic food bottles.



- Use shelf liners, dishcloths, paper towels, and other textures on the surface of the ramps to test friction.
- Use cups to sort items, make number or letter match games, and counting games.
- Grow lettuce or celery from a stem sitting in water.



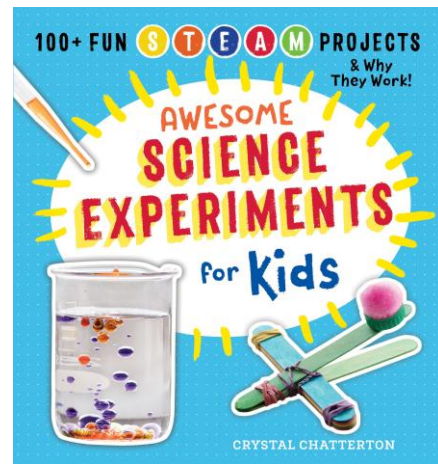
- Set a flower or celery in a dye to see how water travels in plants.
- Dig in and examine dirt with a magnifying glass.
- Start a compost heap.
- Examine insects in the garden.
- Observe the life cycles of caterpillars/butterflies/moths.
- Build an ant or worm farm in a recycled jar/compost heap.
- Compare and contrast fresh vs dying plants.
- Plant a seed. Monitor and measure growth.
- Experiment with plant growth using sun vs. darkness, dry vs. wet.
- Grow plants using different light sources.
- Examine fruits and vegetables as they decay.
- Harvest crops for meals.

**Music:**

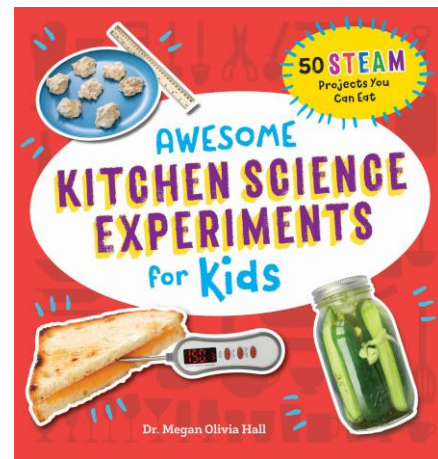
*I'm Growing* - Smart & Yummy CD  
*Follow the Leader* – Smart Moves 3 CD  
*Firefly* – Bugsters Tunes and Tales CD

*Thank you for listening,  
 and welcome to the CLUB!*

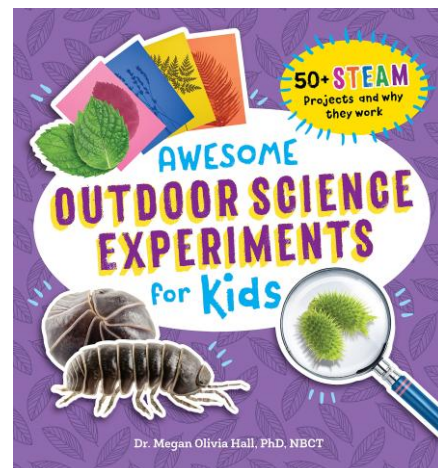
Here are some wonderful books filled with experiments you can try.



Awesome Science Experiments for Kids,  
 by Crystal Chatterton  
 ISBN-10: 9781939754660



Awesome Kitchen Science Experiments for Kids,  
 by Megan Olivia Hall  
 ISBN-13: 978-1641526210



Awesome Outdoor Science Experiments for Kids,  
 by Megan Olivia Hall  
 ISBN-13: 9781648769368

# Scientific Terms

Courtesy of AbridgeClub.com

## A -----

abdomen  
adapt  
air  
analyze  
animal  
animate object  
antenna  
apply  
approximation  
arthropod  
ask  
axle

## B -----

balance  
bar graph  
basic needs  
baster  
bark  
bitter  
body parts  
bounce  
bug viewer

## C -----

capacity  
category  
cause  
characteristics  
Chart  
climate  
compare  
complex  
conclusion  
conduct  
connect  
construct  
contrast  
conversion  
cloud  
Cold  
collect  
color  
compare  
curious

## D -----

dark  
data  
day  
decay

decide  
describe  
different  
direction  
discover  
diversity  
document

## E -----

effect  
engineering  
environment  
estimate  
evaporation  
evidence  
examine  
example  
exhibit  
experiment  
explain  
explore  
external  
extinct  
eyedropper

## F -----

features  
findings  
function  
feet  
five senses  
flow  
flower  
float  
force  
freeze  
fruit

## G -----

gas  
gear  
gloves  
graph  
green  
growth  
grouping

## H -----

habitat  
hand lens  
hard  
hatch

head  
heart  
heat  
height  
high  
how  
hypothesize

## I -----

ice  
identify  
illuminate  
inanimate  
incline plane  
inquire  
Interaction  
internal  
investigate

## J -----

journal

## K -----

knowledge

## L -----

laboratory  
leaf  
leaves  
lever  
lifecycle  
liquid  
lever  
length  
light  
living  
loud  
low

## M -----

magnify  
magnifying glass  
mammal  
match  
mathematics  
matter  
mass  
measure  
melt  
method  
microscope  
model  
moon

motion  
movement

## N -----

number  
night  
nonliving

## O -----

object  
observe  
opaque  
organism  
organization

## P -----

part  
pattern  
pebble  
peel  
perspective  
pipette  
plant  
pod  
position  
predict  
process  
properties  
pull  
Pulley  
pulp  
push

## Q -----

quantify  
quantity  
question

## R -----

rainbow  
ramp  
record  
reflect  
research  
result  
reverse  
revise  
recycle  
reptile  
recourses  
river rocks  
roll  
root

rot  
rough

## S -----

safety  
same  
scale  
science  
screw  
seasons  
section  
seed  
segment  
senses shape  
seriation  
similar  
sequence  
sink  
size  
skin  
slide  
smooth  
soft  
soil  
Sort  
specimen  
sprout  
spring  
sort  
sound  
sour  
stars  
stem  
steps  
stone  
structure  
Study  
stump  
substance  
summer  
sun  
system

## T -----

tail  
temperature  
technology  
test  
theory  
timer  
topple

tool  
transfer  
translucent  
transparent  
tweezers

## U -----

understand  
useful

## V -----

variable  
variation  
vegetable  
Venn diagram

## W -----

watch  
warm  
warning  
water  
weather  
wedge  
weight  
what  
when  
where  
why  
wheel and axle  
wind  
wing  
winter  
wonder  
wood  
worn

## X -----

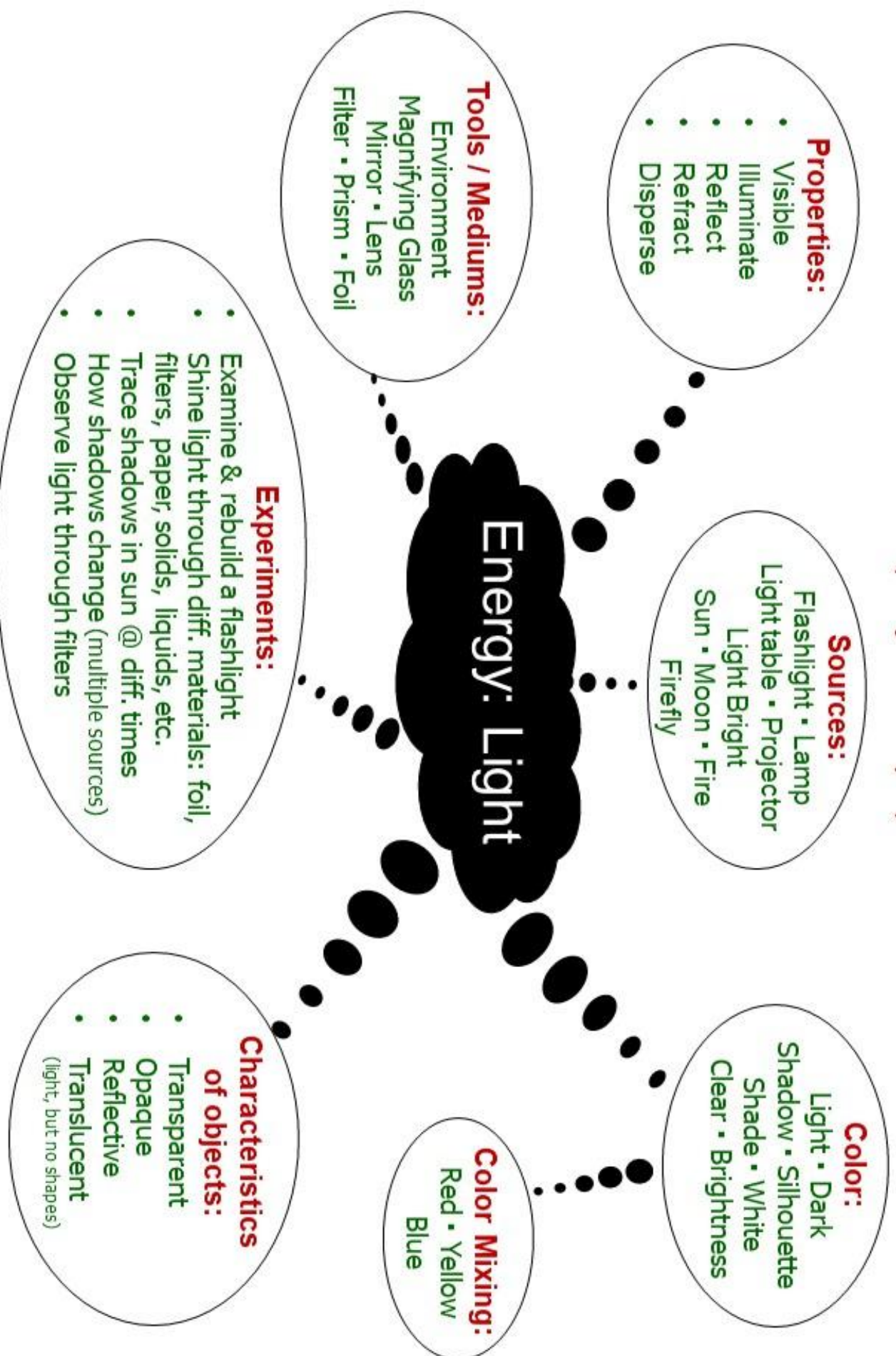
x-ray

## Y -----

year  
young

# Sample for Physical Science - Light Curriculum Web

(Stay on a topic)



**Curriculum WEB - Connect Subjects/Concepts Across Domains**

