

Liquids and Solids



Level J

Student Name: _____ Accuracy _____%

Running Word count: 248

Page		E	S.C.	Errors MSV	Self Corrections MSV
2	Liquids in Our World. Can you name these liquids? What other liquids can you name?				
3	Solids in Our World. Can you name these solids? What other solids can you name?				
4	What do liquids look like? Liquids are many different colours.				
5	What do solids look like? Solids are many different colours, shapes, and sizes.				
6	Some solids are clear. You can see through them. Some solids are opaque. You can't see through them.				
7	Some solids are made up of many tiny pieces. These are called granular solids. Sand is a granular solid. Can you see the tiny pieces?				
8	What do liquids feel like? Water is a liquid. It feels wet. Oil is a liquid. It feels greasy.				
9	Shampoo is a liquid. It feels slippery. Honey is a liquid. It feels sticky.				
10	What do solids feel like? Wood is a solid. It feels hard. A cotton ball is a solid. It feels soft.				
11	A shell is a solid. It feels smooth. A rock is a solid. It feels rough.				
12	What shapes are liquids? Liquids take the shape of the container they're in.				
13	What shapes are solids? Granular solids take the shape of the container they're in. Other solids do not take the shape of their container. They keep their own shape.				
14	How do liquids flow? Water is a thin liquid. Thin liquids flow fast.				
15	Honey is a thick liquid. Thick liquids flow slowly.				
16	How do solids flow? Only granular solids can flow. Sugar is a granular solid. It can be poured.				



Highlight or circle applicable statements.

Strategies Student Used	Areas of Concern
<ul style="list-style-type: none"> • Becomes familiar with story language patterns. • Uses pictures to predict/support the text • Recognizes high frequency words • Attempts to decode unknown words independently • Will read on then revisit to decode • Reads for meaning (it makes sense) • Will reread text to construct meaning • Uses contextual clues to decode unknown words • Can make reasonable predictions • Reads with fluency • Reads with expression • When reading: <ul style="list-style-type: none">omits words from text repeats words makes substitutions inserts additions self corrects 	<ul style="list-style-type: none"> • Ignores sound/letter relationships • Fails to use pictures for support • Limited eight word vocabulary • Will stop at unknown words • Depends upon teacher for support • Reads without meaning • Continues reading after meaning loss • Ignores contextual clues when reading • Hesitant to predict • Reads word for word • Reads with a lack of expression

Notes: