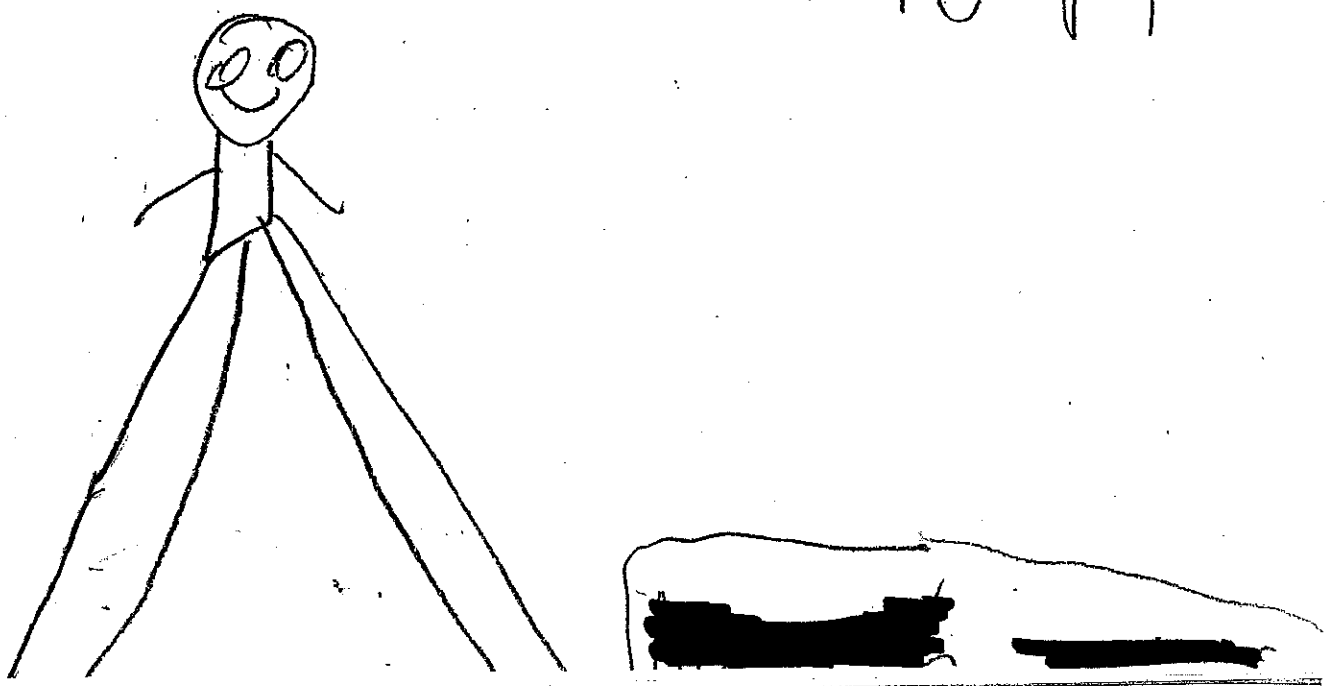
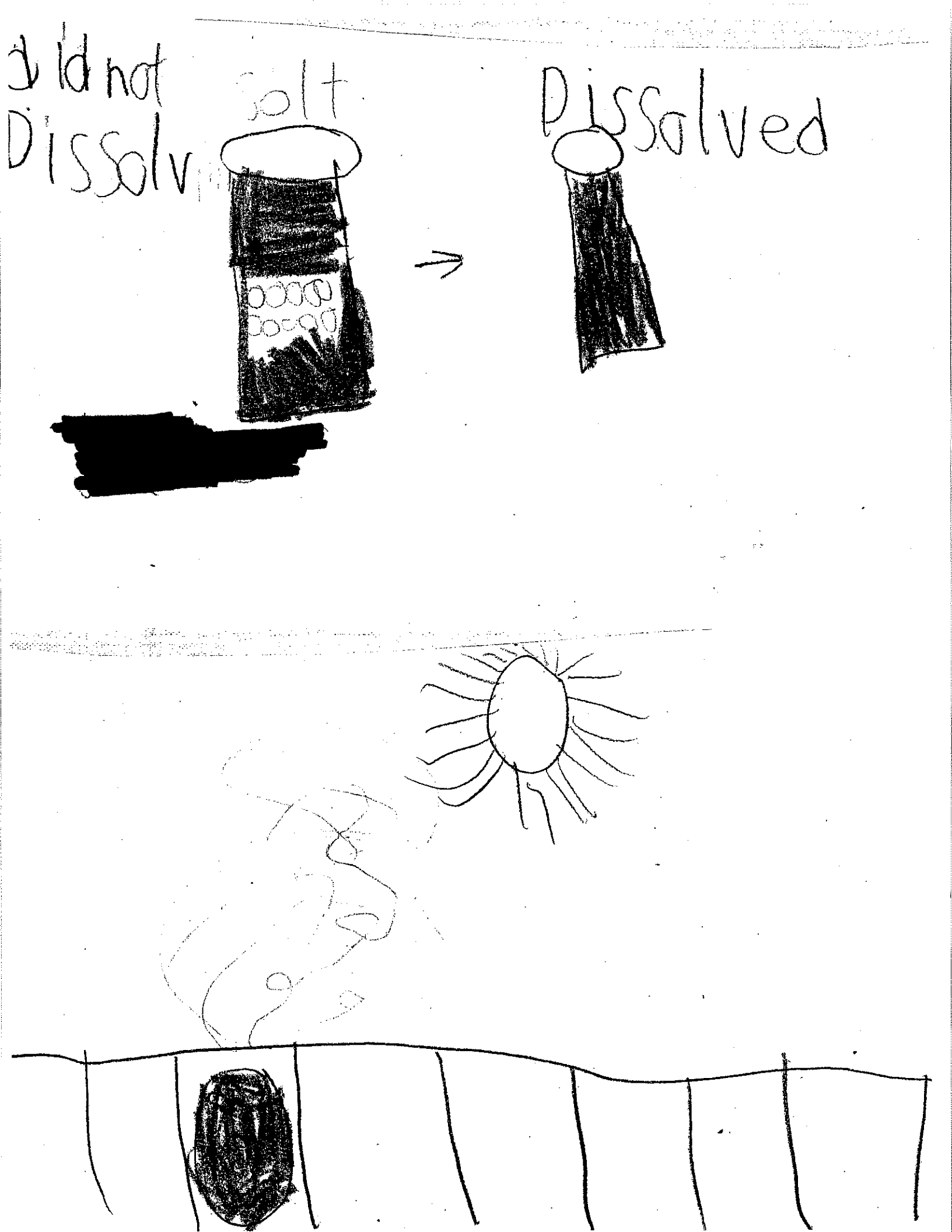
Evaporation



Dissolving

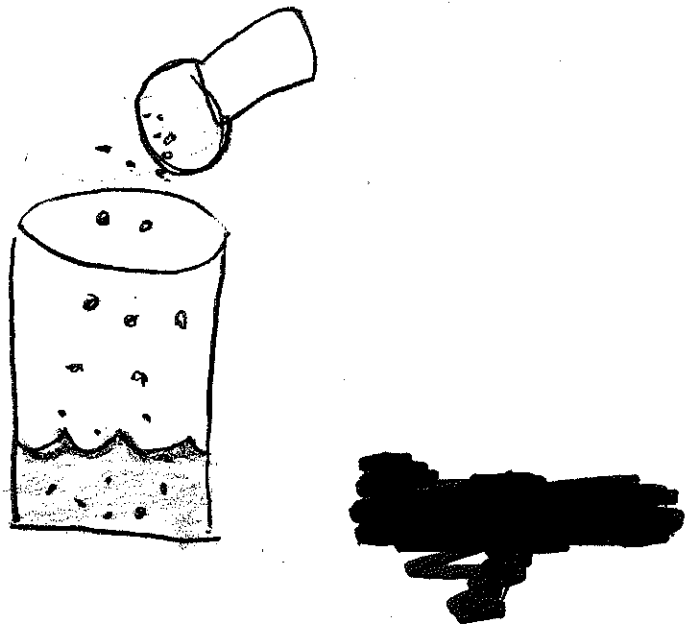

Salt
Dissolved

Dissolving

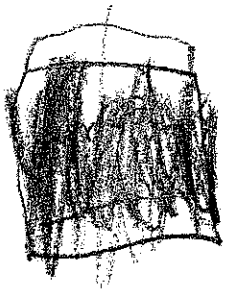
Evaporation

Dissolving

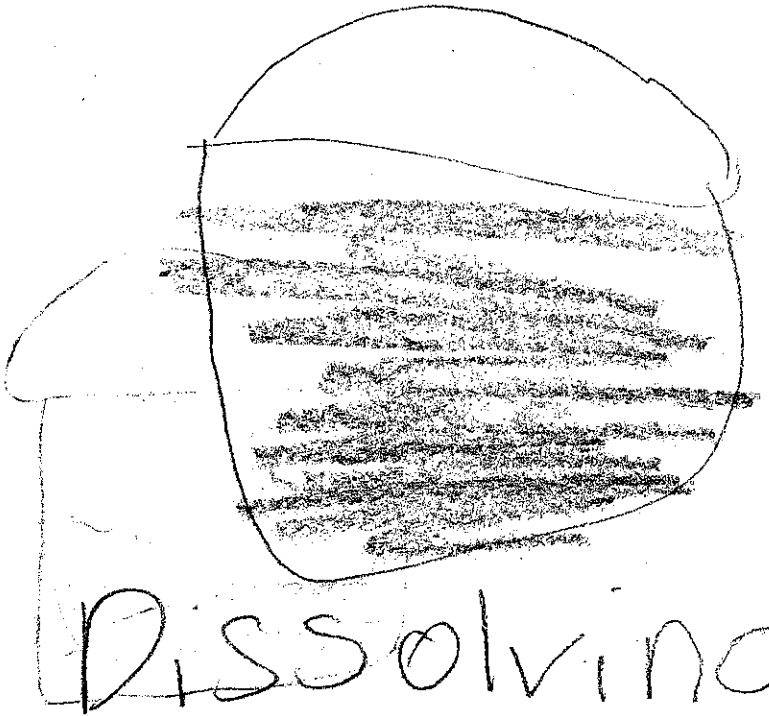
Evaporation

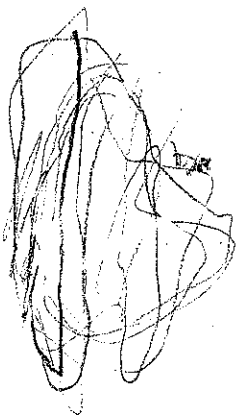


Dissolving

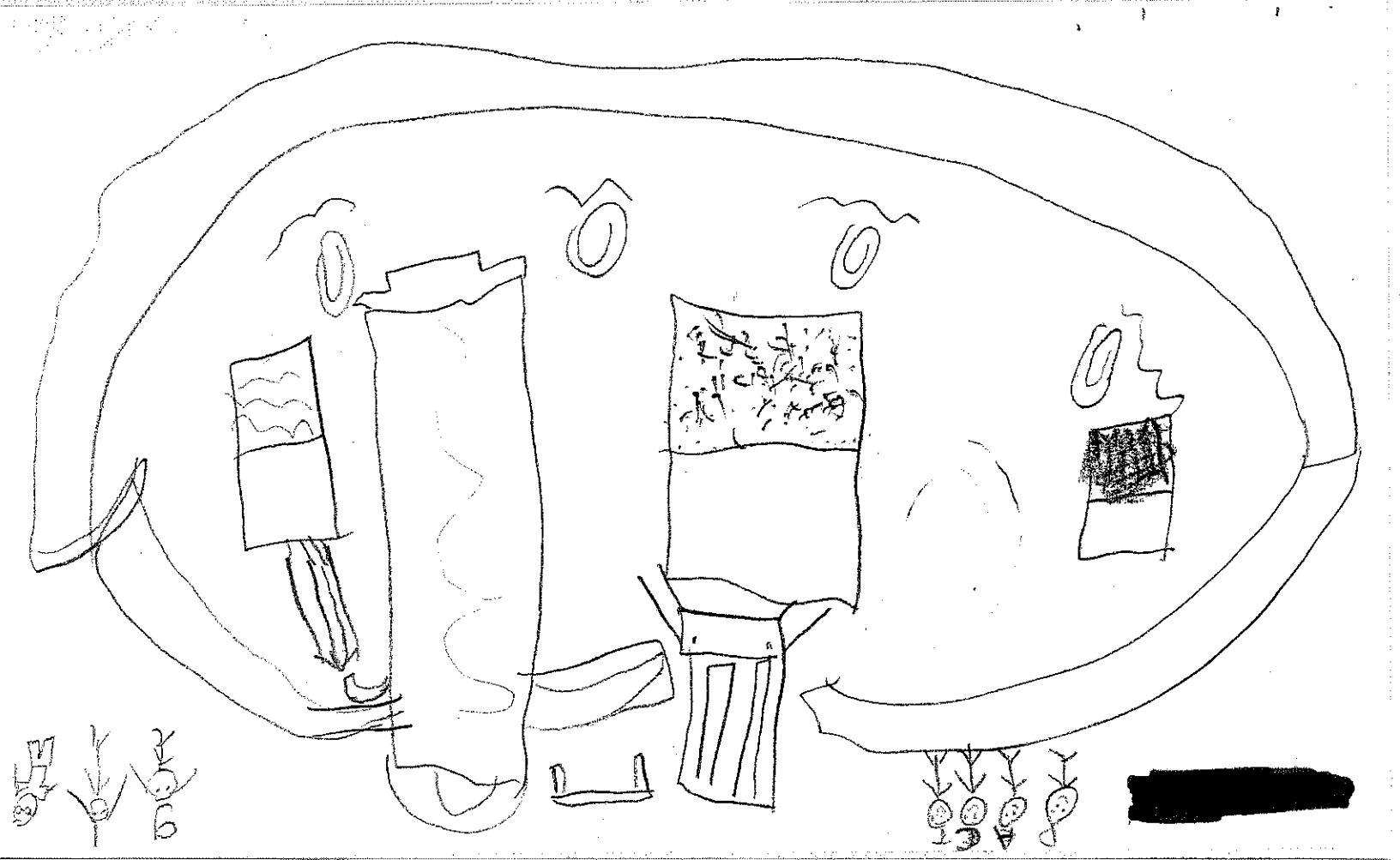


Evaporation

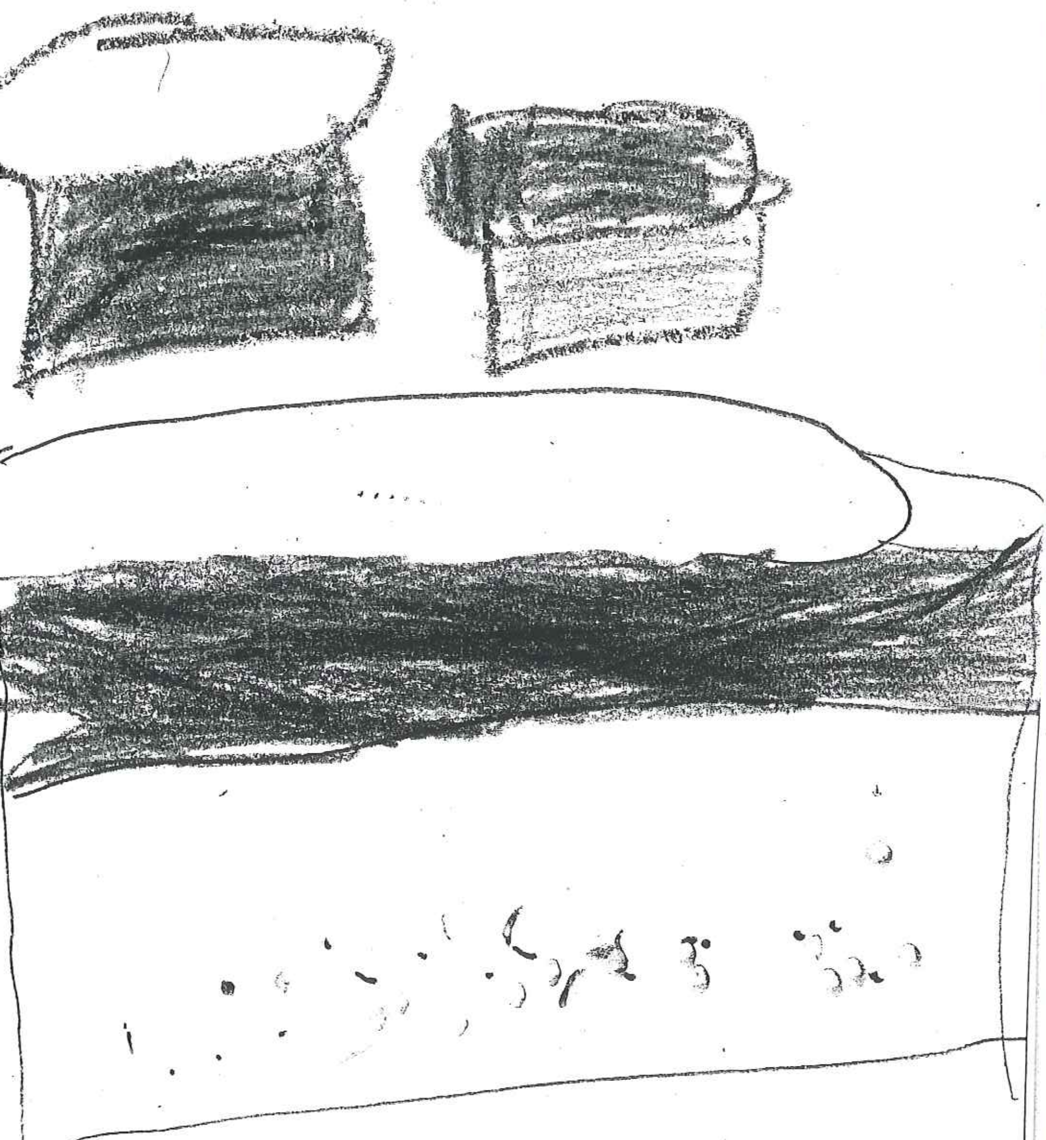




Dissolving. Evaporation



Dissolving
Evaporation [redacted]



Name [redacted] Date [redacted]

Our Evidence and Inferences

Record your observations and inferences in a table like Gary did in his sand journal.

1. Record your observations of the sand in column one.
2. Write your inferences about what that could be evidence of in column two.
3. Write your explanation.

Name of Sand: _____

	Observations	Could be evidence of
Size	Small	Small waves
Shape	rond	old Sand
Color	brown	Minerals

Explanation My Sand is Small from Small waves. It is round because it is old sand. It is a minerals because it is brown.

Name [redacted] Date

2

Our Evidence and Inferences

Record your observations and inferences in a table like Gary did in his sand journal.

1. Record your observations of the sand in column one.
2. Write your inferences about what that could be evidence of in column two.
3. Write your explanation.

Name of Sand: Netayna Island

	Observations	Could be evidence of
Size	small	small waves
Shape	round	on sand
Color	tan	quarts

Explanation Rivers and streams carry quarts rocks down from the mountains.

Name [redacted] Date [redacted] 3

Our Evidence and Inferences

Record your observations and inferences in a table like Gary did in his sand journal.

1. Record your observations of the sand in column one.
2. Write your inferences about what that could be evidence of in column two.
3. Write your explanation.

Name of Sand: Rodeo beach

	Observations	Could be evidence of
Size	Small	It could be small waves
Shape	round	it is old
Color	beige beigee	Because it broke and before it was sand white it could be beige

Explanation My sand is beige small from small waves. It is round it is old sand. It kind of beige, Because it comes from rocks

Name [redacted] Date _____ 4

Our Evidence and Inferences

Record your observations and inferences in a table like Gary did in his sand journal.

1. Record your observations of the sand in column one.
2. Write your inferences about what that could be evidence of in column two.
3. Write your explanation.

Name of Sand: _____

	Observations	Could be evidence of
Size	small	small waves
Shape	round	old and sand
Color	black, white, yellow and red.	lava coral shells

Explanation My sand is small and round it could be evidence of small waves. my sand is black, white, yellow and red. my sand could be evidence of old sand.

Name [redacted] Date

5

Our Evidence and Inferences

Record your observations and inferences in a table like Gary did in his sand journal.

1. Record your observations of the sand in column one.
2. Write your inferences about what that could be evidence of in column two.
3. Write your explanation.

Name of Sand: South Africa

	Observations	Could be evidence of
Size	Medium	medium waves
Shape	a little round	new
Color	Brown yellow purple white pink	purple and pink come from shells

Explanation My sand grains are Medium size. My sand has brown, yellow, purple, Wite, and pink colers on it. the purple and pink. It is evidence of Medium waves & new sand that comes from shells.

Name [redacted] Date

6

Our Evidence and Inferences

Record your observations and inferences in a table like Gary did in his sand journal.

1. Record your observations of the sand in column one.
2. Write your inferences about what that could be evidence of in column two.
3. Write your explanation.

Name of Sand: Rock Beach, oregon

	Observations	Could be evidence of
Size	little	little waves
Shape	rond	rilly old
Color	reds black gr. brown and green	rocks.

Explanation

Name Lexy Date 7

Our Evidence and Inferences

Record your observations and inferences in a table like Gary did in his sand journal.

1. Record your observations of the sand in column one.
2. Write your inferences about what that could be evidence of in column two.
3. Write your explanation.

Name of Sand: grays harber

	Observations	Could be evidence of
Size	small	small waves
Shape	a little rounded	a little old
Color	gray, black and red-brown	rocks, minerals and lava

Explanation my sand is small that is evidence of small waves My is a little rounded that sand is evidence of a little old sand. My sand is gray, black, and redish-brown that is evidence of rocks, minerals, and lava.

Name [redacted] Date

8

Our Evidence and Inferences

Record your observations and inferences in a table like Gary did in his sand journal.

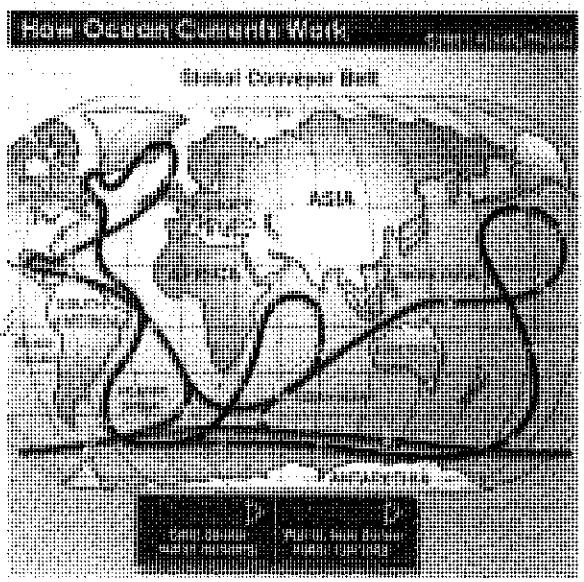
1. Record your observations of the sand in column one.
2. Write your inferences about what that could be evidence of in column two.
3. Write your explanation.

Name of Sand: Rodeo beach

	Observations	Could be evidence of
Size	small	rocks
Shape	jaggad	glass
Color	tan, clear, green blue	garbage

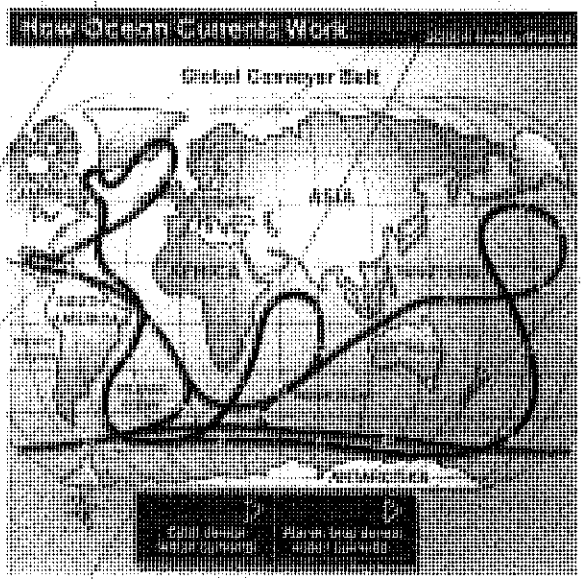
Explanation My sand is small, that is evidence of small waves. My sand is

[redacted] 1



1. Discuss the illustration with a partner.
2. Write down 2 sentences about what you notice or how you would explain this to someone else. the blue is below the surface kind of and the warm-red is on the surface.

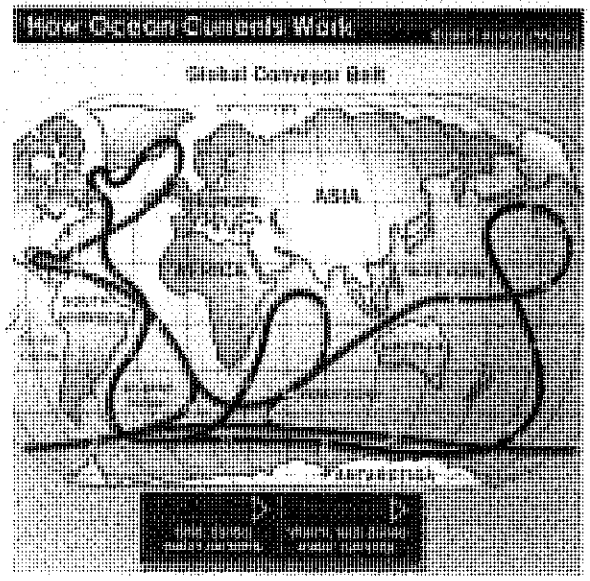
3. Write down 2 questions you have about the illustration. no questions



1. Discuss the illustration with a partner.
2. Write down 2 sentences about what you notice or how you would explain this to someone else.

3. Write down 2 questions you have about the illustration.

[redacted]

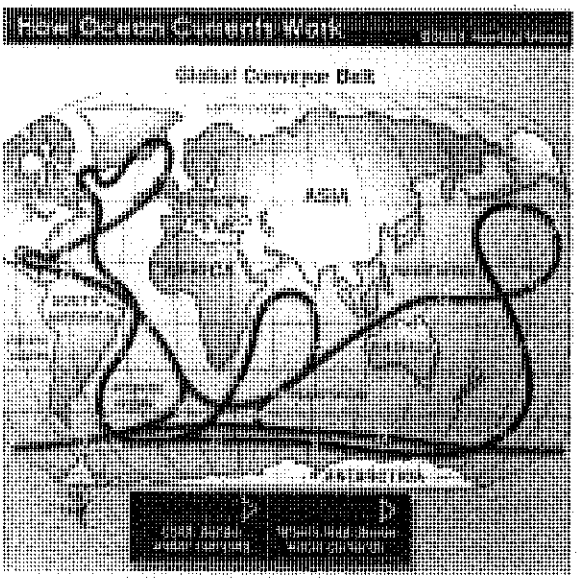


Why is there one long warm current near the South Pole? Why do a few of the cold water currents travel on top across the warm water currents?

1. Discuss the illustration with a partner.
2. Write down 2 sentences about what you notice or how you would explain this to someone else.

Warm water currents go to the top because there less dens. Cold water currents go to the bottem because there more dens.

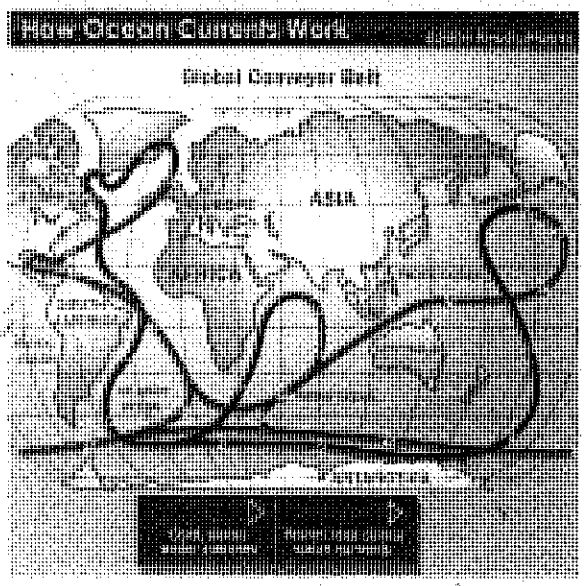
3. Write down 2 questions you have about the illustration.



1. Discuss the illustration with a partner.
2. Write down 2 sentences about what you notice or how you would explain this to someone else.

3. Write down 2 questions you have about the illustration.

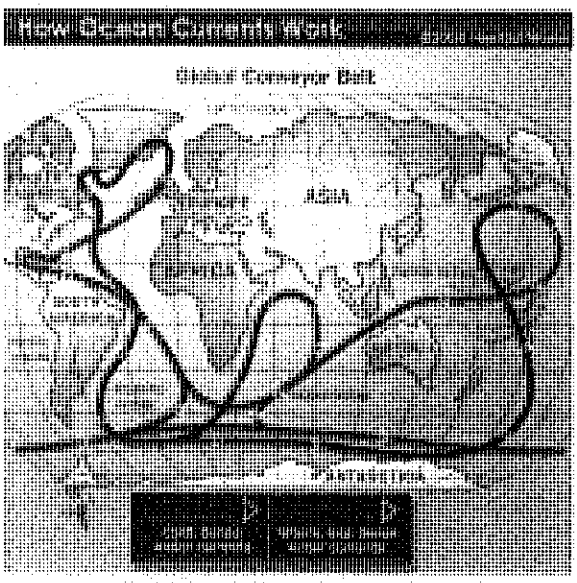
3 [redacted]



We notice that the water is moving like it did in the movie (in circles). Hot water rises and cold water sinks. The cold water is more dense.

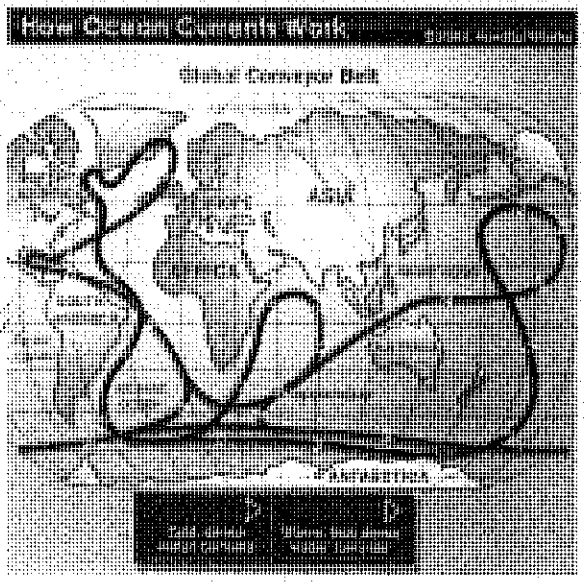
1. Discuss the illustration with a partner.
2. Write down 2 sentences about what you notice or how you would explain this to someone else.

3. Write down 2 questions you have about the illustration.



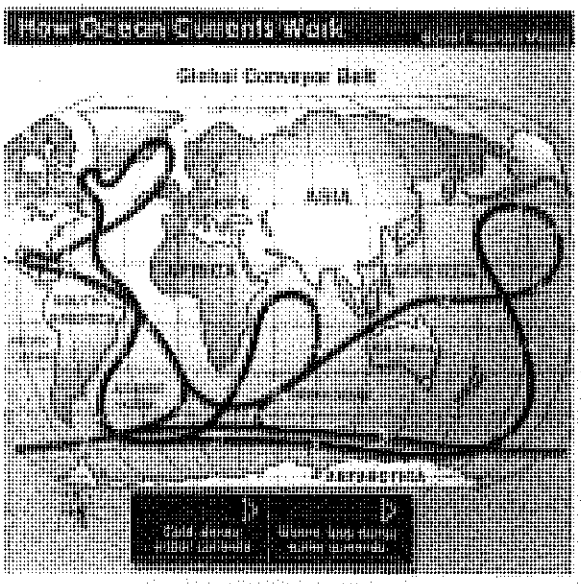
1. Discuss the illustration with a partner.
2. Write down 2 sentences about what you notice or how you would explain this to someone else.

3. Write down 2 questions you have about the illustration.



1. Discuss the illustration with a partner.
2. Write down 2 sentences about what you notice or how you would explain this to someone else. The Penguin Theory: when it's cold penguins huddle together, when it's warm they space out.

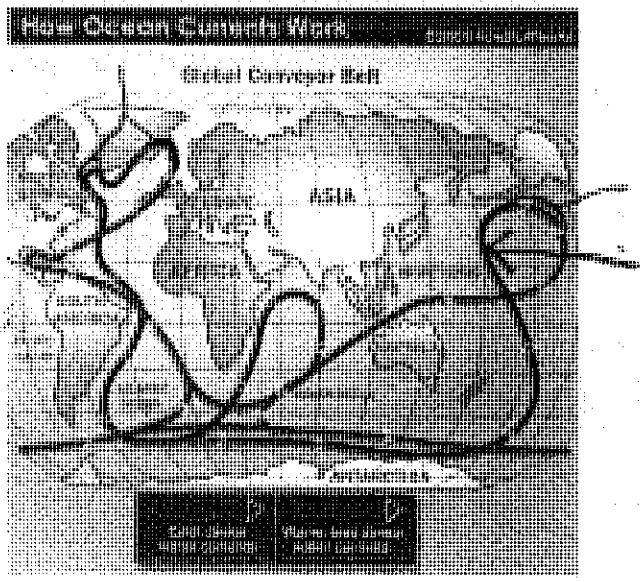
3. Write down 2 questions you have about the illustration.



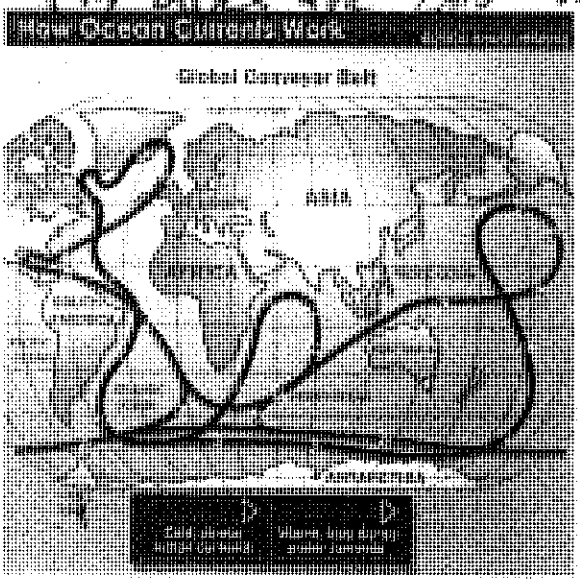
1. Discuss the illustration with a partner.
2. Write down 2 sentences about what you notice or how you would explain this to someone else.

3. Write down 2 questions you have about the illustration.

5 [redacted]



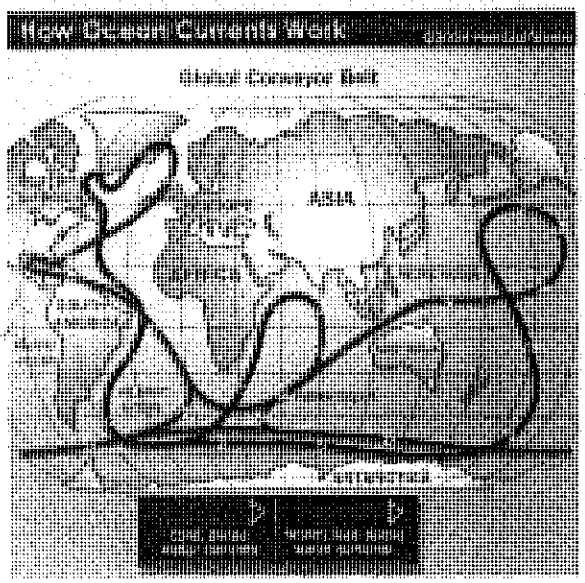
1. Discuss the illustration with a partner.
2. Write down 2 sentences about what you notice or how you would explain this to someone else. Cold currents sink to the floor and moves because it's more dense and hot currents. when it reaches it, it gets warmer and floats to
3. Write down 2 questions you have about the illustration. Why does the cold water goes up? Why is there a loop?



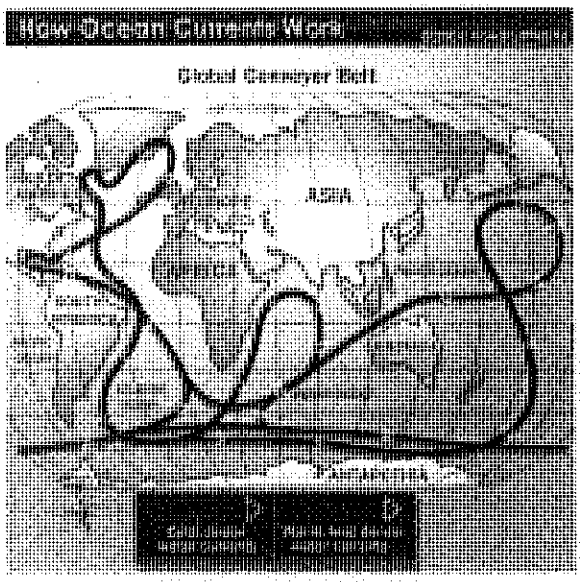
1. Discuss the illustration with a partner.
2. Write down 2 sentences about what you notice or how you would explain this to someone else.

3. Write down 2 questions you have about the illustration.

6 [redacted]



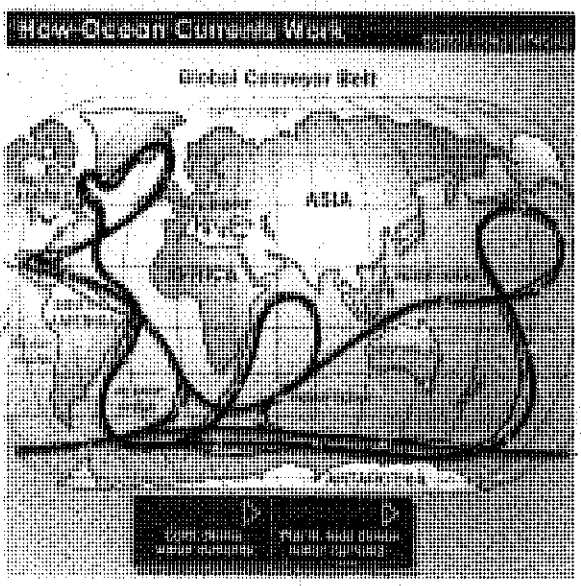
1. Discuss the illustration with a partner.
2. Write down 2 sentences about what you notice or how you would explain this to someone else. The hot water circulats with the cold water and then it will turn into to a water cycle and go on and on forever and ever.
3. Write down 2 questions you have about the illustration.



1. Discuss the illustration with a partner.
2. Write down 2 sentences about what you notice or how you would explain this to someone else.

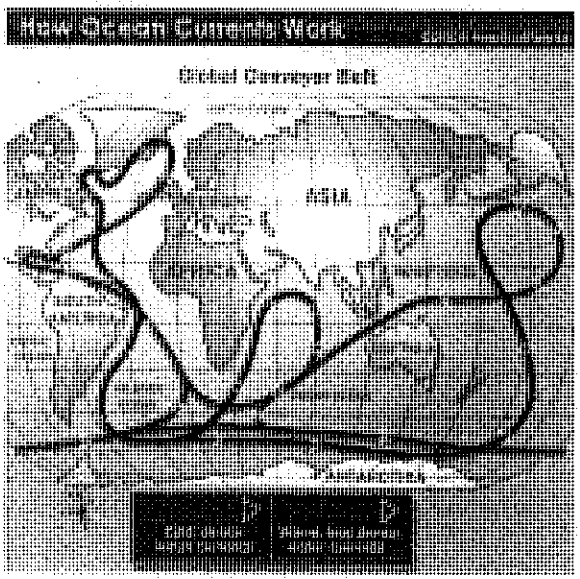
3. Write down 2 questions you have about the illustration.

7 Denser water moves toward less dense water. Cold water is more dense than hot water.



1. Discuss the illustration with a partner.
2. Write down 2 sentences about what you notice or how you would explain this to someone else.

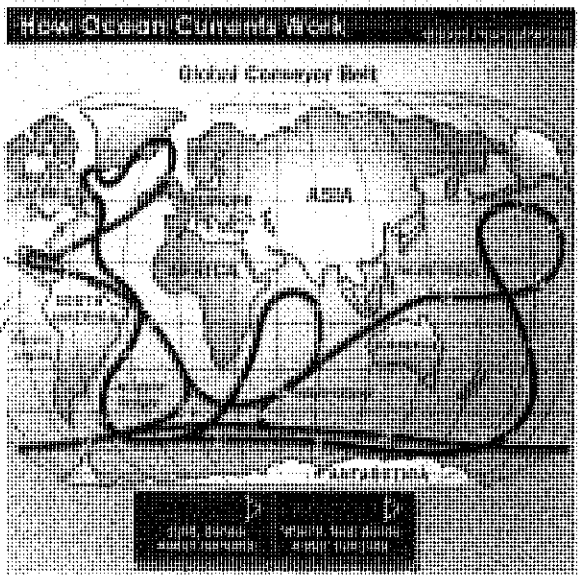
3. Write down 2 questions you have about the illustration. No questions.



1. Discuss the illustration with a partner.
2. Write down 2 sentences about what you notice or how you would explain this to someone else.

3. Write down 2 questions you have about the illustration.

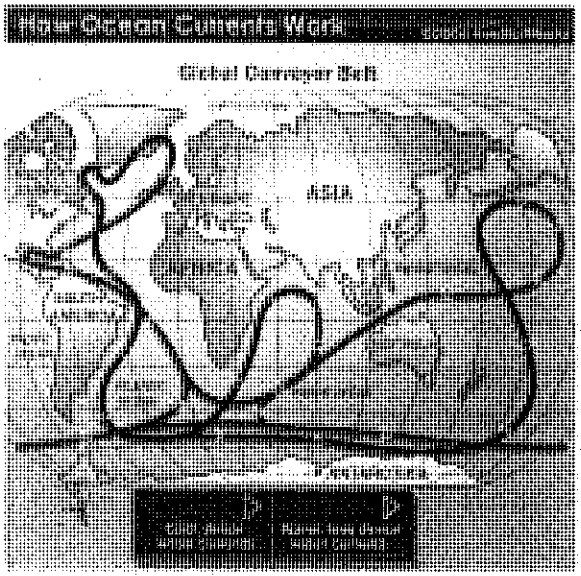
8 [redacted]



1. Discuss the illustration with a partner.
2. Write down 2 sentences about what you notice or how you would explain this to someone else.

The dense, cold water seems to start at the top of the globe and sink, (more dense). As the warmer currents heat them up, they rise to the top of the globe

3. Write down 2 questions you have about the illustration.



1. Discuss the illustration with a partner.
2. Write down 2 sentences about what you notice or how you would explain this to someone else.

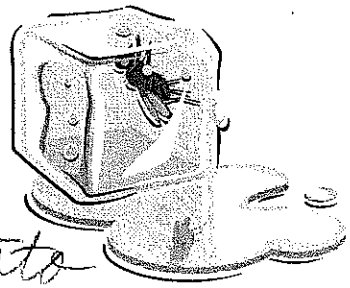
3. Write down 2 questions you have about the illustration.

Survey of the States

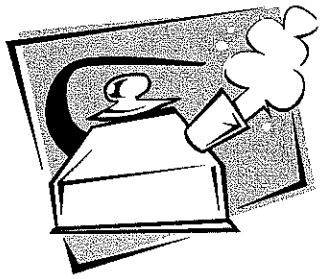
Name: [redacted]

Teacher: Ms Davalos

Please answer these questions.



1. This is an ice melting in the sun. What is happening here? Why is the ice melting? Try to use science language like "phase change", "vapor", etc. It needs to be in cold temperatures

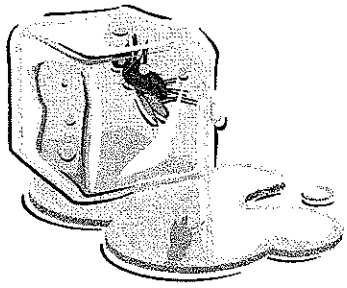


2. This is a teapot blowing off steam. What do you think is happening to the tea inside and why? Try to use science language like "phase change", "vapor", etc. It is turning into vapor

Survey of the States

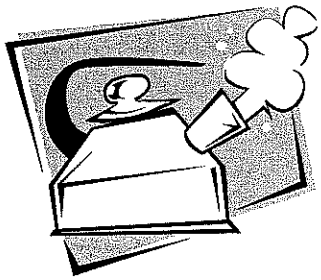
Name: [redacted]
Teacher: Ms Davalos

Please answer these questions.



1. This is an ice melting in the sun. What is happening here? Why is the ice melting? Try to use science language like "phase change", "vapor", etc.

The ice is changing because its in the sun.



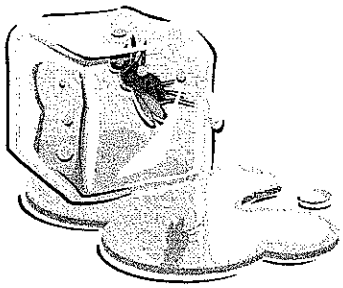
2. This is a teapot blowing off steam. What do you think is happening to the tea inside and why? Try to use science language like "phase change", "vapor", etc.

the is steaming because the it is hot.

Survey of the States

Name: [redacted]
Teacher: Ms Davalos

Please answer these questions.



1. This is an ice melting in the sun. What is happening here? Why is the ice melting? Try to use science language like "phase change", "vapor", etc. What is happening is Phase Change. The ice is melting because Water tempeture changes when the tempeture change around the Earth himisphere gets colder. It goes solid to gas to liqud or vicevercal. This is called condensation.

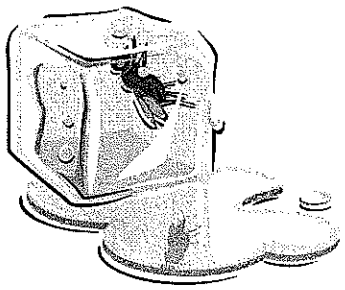
2. This is a teapot blowing off steam. What do you think is happening to the tea inside and why? Try to use science language like "phase change", "vapor", etc. It is a ~~gas~~. This gas can be transfored in to phases of matter.

Survey of the States

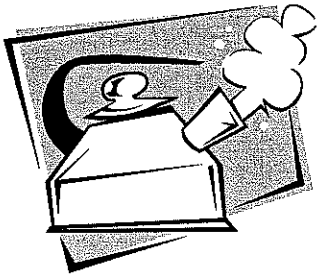
Name: [redacted]
Teacher: Ms Davalos

Please answer these questions.

1. This is an ice melting in the sun. What is happening here? Why is the ice melting? Try to use science language like "phase change", "vapor", etc.



The heat cause the ice to melt because ice is a frozen liquid



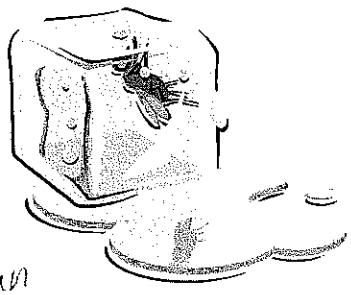
2. This is a teapot blowing off steam. What do you think is happening to the tea inside and why? Try to use science language like "phase change", "vapor", etc.

The liquid is boiling big the gas

Survey of the States

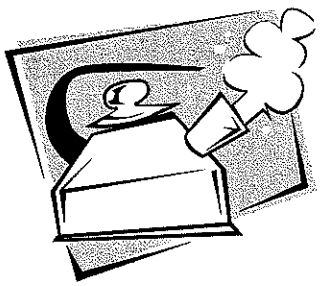
Name: [redacted]
Teacher: Ms Davalos

Please answer these questions.



1. This is an ice melting in the sun. What is happening here? Why is the ice melting? Try to use science language like "phase change", "vapor", etc.

What happening is that the hot sun is melting the ice. I think the sun is vaporing the ice. The ice is going from sold to liquid.



2. This is a teapot blowing off steam. What do you think is happening to the tea inside and why? Try to use science language like "phase change", "vapor", etc.

What I think happen to it is that it made hot liquid witch turn into gas.

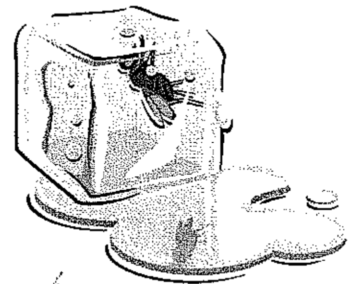
Survey of the States

Name: [redacted]

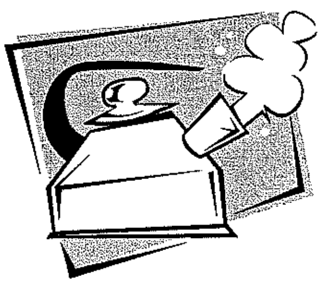
Teacher: Ms Davalos

Please answer these questions.

1. This is an ice melting in the sun. What is happening here? Why is the ice melting? Try to use science language like "phase change", "vapor", etc.



An ice-cube is frozen water in order to melt it you need heat, Soon the ice-cube will melt freeing the fly. What is happening known is called "phase change."



2. This is a teapot blowing off steam. What do you think is happening to the tea inside and why? Try to use science language like "phase change", "vapor", etc.

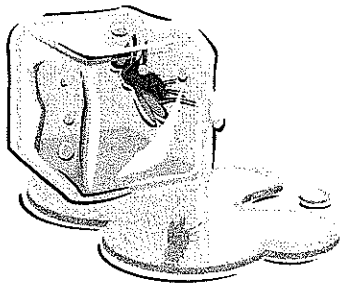
The teapot kettle [illegible] water (liquid [illegible]) in it when the stove is on [illegible] the tea kettle hot. When [illegible] tea kettle gets [illegible] the water [illegible] a gas called steam. This is also a [illegible] change.

Survey of the States

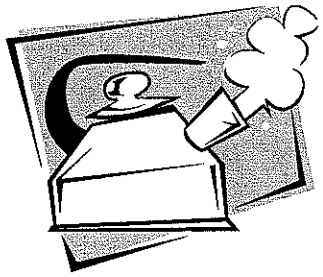
Name: [redacted]
Teacher: Ms Davalos

* Please answer these questions.

1. This is an ice melting in the sun. What is happening here? Why is the ice melting? Try to use science language like "phase change", "vapor", etc.



Phase change is happening when this ice cube is melting and then this cube will turn into water vapor



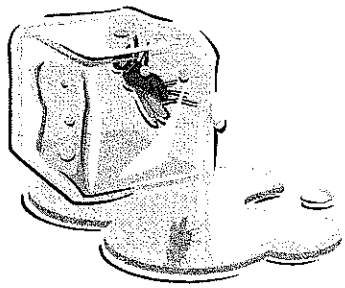
2. This is a teapot blowing off steam. What do you think is happening to the tea inside and why? Try to use science language like "phase change", "vapor", etc.

phase change is happening when this pot is getting hotter and then its turning into water vapor.

Survey of the States

Name: [redacted]
Teacher: Ms Davalos

Please answer these questions.



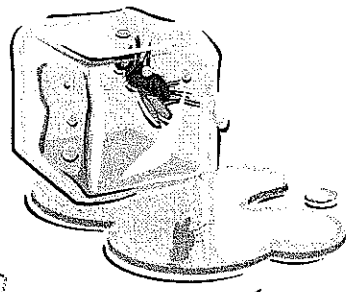
1. This is an ice melting in the sun. What is happening here? Why is the ice melting? Try to use science language like "phase change", "vapor", etc. The ice is going in to a phase change wich means it is changing from solid (ice) to liquid (water) because of the sun.

2. This is a teapot blowing off steam. What do you think is happening to the tea inside and why? Try to use science language like "phase change", "vapor", etc. The teapot is blowing of steam (gas) because the liquid (water) inside the teapot is being heated up and is being turned in gas (steam).

Survey of the States

Name: [redacted]
Teacher: Ms Davalos

Please answer these questions.



1. This is an ice melting in the sun. What is happening here? Why is the ice melting? Try to use science language like "phase change", "vapor", etc.

The ice is melting to liquid.

2. This is a teapot blowing off steam. What do you think is happening to the tea inside and why? Try to use science language like "phase change", "vapor", etc.

The liquid is boiling to steam (steam is water vapor)

NAME: [redacted]

Write down the reasons why we sometimes see a full moon, and at other times we see a new moon?

<u>Drawing some pictures</u> can help us remember our ideas.

The earth moves so the sun faces part of the moon.

NAME: [redacted]

Write down the reasons why we sometimes see a full moon, and at other times we see a new moon?

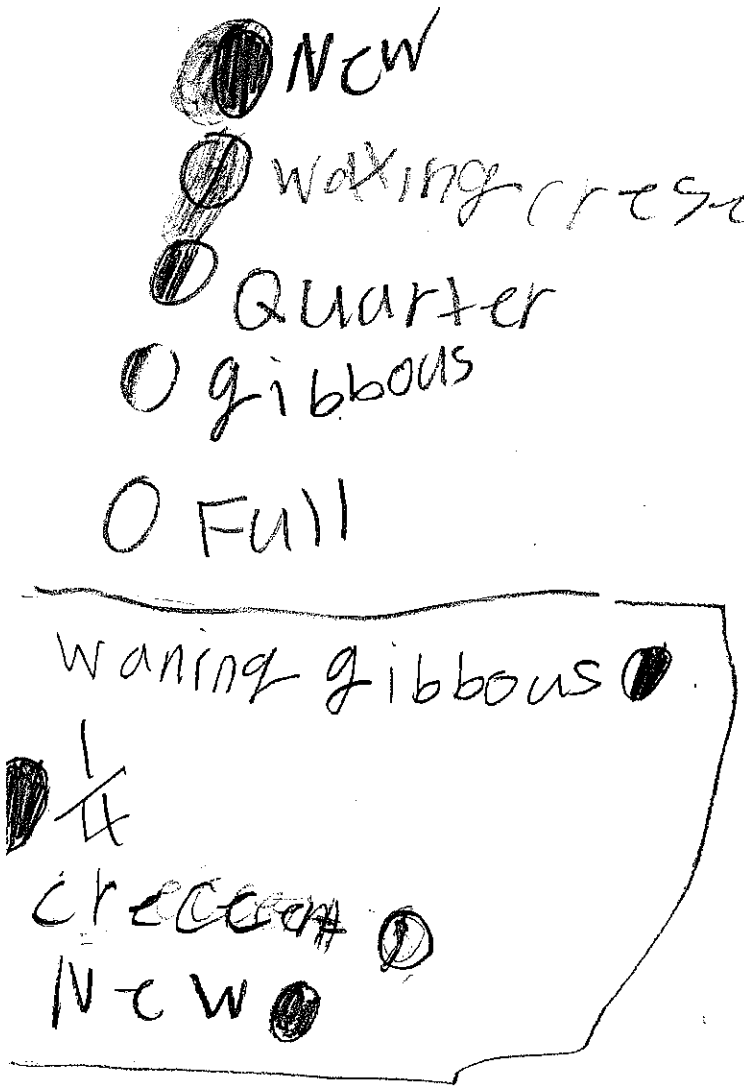
Drawing some pictures can help us remember our ideas.

Because when the moon is in front of the earth the sun is lighting up the part facing away from the sun. That is called a new moon. When the earth is in front of the moon the sun lights up the part facing the earth. That is called a full moon.

NAME: [redacted]

Write down the reasons why we sometimes see a full moon, and at other times we see a new moon?

<u>Drawing some pictures</u> can help us remember our ideas.



The earth moves so the sun shines on diffrent parts of the m

NAME: [redacted]

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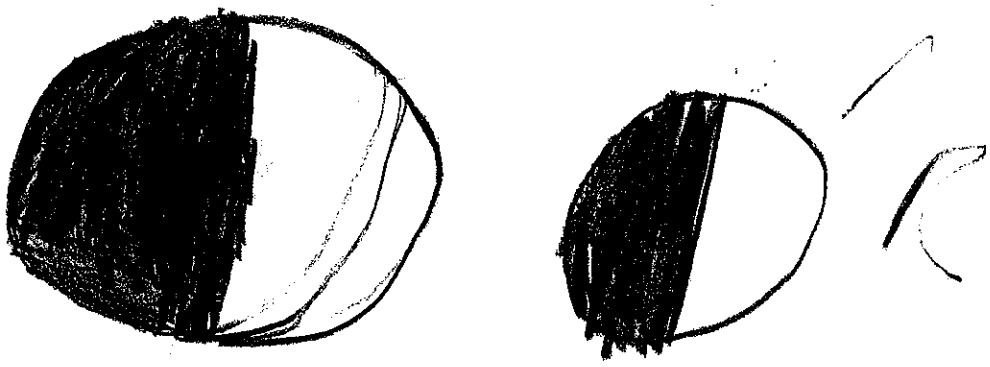


Some times we have full Moon beacuse the sun rotates. then it changes.

NAME: [redacted]

Write down the reasons why we sometimes see a full moon, and at other times we see a new moon?

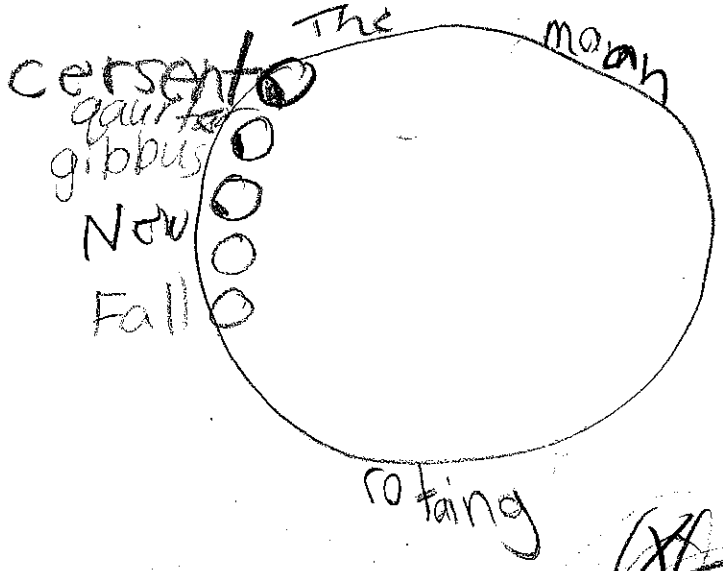
<u>Drawing some pictures</u> can help us remember our ideas.

Because it depands on the way they change. After one year/month the moon chage as the seoson I think.

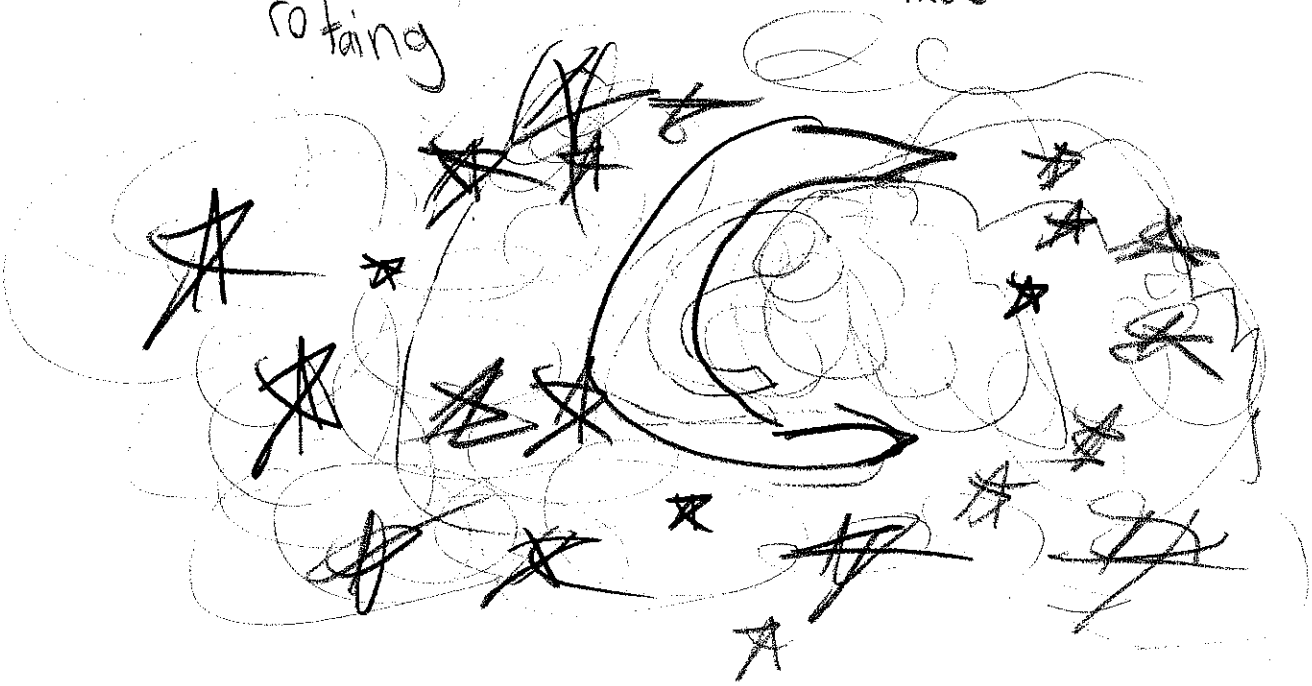
NAME: [redacted]

Write down the reasons why we sometimes see a full moon, and at other times we see a new moon?

<u>Drawing some pictures</u> can help us remember our ideas.



The moom rotaes and some time the cold blod part of the moon.

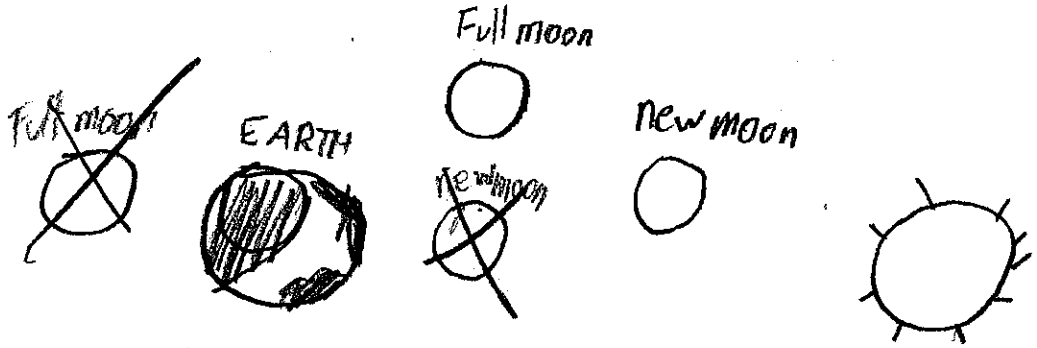


NAME: [redacted]

Write down the reasons why we sometimes see a full moon, and at other times we see a new moon?

Drawing some pictures can help us remember our ideas.

When we see a full moon we know that the moon is far away the sun. When we see the new moon the moon is closer to the sun than a full moon.

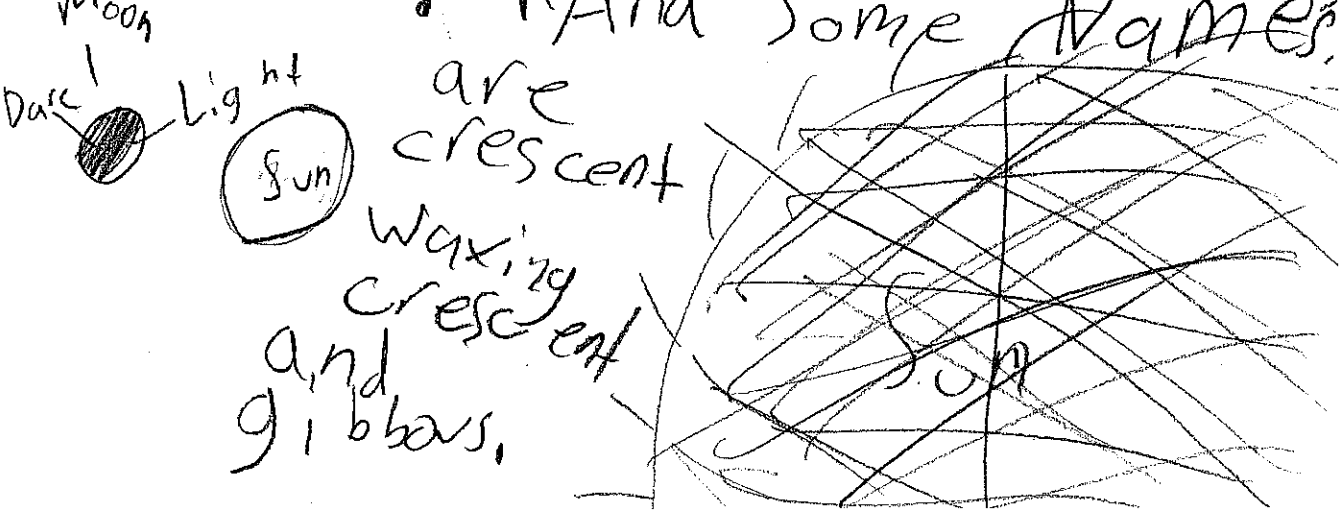


NAME: [redacted]

Write down the reasons why we sometimes see a full moon, and at other times we see a new moon?

<u>Drawing some pictures</u> can help us remember our ideas.

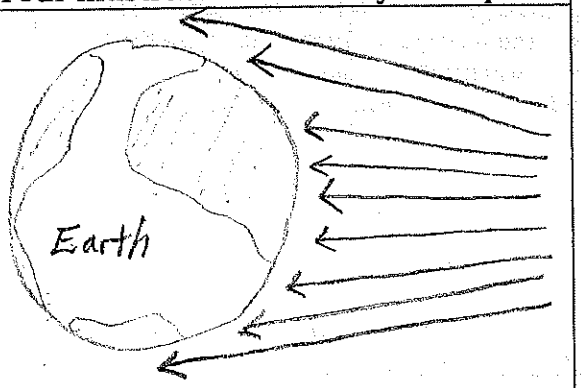
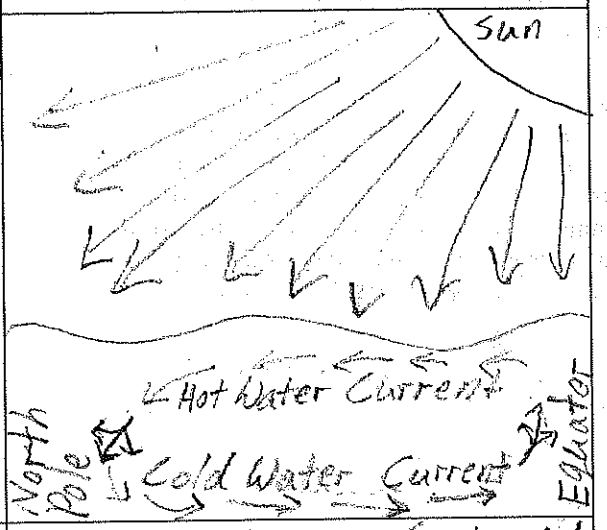
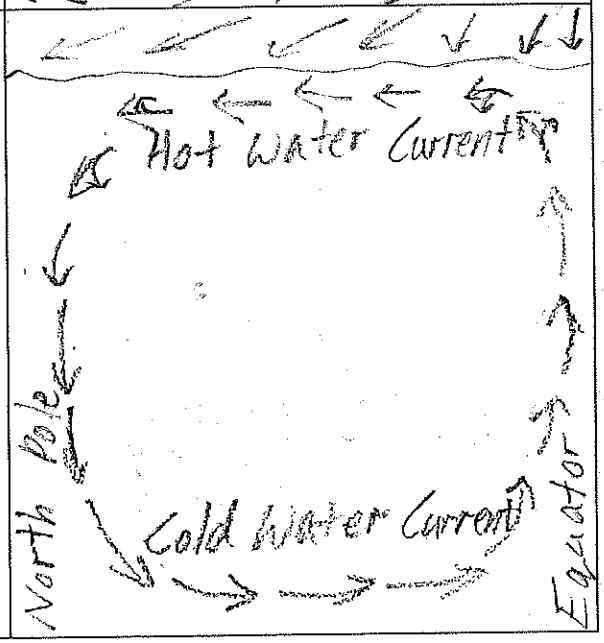
the moon tern's at angls. ~~Like~~ Like the Sun is in one place and it Sows a Sadow. Like it A the Picher. And some Names are crescent Waxing crescent and gibbous.



Name: [redacted]

Ocean Currents Key Concepts

Draw an illustration in the box next to each key concept. Your illustration should show the meaning of the key concept. Use labels and arrows.

Key concepts	Your illustration of the key concept
1. Earth is heated unevenly. [include Sun and Earth in your illustration. Use arrows to show energy] **Explanation:** Areas around the equator receive much more energy from the Sun than areas around the north and south poles do.	
2. Ocean currents distribute heat around Earth. [In your illustration, use arrows to show heat energy coming from the Sun and moving through the ocean across the Earth] **Explanation:** Some warm ocean currents move heat away from the equator, spreading the heat energy to colder parts of the Earth.	
3. Warm, less dense, water currents move across the surface of the ocean. When they cool, they become more dense and sink to form deep currents. [include the equator and include the north or south pole. Use arrows to show how the currents move. Label warm and cold currents.] **Explanation:** As water warms around the equator, the water becomes less dense, so it floats on the surface. Much of this warm water moves in currents towards the poles. As it gets colder near the poles, the water cools, and becomes more dense. The more dense water sinks deep in the ocean, and forms currents along the bottom of the ocean.	

2

Name: [redacted]

Ocean Currents Key Concepts

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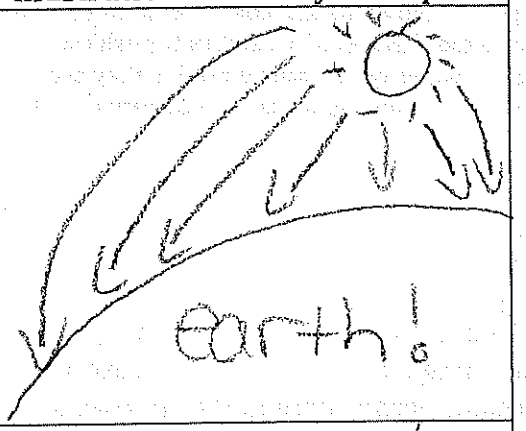
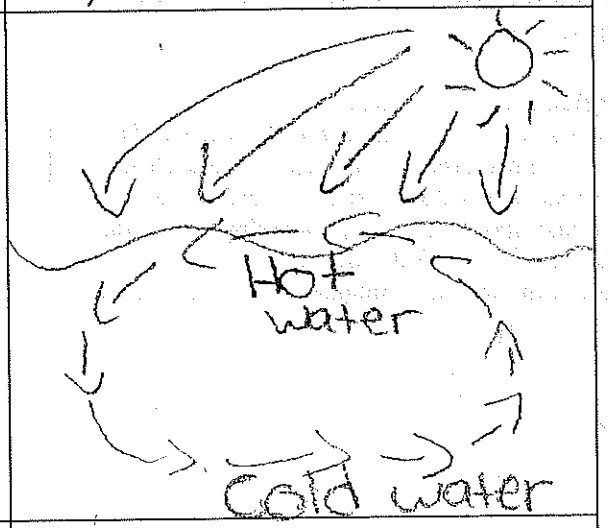
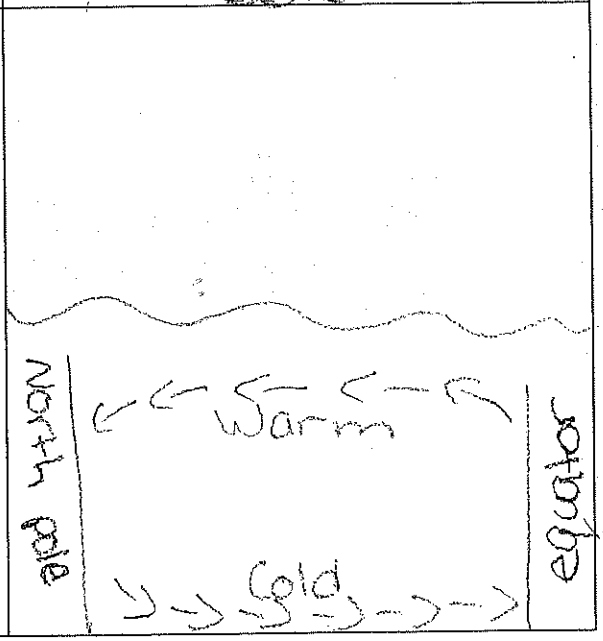
1. Earth is heated unevenly. [include Sun and Earth in your illustration. Use arrows to show energy] **Explanation:** Areas around the equator receive much more energy from the Sun than areas around the north and south poles do.	
2. Ocean currents distribute heat around Earth. [In your illustration, use arrows to show heat energy coming from the Sun and moving through the ocean across the Earth] **Explanation:** Some warm ocean currents move heat away from the equator, spreading the heat energy to colder parts of the Earth.	
3. Warm, less dense, water currents move across the surface of the ocean. When they cool, they become more dense and sink to form deep currents. [include the equator and include the north or south pole. Use arrows to show how the currents move. Label warm and cold currents.] **Explanation:** As water warms around the equator, the water becomes less dense, so it floats on the surface. Much of this warm water moves in currents towards the poles. As it gets colder near the poles, the water cools, and becomes more dense. The more dense water sinks deep in the ocean, and forms currents along the bottom of the ocean.	

3

Name: [redacted]

Ocean Currents Key Concepts

Draw an illustration in the box next to each key concept. Your illustration should show the meaning of the key concept. Use labels and arrows.

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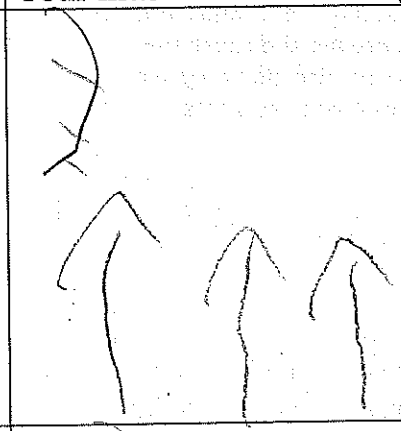
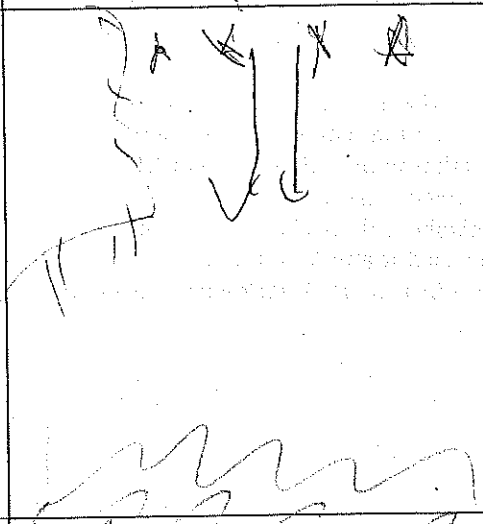
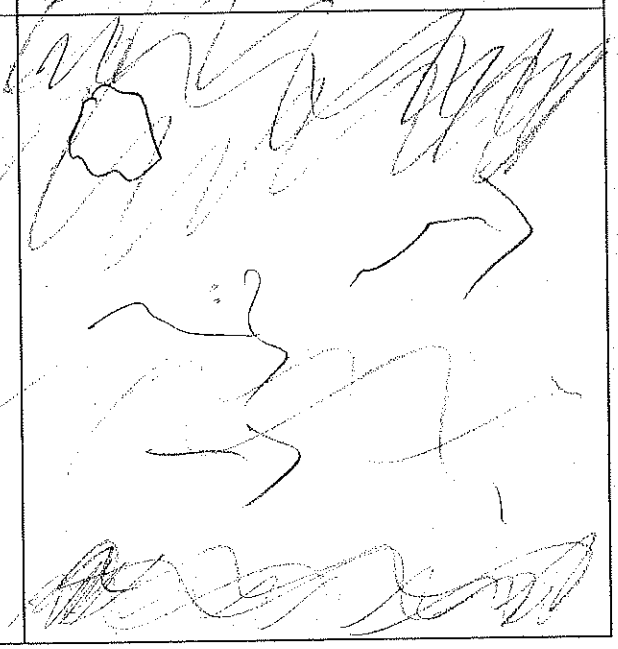
1. Earth is heated unevenly. [include Sun and Earth in your illustration. Use arrows to show energy] **Explanation:** Areas around the equator receive much more energy from the Sun than areas around the north and south poles do.	
2. Ocean currents distribute heat around Earth. [In your illustration, use arrows to show heat energy coming from the Sun and moving through the ocean across the Earth] **Explanation:** Some warm ocean currents move heat away from the equator, spreading the heat energy to colder parts of the Earth.	
3. Warm, less dense, water currents move across the surface of the ocean. When they cool, they become more dense and sink to form deep currents. [include the equator and include the north or south pole. Use arrows to show how the currents move. Label warm and cold currents.] **Explanation:** As water warms around the equator, the water becomes less dense, so it floats on the surface. Much of this warm water moves in currents towards the poles. As it gets colder near the poles, the water cools, and becomes more dense. The more dense water sinks deep in the ocean, and forms currents along the bottom of the ocean.	

4

Name: [redacted]

Ocean Currents Key Concepts

Draw an illustration in the box next to each key concept. Your illustration should show the meaning of the key concept. Use labels and arrows.

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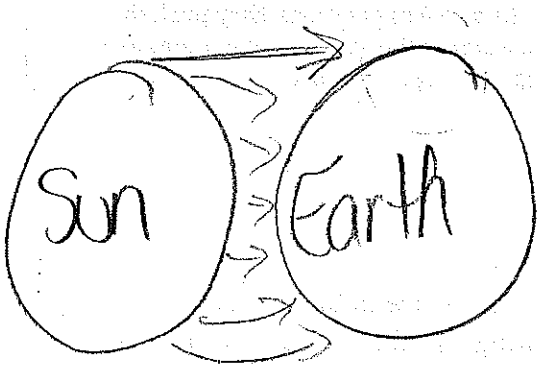
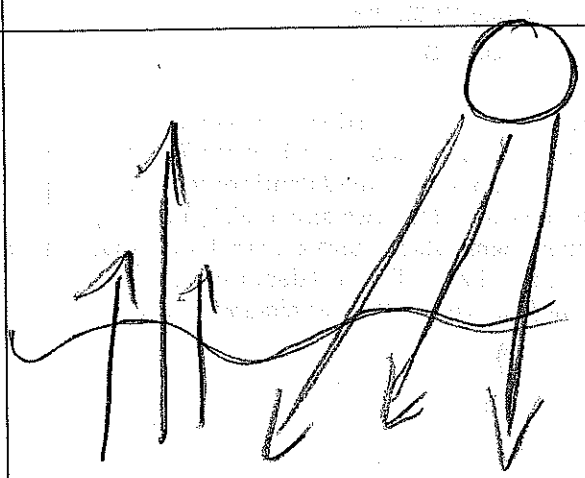
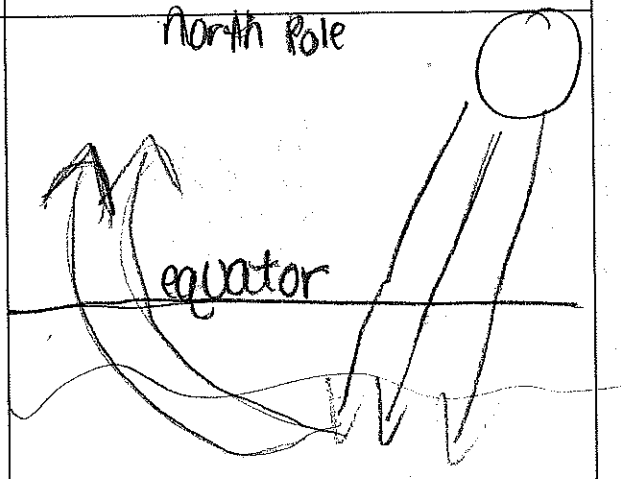
1. Earth is heated unevenly. [include Sun and Earth in your illustration. Use arrows to show energy] **Explanation:** Areas around the equator receive much more energy from the Sun than areas around the north and south poles do.	
2. Ocean currents distribute heat around Earth. [In your illustration, use arrows to show heat energy coming from the Sun and moving through the ocean across the Earth] **Explanation:** Some warm ocean currents move heat away from the equator, spreading the heat energy to colder parts of the Earth.	
3. Warm, less dense, water currents move across the surface of the ocean. When they cool, they become more dense and sink to form deep currents. [include the ~~equator~~ and include the ~~north~~ or south pole. Use arrows to show how the currents move. Label warm and cold currents.] **Explanation:** As water warms around the equator, the water becomes less dense, so it floats on the surface. Much of this warm water moves in currents towards the poles. As it gets colder near the poles, the water cools, and becomes more dense. The more dense water sinks deep in the ocean, and forms currents along the bottom of the ocean.	

5

Name: [redacted]

Ocean Currents Key Concepts

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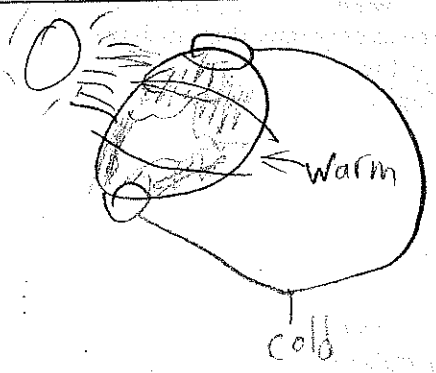
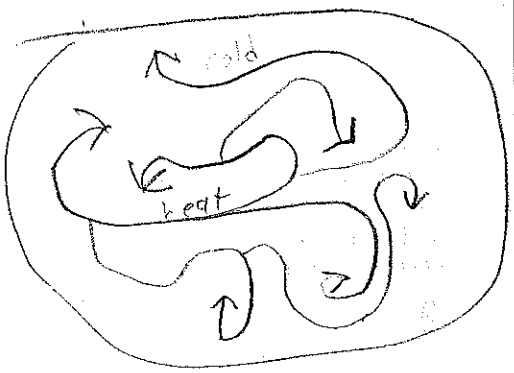
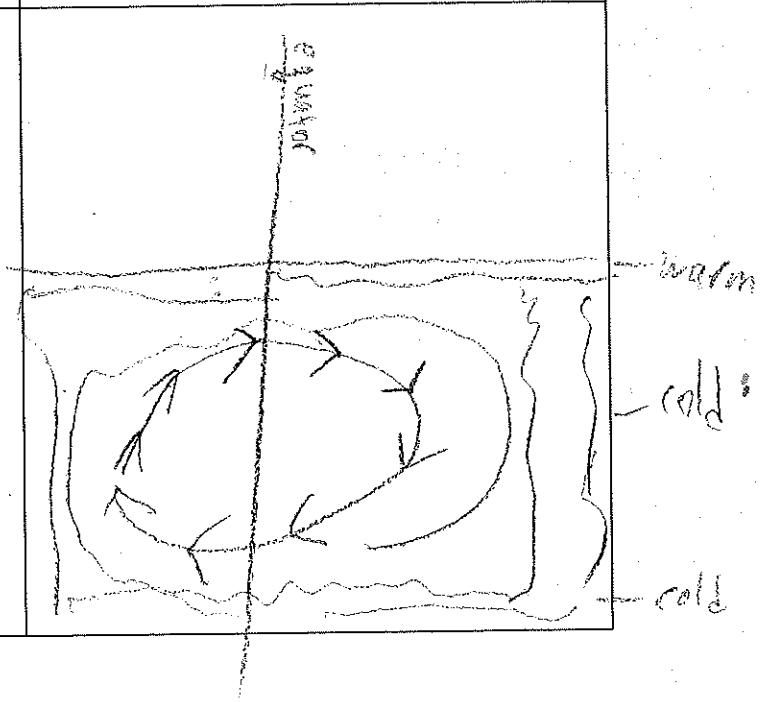
1. Earth is heated unevenly. [include Sun and Earth in your illustration. Use arrows to show energy] **Explanation:** Areas around the equator receive much more energy from the Sun than areas around the north and south poles do.	
2. Ocean currents distribute heat around Earth. [In your illustration, use arrows to show heat energy coming from the Sun and moving through the ocean across the Earth] **Explanation:** Some warm ocean currents move heat away from the equator, spreading the heat energy to colder parts of the Earth.	
3. Warm, less dense, water currents move across the surface of the ocean. When they cool, they become more dense and sink to form deep currents. [include the equator and include the north or south pole. Use arrows to show how the currents move. Label warm and cold currents.] **Explanation:** As water warms around the equator, the water becomes less dense, so it floats on the surface. Much of this warm water moves in currents towards the poles. As it gets colder near the poles, the water cools, and becomes more dense. The more dense water sinks deep in the ocean, and forms currents along the bottom of the ocean.	

6

Name: [redacted]

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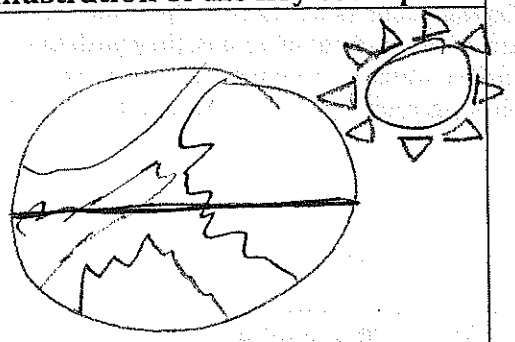
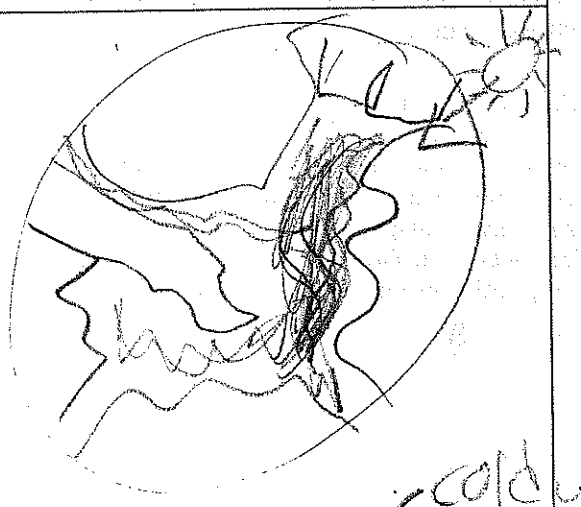
1. Earth is heated unevenly. [include Sun and Earth in your illustration. Use arrows to show energy] **Explanation:** Areas around the equator receive much more energy from the Sun than areas around the north and south poles do.	
2. Ocean currents distribute heat around Earth. [In your illustration, use arrows to show heat energy coming from the Sun and moving through the ocean across the Earth] **Explanation:** Some warm ocean currents move heat away from the equator, spreading the heat energy to colder parts of the Earth.	
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7

Name: [redacted]

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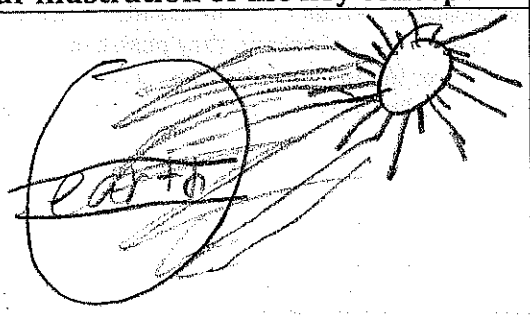
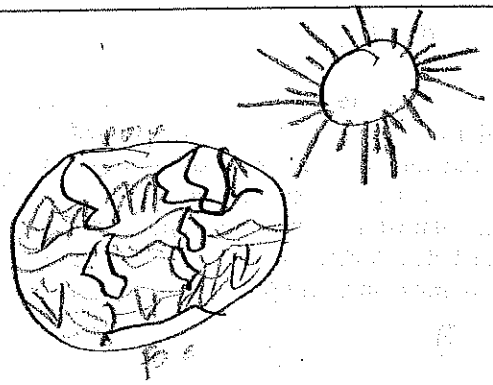
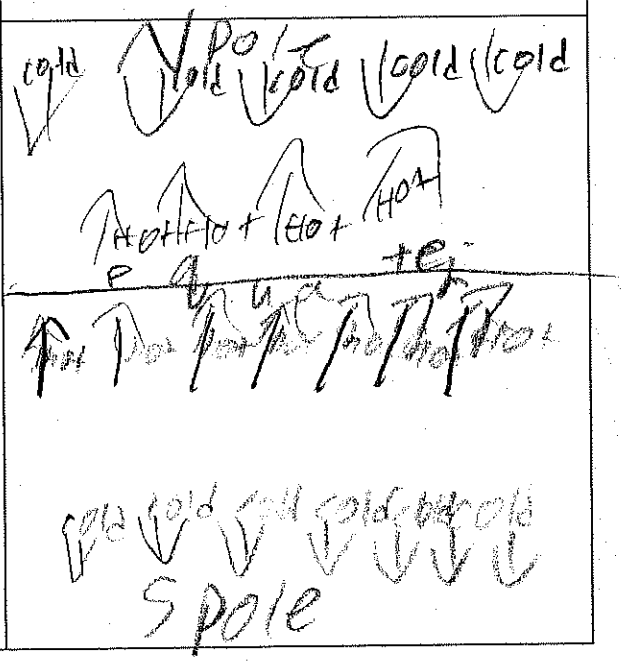
1. Earth is heated unevenly. [include Sun and Earth in your illustration. Use arrows to show energy] **Explanation:** Areas around the equator receive much more energy from the Sun than areas around the north and south poles do.	
2. Ocean currents distribute heat around Earth. [In your illustration, use arrows to show heat energy coming from the Sun and moving through the ocean across the Earth] **Explanation:** Some warm ocean currents move heat away from the equator, spreading the heat energy to colder parts of the Earth.	
3. Warm, less dense, water currents move across the surface of the ocean. When they cool, they become more dense and sink to form deep currents. [include the equator and include the north or south pole. Use arrows to show how the currents move. Label warm and cold currents.] **Explanation:** As water warms around the equator, the water becomes less dense, so it floats on the surface. Much of this warm water moves in currents towards the poles. As it gets colder near the poles, the water cools, and becomes more dense. The more dense water sinks deep in the ocean, and forms currents along the bottom of the ocean.	

8

Name: [redacted]

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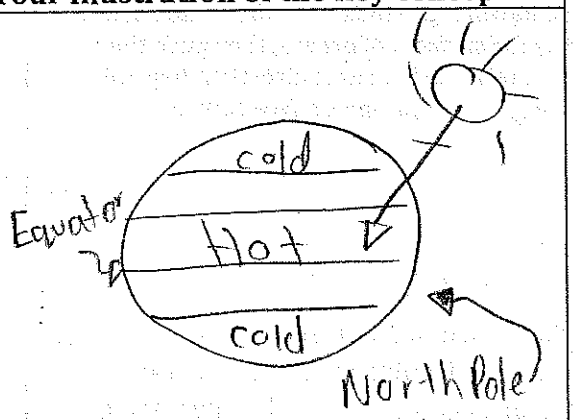
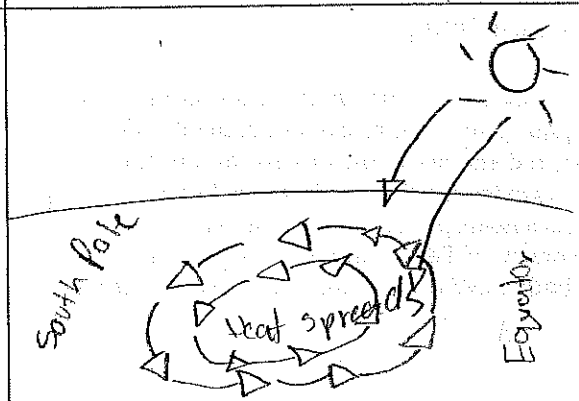
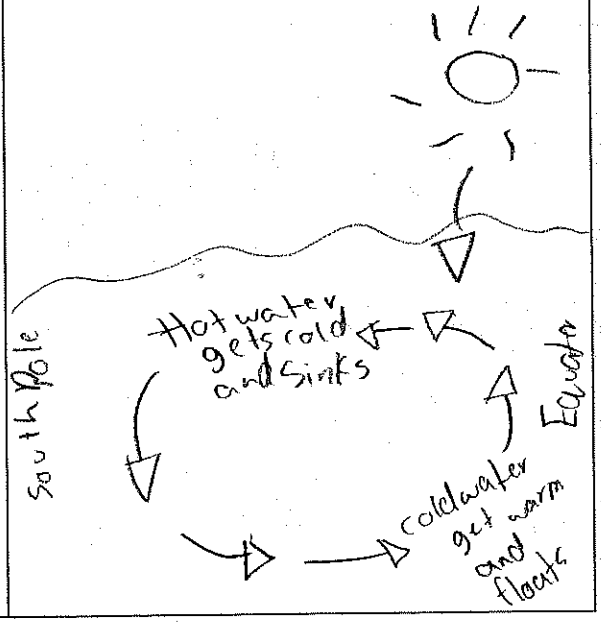
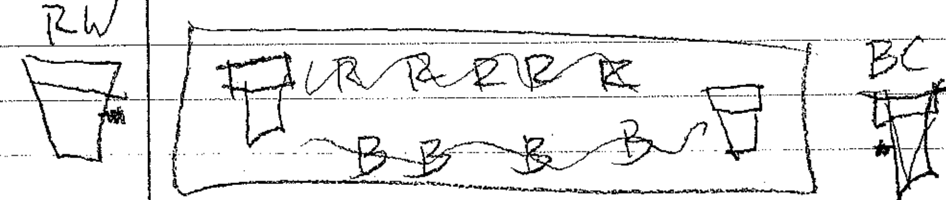
1. Earth is heated unevenly. [include Sun and Earth in your illustration. Use arrows to show energy] **Explanation:** Areas around the equator receive much more energy from the Sun than areas around the north and south poles do.	
2. Ocean currents distribute heat around Earth. [In your illustration, use arrows to show heat energy coming from the Sun and moving through the ocean across the Earth] **Explanation:** Some warm ocean currents move heat away from the equator, spreading the heat energy to colder parts of the Earth.	
3. Warm, less dense, water currents move across the surface of the ocean. When they cool, they become more dense and sink to form deep currents. [include the equator and include the north or south pole. Use arrows to show how the currents move. Label warm and cold currents.] **Explanation:** As water warms around the equator, the water becomes less dense, so it floats on the surface. Much of this warm water moves in currents towards the poles. As it gets colder near the poles, the water cools, and becomes more dense. The more dense water sinks deep in the ocean, and forms currents along the bottom of the ocean.	

[redacted]

cold ice

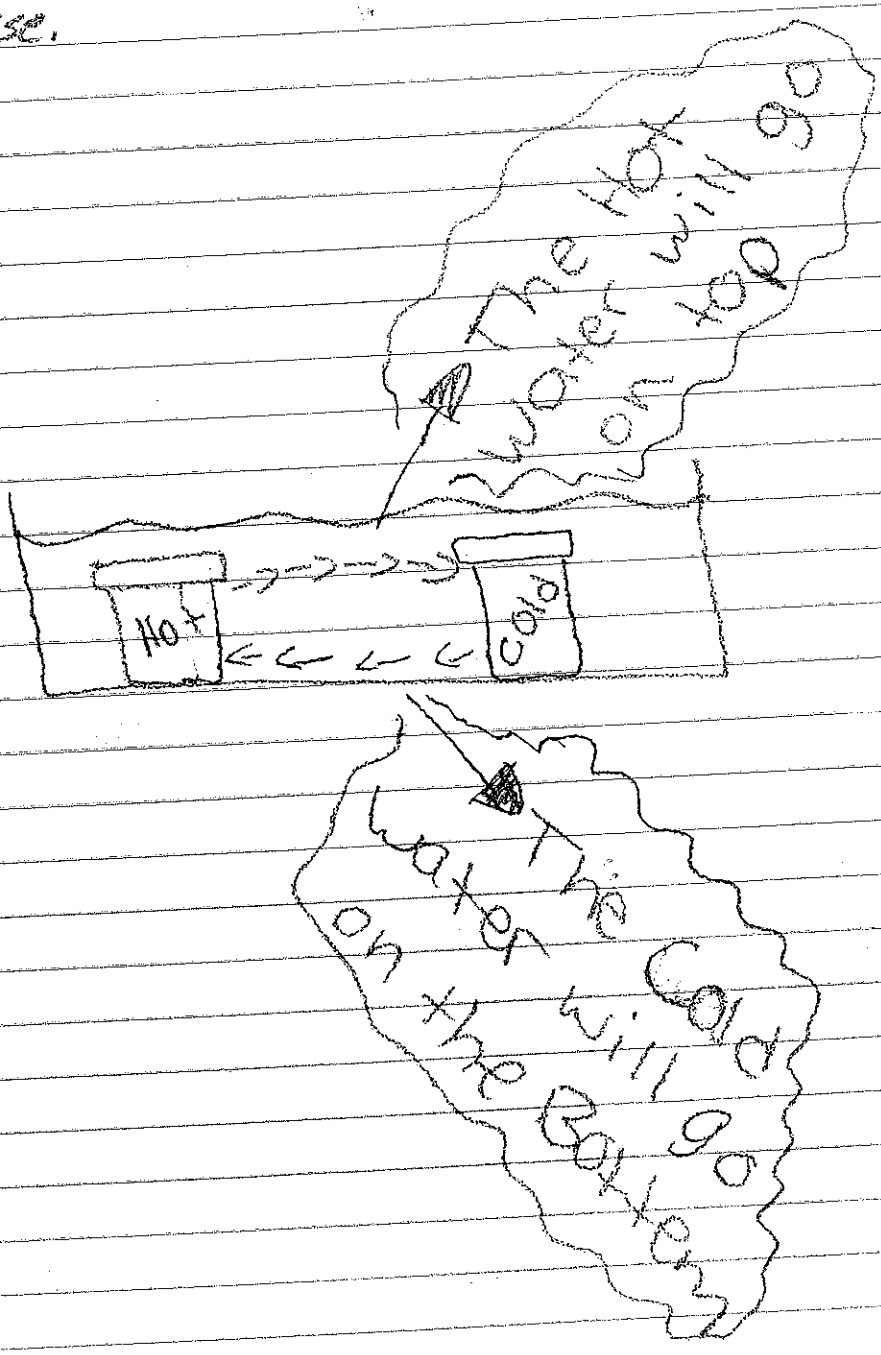
~~[illegible]~~ salt + water



[redacted]

water

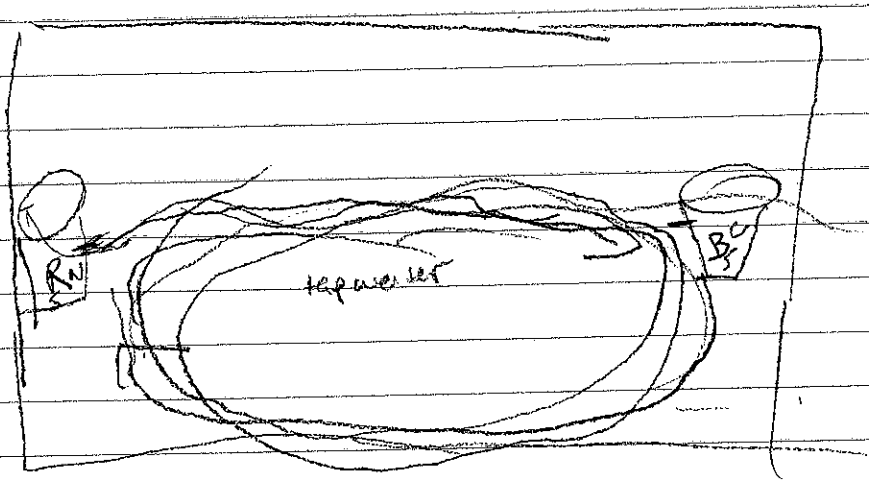
The card with more ^molecules$ salt molecules is denser because there is more matter. The card with more ^water molecules than the one with less ^water molecules is colder so it's more compact & dense.



3 [redacted]

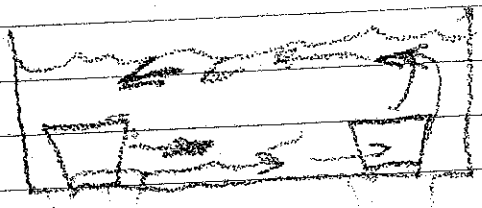
Density

1) if they are cold
2) adding more stuff to it



Salt and Water are less Dense than fresh water because the molecules are farther apart.

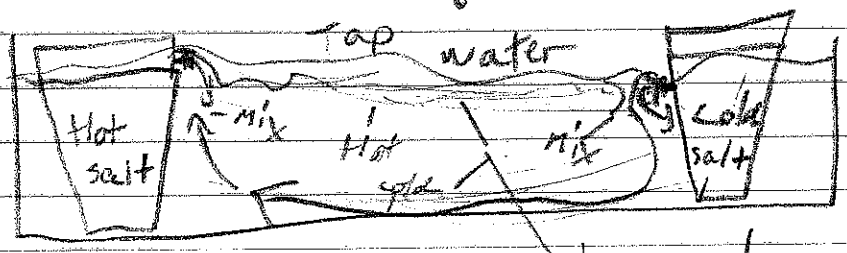
Adding more stuff makes it denser, and cooling it down makes it more dense.



5 [redacted]

Science

1) Hot water is less dense than tap water because molecules are farther apart.
2) Cold water is more dense than tap water because th molecules are closer together.
3)



two layers

6 [redacted]

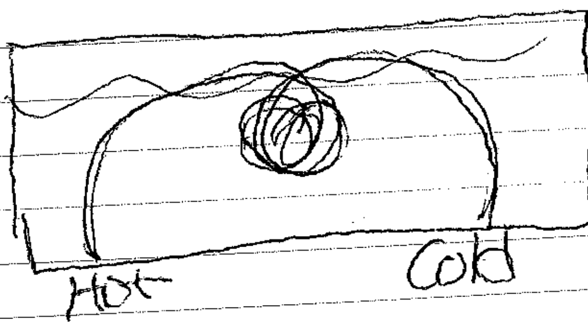
NA

[redacted]

1. More dense means that the molculs are squished together.

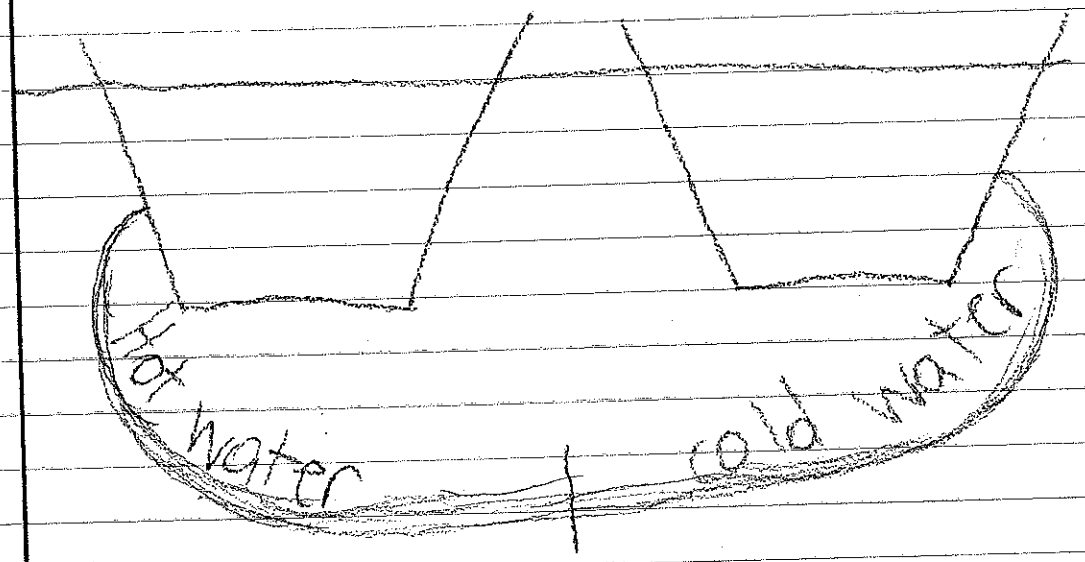
2. And less dense Means they are Spread out!

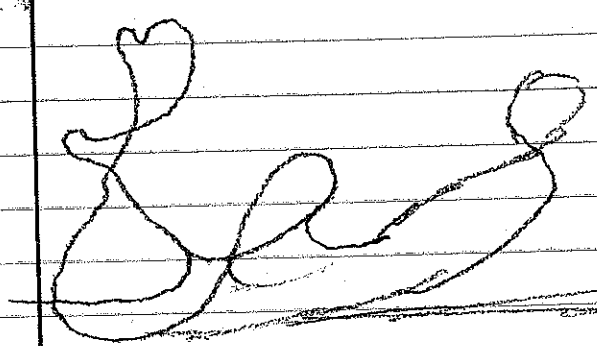
[illegible]



1. There is more matter in the same space.
2. There are different temperature.

Hot water will mix with cold water.





8 [redacted]

- Things are dense because the molecule spacing.
- Solids are very dense for instance ice molecules form a tightly packed structure that is dense. Hot water has expanded molecule Spacing (the molecules spread out to create expansion) [redacted] causing it to be less dense, (cold water is more dense because the [redacted] molecules are closer together (this makes it smaller than warm water) the cold water is more dense than warmer water so it sinks to the bottom.