

**TEACHING TRANSPARENCY WORKSHEET**

# Types of Matter

**Use with Chapter 3,  
Section 3.4**

1. Into what two broad classes can all matter be divided?

\_\_\_\_\_

2. What is the difference between a mixture and a pure substance?

\_\_\_\_\_

3. What is the difference between a compound and an element?

\_\_\_\_\_

4. Can a compound be a heterogeneous mixture? Explain your answer by referring to the diagram.

\_\_\_\_\_

\_\_\_\_\_

5. A list of compounds and elements is given below. Circle the substances that are elements.

- |       |          |          |
|-------|----------|----------|
| gold  | aluminum | water    |
| sugar | oxygen   | platinum |
| salt  | chlorine | brass    |

6. How can you tell the difference between a homogeneous mixture and a heterogeneous mixture?

\_\_\_\_\_

\_\_\_\_\_

7. Label each mixture below as either homogeneous or heterogeneous.

- |  |                       |
|--|-----------------------|
| a. air _____                           | e. finger paint _____ |
| b. clay _____                          | f. vinegar _____      |
| c. homemade lemonade (with pulp) _____ | g. soil _____         |
| d. oatmeal raisin cookie _____         |                       |

8. List three methods that are commonly used to separate mixtures into their component substances.

\_\_\_\_\_

\_\_\_\_\_

# Teaching Transparency 35 Answers

**Nancy A. Humbach**



## Teaching Transparency 35 Answers:

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*Chapter Resource 1 Biology and You Biology* Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2004 *Biology*  
Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2004 **American Republic Since 1877 Teaching**

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overheads included This book presents supplementary learning experiences which focus on basic geographical concepts and skills The activities provide practical learning projects stimulate critical responses and enhance the understanding of the geography of the United States Each of the twelve teaching units in the book is introduced by a full color transparency which emphasizes the basic concept of the unit Student activity pages provide reinforcement and follow up activities The teaching guide offers student activity objectives the teaching focus suggestions for enrichment projects and a complete answer key 40 pages 12 transparency sets **American Republic to 1877 Teaching Transparency Sampler 2003** McGraw-Hill

Staff, 2002-09 **Chapter Resource 5 Photosynthesis/Cell Response Biology** Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2004 *Protists Biology 2004* Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2004

*Chapter Resource 17 Biological Communication Biology* Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2004

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*Te HS&T 2007 Shrt Crs M* Holt Rinehart & Winston, 2007 *Chapter Resource 34 Reptiles and Birds Biology* Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2004 *Ven Conmigo!: Level 1* Nancy A. Humbach, 2000 *Official Gazette of the United States Patent Office* United States. Patent Office, 1970-04 **Te HS&T J** Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2004-02 **Allez, Viens!: Level 1** John DeMado, 2000 *Teen Health*, 1999

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