Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pd: \_\_\_ Ast: \_\_\_\_\_

**Candy Classification Activity**

***Your group will receive a bin full of candy & snacks listed below. DO NOT OPEN OR EAT ANYTHING UNTIL MR. HANNA INSTRUCTS YOU TO DO SO.***

* Caramel
* Chocolate
* Cookie
* Fudge Stripe Cookie
* Kit-Kat
* Riesen
* Starburst
* Twix
* Wafer (*ignore cream*)
1. **SORTING THE SNACKS**
2. Sort the candy/snacks into groups. Your group can decide: how many groups, what criteria to use, how to justify your groupings. Describe your groups in the space below.
3. Explain your groups. What criteria/rationale did you use to sort the snacks into these groups?
4. **RE-SORTING THE SNACKS**
5. Follow Mr. Hanna’s directions to sort the snacks into two groups. Describe those groups in the space below.
6. What does the first group represent (or model)?
	1. Explain
7. What does the second group represent (or model)?
	1. Explain
8. When all of the snacks are together in the bin, what do they represent (or model)?
	1. Explain
9. On the back of this paper, draw a Venn diagram to show how elements, mixtures, and compounds are related.
10. **NATURE OF SCIENCE CONNECTION**
11. What science process skills did you use to sort your snacks into the groups described above?
12. Explain how using the candy/snacks as a model in this way can be beneficial to us.
13. Explain at least one limitation, or drawback, to using the candy/snacks as a model for this concept.