

INTRODUCTION TO SNAPS LABS

A SNAPS laboratory includes station activities designed to develop students' science skills with hands-on activities and thought-proving exercises. The labs require students to use science, math, literacy, problem-solving and engineering skills so to expand their understanding scientific ideas and apply scientific concepts to the real world.

Science Skills Station

Students explore a concept using science and math skills. The skills may be procedural that a student must physically do. The skills may be mathematical or require scientific thinking and reasoning.

Narrative Station

Students employ literacy skills important to understanding scientific text as well as illustrations, tables and graphs. In many labs, students will explore multimedia sources, such as videos, audio files or animations.

Assessment Station

Students answer multiple choice questions, short answer questions and/or open-ended, thought-provoking questions. The questions progressively get "harder" and require students to employ lower, mid and higher order thinking.

Problem-Solving Station

Students utilize the engineering design process and problem-solving skills so to identify problems, test solutions and/or make improvements to solutions.

Synthesis Station

Students compose a CER report as a lab conclusion so to relate the observations, data and other information gathered in the lab to the objective(s) of the lab.

Synthesis Project

Students complete an activity or project that helps summarize information studied and learned in the lab. This facilitates "bringing it all together" while getting students to think harder and deeper about a concept.

SNAPs LAB STATIONS ACTIVITY

The screenshot displays a PDF document titled "MS-PS1-5 Balancing Chemical Reactions Stations Lab.pdf" with a zoom level of 20%. The document is organized into several columns, each representing a different station in the lab activity. The stations include:

- Science Skills Station:** Focuses on the Law of Conservation of Mass, with an overview, materials, and a procedure for a chemical reaction.
- Narrative Station:** Contains a narrative about balancing chemical equations, including a section on "Balancing Chemical Equations" with a table for reactants and products.
- Assessment Station:** Features a narrative about balancing chemical equations, followed by a table for reactants and products, and a section for "Balancing Chemical Equations" with a table for reactants and products.
- Problem Solving Station:** Includes a narrative about balancing chemical equations, followed by a table for reactants and products, and a section for "Balancing Chemical Equations" with a table for reactants and products.
- Synthesis Station:** Focuses on the Law of Conservation of Mass, with an overview, materials, and a procedure for a chemical reaction.
- Synthesis Project:** Includes a narrative about balancing chemical equations, followed by a table for reactants and products, and a section for "Balancing Chemical Equations" with a table for reactants and products.

Features:

- ✓ Connects Science, Math, ELA & Engineering (Problem-Solving) Skills
- ✓ Requires easy-to-get and inexpensive materials
- ✓ **Printable lab** for traditional classrooms included
- ✓ Student Recording Sheets, Teacher Guide and Answer Key included

Printable Lab downloaded as a PDF file. Teacher Guide and Key not shown.

DIGITAL SNAPs LAB STATIONS ACTIVITY

MS-PS1-5 Balancing Chemical Reactions Digital Lab — Saved to my Mac

Home Insert Draw Design Transitions Animations Slide Show Review View Recording Acrobat Tell me

Comments Share

1. Name: _____ Date: _____
Balancing Chemical Reactions Lab Overview

Objectives:
1. Apply the Law of Conservation of Mass to chemical reactions.
2. Use a chemical equation to show the total number of atoms does not change in a chemical reaction.
3. Balance chemical reactions by manipulating the coefficient of reactants and products.

ANSI Science and Engineering Practices
Designing and carrying out investigations (Practices 1-2)
Constructing explanations for observed phenomena (3)
ANSI Engineering Standards
ETS1-2: Designing a solution

Science Skills Station
Students will use weighing bottles to demonstrate the conservation of mass during a chemical reaction. The lab will represent atoms of the substances involved in the reaction. Students will use weighing bottles to show mass before and after a reaction, which also shows they use the total number of atoms does not change in a reaction.

2. Name: _____ Date: _____
Balancing Chemical Equations Lab Assignment

Objectives:
1. Read through the Lab Overview.
2. Define the following terms:
Terms: Substances
Chemical equation
Chemical reaction
Products
Reactants
Conservation of Mass
3. Write a 4-5 sentence summary about what you will do in this laboratory.

3. Name: _____ Date: _____
Science Skills Station

Overview
A chemical reaction is the transformation or change of one set of chemical substances into another. According to the Law of Conservation of Mass, matter cannot be created nor destroyed. For this reason, atoms cannot be created nor destroyed during a chemical reaction. Atoms can rearrange to form new chemical substances, however, the total number of atoms involved in the chemical reaction remains constant.

In this activity, you will use a scale to determine how the total number of atoms does not change in a chemical reaction. Remember:
The substances involved in the reaction are written as chemical formulas.
Labels represent the chemical number of the atoms found in a single molecule.
Labels represent the number of molecules. If there is a number, there is one molecule. If there is no number, there is one molecule.
A coefficient (the number in front of a molecule) tells you how many molecules are involved in a reaction. There is a number. There is one molecule.
Materials:
• 100g Beaker (with 0.1g difference)
• Analytical balance
• Distilled water
• Sodium chloride (NaCl)
• Sodium hydroxide (NaOH)
• Hydrochloric acid (HCl)
• Magnesium ribbon (Mg)

4. Name: _____ Date: _____
Science Skills Station

Reaction:
 $2H_2 + O_2 \rightarrow 2H_2O$
 $2H_2 + O_2 \rightarrow 2H_2O$
 $Mg + 2HCl \rightarrow MgCl_2 + H_2$

5. Name: _____ Date: _____
Narrative Station

Activity #1
Directions: Read the passage. Then answer the questions.

CONSERVATION OF MASS AND CHEMICAL REACTIONS
The Law of Conservation of Mass states that matter can change form or be rearranged, but it cannot be created or destroyed. The Law of Conservation of Mass is applied to physical and chemical changes. During a physical or chemical change, mass is conserved. This means that the total mass before the change equals the total mass after the change. In other words, the total mass is constant.

6. Name: _____ Date: _____
Narrative Station

Activity #2
Directions: Read the passage. Then answer the questions.

BALANCING CHEMICAL EQUATIONS
Balance chemical equations (use conservation of mass). A balanced chemical equation for the same reaction must have the same number of atoms of each element on both sides of the equation. A balanced chemical equation is the balanced mathematical equation for a chemical reaction. The number of atoms of each element on the left side of the equation (the reactants) must equal the number of atoms of each element on the right side of the equation (the products). To balance a chemical equation by manipulating the coefficient in front of the molecules involved in the reaction. Remember, you balance the number of total atoms (regardless of the number of molecules). The steps include how to identify the molecules and how to balance the equation. The steps include how to identify the molecules and how to balance the equation. The steps include how to identify the molecules and how to balance the equation. The steps include how to identify the molecules and how to balance the equation.

7. Name: _____ Date: _____
Narrative Station

Activity #3
Directions: Read the passage. Then answer the questions.

BALANCING CHEMICAL EQUATIONS
Balance chemical equations (use conservation of mass). A balanced chemical equation for the same reaction must have the same number of atoms of each element on both sides of the equation. A balanced chemical equation is the balanced mathematical equation for a chemical reaction. The number of atoms of each element on the left side of the equation (the reactants) must equal the number of atoms of each element on the right side of the equation (the products). To balance a chemical equation by manipulating the coefficient in front of the molecules involved in the reaction. Remember, you balance the number of total atoms (regardless of the number of molecules). The steps include how to identify the molecules and how to balance the equation. The steps include how to identify the molecules and how to balance the equation. The steps include how to identify the molecules and how to balance the equation.

8. Name: _____ Date: _____
Assessment Station

Directions: Answer the following questions. Question 7 and 8 are bonus questions.
1. How does the Law of Conservation of Mass relate to a chemical reaction?
2. What is a balanced chemical equation?
3. How do you balance a chemical equation?
4. A student conducts an experiment to observe a reaction between two substances. The masses of the substances before the reaction are 10.0 g and 15.0 g. The masses of the substances after the reaction are 12.0 g and 13.0 g. How do you explain the difference in mass?
5. Balance the chemical equation below. How do you know the equation is balanced?
 $CH_4 + O_2 \rightarrow CO_2 + H_2O$

9. Name: _____ Date: _____
Assessment Station

Directions: Answer the following questions. Question 7 and 8 are bonus questions.
1. How does the Law of Conservation of Mass relate to a chemical reaction?
2. What is a balanced chemical equation?
3. How do you balance a chemical equation?
4. A student conducts an experiment to observe a reaction between two substances. The masses of the substances before the reaction are 10.0 g and 15.0 g. The masses of the substances after the reaction are 12.0 g and 13.0 g. How do you explain the difference in mass?
5. Balance the chemical equation below. How do you know the equation is balanced?
 $CH_4 + O_2 \rightarrow CO_2 + H_2O$

10. Name: _____ Date: _____
Problem Solving Station

Directions: Balance the following chemical equations. Complete the boxes opposite of your work. Show all of your work. Then answer the questions.

1. $H_2 + O_2 \rightarrow H_2O$

2. $2H_2 + O_2 \rightarrow 2H_2O$

3. $H_2O + O_2 \rightarrow H_2O_2$

4. $C_2H_6 + O_2 \rightarrow CO_2 + H_2O$

5. $P + O_2 \rightarrow P_2O_5$

6. $NO_2 + O_2 \rightarrow N_2O_4$

11. Name: _____ Date: _____
Problem Solving Station

Directions: Balance the following chemical equations. Complete the boxes opposite of your work. Show all of your work. Then answer the questions.

1. $H_2 + O_2 \rightarrow H_2O$

2. $2H_2 + O_2 \rightarrow 2H_2O$

3. $H_2O + O_2 \rightarrow H_2O_2$

4. $C_2H_6 + O_2 \rightarrow CO_2 + H_2O$

5. $P + O_2 \rightarrow P_2O_5$

6. $NO_2 + O_2 \rightarrow N_2O_4$

12. Name: _____ Date: _____
Systems Station

Directions:
CER stands for Claim, Evidence and Reasoning. In CER, you can use a variety of evidence to support your claim. CER is a way to communicate the relationship between observations, data, inferences, and conclusions.

13. Name: _____ Date: _____
Systems Station

Directions:
CER stands for Claim, Evidence and Reasoning. In CER, you can use a variety of evidence to support your claim. CER is a way to communicate the relationship between observations, data, inferences, and conclusions.

14. Name: _____ Date: _____
Systems Station

Directions:
CER stands for Claim, Evidence and Reasoning. In CER, you can use a variety of evidence to support your claim. CER is a way to communicate the relationship between observations, data, inferences, and conclusions.

Features:

- ✓ **Digital lab** for distance learning and paper-free classrooms included
- ✓ Fillable slides (pptx file) compatible with both Microsoft PP and Google Slides
- ✓ Assessment station available as self-grading Google Form (via force copy link)

EDITABLE SNAPs LAB STATIONS ACTIVITY

MS-PS1-5 Balancing Chemical Reactions Editable Lab Stations

Name: _____ Date: _____

Objectives

- Apply the Law of Conservation of Mass to chemical reactions.
- Use a model to describe how the total number of atoms does not change in a chemical reaction.
- Use a chemical equation to manipulate the coefficient of reactants and products.

MS1 Science and Engineering Practices

Developing and using models (Practice 2)
Constructing explanations (for science) (Practice 3)
MS1 Engineering Practices
ETS1-4 Developing models

Science Skills Station

Students will read building blocks to demonstrate the conservation of mass during a chemical reaction. The blocks will represent atoms of the substances involved in the reaction. Students will rearrange blocks to show bonds breaking and/or forming while also showing how the total number of atoms does not change in a reaction.

Narrative Station

Students will read about the law of conservation of mass and how it applies to chemical reactions. Students will also read about balancing chemical equations.

Assessment Station

At this station, students will answer questions about key terms and ideas relating to balancing chemical reactions. Students must employ lower-, mid- and higher order thinking skills to answer these questions.

Problem-Solving Station

Students will identify problems in unbalanced chemical equations. They will manipulate the coefficient of reactants and products to balance the equations.

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Science Skills Station

Objectives

- Read through the Lab-Overview.
- Create a model with the Balancing Chemical Reaction in the table of correct in your lab journal and determine the ages of your lab equipment. Complete the following items in the first page of this activity.
- Define the following terms in your lab journal:
 - Chemical equation
 - Reactants
 - Products
 - Conservation of mass
- Write a 4-5 sentence summary about what you will do in this laboratory.

Materials Required

- Large blocks of a different color

Overview

Scientific Practice: The transformation or change of one of all chemical substances into another. According to the Law of Conservation of Mass, matter cannot be created nor destroyed. In this station, atoms cannot be created nor destroyed during a chemical reaction. Atoms can rearrange to form new chemical substances. However, the total number of atoms involved in the chemical reaction cannot change.

In this activity, you will use a model to describe how the total number of atoms does not change in a chemical reaction. Remember:

- The substances involved in the reaction are written as chemical formulas.
- Letters represent the chemical symbol of the elements found in a single molecule.
- Numbered prefixes in a subscript tell the right of each element denotes how many atoms of an element are found in a single molecule.
- A coefficient is the number in front of a molecular tells you how many molecules are involved in a reaction. If there is no number, there is only one molecule involved.

Directions: Follow the steps below for each reaction.

- Build the reactants using the blocks. Represent atoms that belong to the same element with the same color block. Represent different elements with different colors. Create a list and draw a picture of your molecules on your answer sheet.
- Disassemble the reaction. Use these blocks to assemble the product(s). Draw a picture of the product(s) on your answer sheet.
- Explain why or why not the reaction demonstrated conservation of mass.

Reactions:

- $2\text{H}_2 + \text{O}_2 \rightarrow 2\text{H}_2\text{O}$
- $\text{N}_2 + 3\text{H}_2 \rightarrow 2\text{NH}_3$
- $2\text{HCl} + \text{KOH} \rightarrow \text{KCl} + \text{H}_2\text{O}$
- $\text{Mg} + 2\text{HCl} \rightarrow \text{MgCl}_2 + \text{H}_2$

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Narrative Station

Objectives

- Apply the Law of Conservation of Mass to chemical reactions and equations.
- Use the steps in balancing a chemical equation.

Activity #1

Directions: Read the passage. Then answer the questions.

Activity #2

Directions: Read the passage. Then answer the questions.

Assessment Station

Objectives

Read concepts, terms and ideas relating to balancing chemical reactions.

Skills Covered:

- Balance a chemical equation
- Manipulate coefficients
- Identify reactants and products
- Identify a chemical equation

Assessment Directions

- Answer the following questions. Write down your answers on the recording sheet.
- There are two bonus questions. If time allows, try to answer these questions.

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Synthesis Station

Name: _____ Date: _____

Objectives

Students will propose a CER report with evidence and reasoning to summarize how the observations, data and information collected in the laboratory support a claim.

Background Information

CER stands for claim, evidence and reasoning. In science, CER can be used to write conclusions for laboratory activity in CER reports. CER reports the relationship between observations, data, interpretation and explanation.

At this station, you will be provided a claim statement. You will use evidence from the lab and scientific reasoning to write a CER report (see paragraph conclusion).

Claim

The claim is a statement that asserts a testable question. It is usually a one sentence statement and often describes the relationship between two variables. In your activity, you will be provided with the claim statement.

Evidence

Evidence is scientific data used to support the claim. Evidence can be qualitative, quantitative or a combination of both. You can use data from observations, measurements, tables, graphs or research in evidence to support the claim.

Reasoning

Reasoning is the logical explanation that connects the claim and the evidence. It establishes how and why the evidence supports the claim. The reasoning should include scientific processes or ideas that are important to the claim and evidence.

Conclusion

The final number of atoms does not change in a chemical reaction and this was observed.

Table of Reactions:

1. $\text{C}_2\text{H}_6 + \text{O}_2 \rightarrow \text{CO}_2 + \text{H}_2\text{O}$
2. $\text{CO}_2 + \text{H}_2\text{O} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6$
3. $\text{HNO}_3 + \text{Cu} \rightarrow \text{Cu(NO}_3)_2 + \text{H}_2\text{O}$
4. $\text{Cu} + \text{H}_2\text{SO}_4 \rightarrow \text{CuSO}_4 + \text{H}_2$
5. $\text{P}_4 + \text{O}_2 \rightarrow \text{P}_2\text{O}_5$
6. $\text{MgSO}_4 + \text{NaOH} \rightarrow \text{Mg(OH)}_2 + \text{Na}_2\text{SO}_4$

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Question #1

What does the **Law of Conservation of Mass** state?

Question #2

What is a **balanced chemical equation**?

Question #3

Is the chemical equation below balanced? Explain.
 $4\text{Fe} + 3\text{O}_2 \rightarrow 2\text{Fe}_2\text{O}_3$

Question #4

A student conducts an experiment to observe a reaction between two substances. She records the combined mass of the substances to be 10 grams. She mixes the substances together and observes the reaction. The two substances react to form a single product. What is the mass of the product?

Question #5

Balance the chemical equation below. First, start balancing the equation by focusing on hydrogen.
 $\text{CH}_4 + \text{O}_2 \rightarrow \text{CO}_2 + \text{H}_2\text{O}$

Question #6

A student conducts an experiment to prove the Law of Conservation of Mass. Design your own experiment that would prove this law. How would you present or correct the student's error(s)?

Question #7

In question #6, you read about a student's experiment to prove the Law of Conservation of Mass. Design your own experiment that would prove this law. How would you present or correct the student's error(s)?

Question #8

Balance the chemical equation below.
 $\text{C}_2\text{H}_6 + \text{O}_2 \rightarrow \text{H}_2\text{O} + \text{CO}_2$

Problem-Solving Station

Objectives

Use chemical equations to demonstrate the Law of Conservation of Mass.

Overview

We show conservation of mass by writing a balanced chemical equation. A balanced chemical equation has the same number and type of atoms in the reactants as compared to the products. Use these blocks to assemble the product(s). Draw a picture of the product(s) on your answer sheet.

Directions: Balance the following chemical equations. Complete the bonus question if you have time. Show all your work. Then answer the questions.

Reactions:

- $\text{C}_2\text{H}_6 + \text{O}_2 \rightarrow \text{CO}_2 + \text{H}_2\text{O}$
- $\text{CO}_2 + \text{H}_2\text{O} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6$
- $\text{HNO}_3 + \text{Cu} \rightarrow \text{Cu(NO}_3)_2 + \text{H}_2\text{O}$
- $\text{Cu} + \text{H}_2\text{SO}_4 \rightarrow \text{CuSO}_4 + \text{H}_2$
- $\text{P}_4 + \text{O}_2 \rightarrow \text{P}_2\text{O}_5$
- $\text{MgSO}_4 + \text{NaOH} \rightarrow \text{Mg(OH)}_2 + \text{Na}_2\text{SO}_4$

Questions:

- Why can't you modify the subscripts of substances in a chemical reaction to balance an equation?
- Why do you think it's important to balance a chemical equation?
- A student mixes zinc and copper(II) sulfate and sodium hydroxide. The student observes a reaction. The student writes the equation: $\text{Zn} + \text{CuSO}_4 + \text{NaOH} \rightarrow \text{Zn(OH)}_2 + \text{Cu} + \text{Na}_2\text{SO}_4$. Is the equation balanced? Explain.

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Features:

- ✓ **100% Editable** stations downloaded as a docx file
- ✓ Necessary diagrams, tables and graphs included
- ✓ Illustrative graphics and clipart NOT included

TEACHER GUIDE

PRINTABLE LAB SETUP AND PREPARATION

Each “traditional PDF file” includes directions and questions for each station. Print one copy of these materials for each station. Place copies of the letter-sized directions questions in sheet protectors or use self-laminating sheets to protect the documents. Position the materials at each station with the general supplies of that station.

TEACHING DURATION

Most SNAPs lab activities require **two class periods** or **90 to 120 minutes**. However, the time needed to require one lab can vary with grade level, student autonomy and difficulty of content. Allowing two class periods allows ample time – regardless of these factors – for students to finish the four in-class stations.

Suggestions for shortening the lab:

1. Assign the Narrative Station as pre-lab work. By doing this, you ensure your students have first-order knowledge of the concepts and ideas explored in the lab. If you are using this lab to introduce new concepts, using the narrative station as a pre-lab will increase student success at the other lab stations.
2. Assign the Assessment Station as post-lab work. By doing this, you ensure your students are evaluated on the concepts and ideas in this lab after completing ALL stations.

DOCUMENT DISTRIBUTION

1. Distribute student copies of the lab overview and pre-lab assignment the night before the laboratory. The pre-lab is a ½ page assignment. Staple the pre-lab to the lab overview before distributing these documents.
2. Distribute student copies of the recording sheet at the beginning of the laboratory.
3. Distribute copies of the post-lab, synthesis station and synthesis project at the end of the lab. The post-lab is a ½ page assignment. Staple the post-lab to the synthesis station and project before distributing these documents.
4. Assign a due date for the synthesis project. The post-lab reflection is a formative assessment and should not require a formal “due date.”

TEACHER GUIDE

DIGITAL VERSION OF SNAPs LAB ACTIVITIES

This download includes a digital lab/fillable slides that allow students to complete the laboratory on a computer or tablet. This file was created to work with a variety of online platforms and secure file-sharing platforms. The digital lab has been modified so students record answers directly following questions rather than in a student packet.

Important Notes

- The answer key is removed from the digital lab.
- The answer key is included in the traditional PDF file.
- The digital laboratory CANNOT be edited; only fillable areas can be manipulated.
- When applicable, videos are included to help students create digital graphs.

The digital laboratory can be used a variety of ways:

- Distribute paper-free laboratories as part of regular instruction
- Use to assign at-home work as part of a remote or distance learning plan
- Send work to acutely or chronically absent students
- Support tutoring or at-home instruction for homebound students

How can you distribute and share the digital laboratory with your students?

- The laboratory CAN be distributed directly to students through email.
- The laboratory CAN be distributed or assigned with Google Classrooms, Microsoft Teams, Blackboard, Canvas, Schoology and other like platforms that are password-protected or require a code to enroll.
- The laboratory CAN be distributed with secure file sharing platforms like Google Drive, OneDrive and DropBox that are password-protected or shared only with students with their email or student account.
- Printable SNAPs labs can be shared or distributed just like the digital labs.

TEACHER GUIDE

To use the digital laboratory with Microsoft Teams:

1. Upload an assignment to your One Drive.
2. Create a new assignment. Add the file as a "resource."
3. Assign to the appropriate class or students.

To use the digital laboratory with Google Classrooms:

1. Upload the assignment to your Google Drive. Add the file using the upload tool in a web browser or drag and drop the file into your Drive. Watch a demonstration of the process: <https://safesha.re/3h6n>
2. Create a new assignment and add the digital lab to it. Make a copy for each student.
3. Assign to the appropriate class or students.

GOOGLE FORM ASSESSMENT

To better support digital classrooms, I created a Google Form version of the assessment station. There are two ways the Google Form assessment station can be used:

1. If using the digital lab, you can remove slides for the assessment station and use the Google Form assessment station instead. This makes the assessment station "more formal" since it is separate from the rest of the lab station activities.
2. If looking for a way to shorten the in-class lab, remove the assessment station – including the assessment station student recording pages – and assign the Google Form assessment station as an at-home assessment. Alternatively, you can use the Google Form assessment station as an in-class quiz if students have their own digital personal learning device.

TEACHER GUIDE

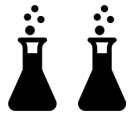
DISTANCE – INDEPENDENT LEARNING COMPATIBILITY

SNAPs lab activities are rated for their ease with distance – independent learning. Some lab activities are very hands-on and require a lot of materials whereas other lab activities are more thought-provoking and require minimal – or no – additional materials.

This lab has been rated the following:



The lab requires no modification to the required materials for distance – independent learning. All materials important to the lab are included in the digital lab. A calculator, colored pencils or a ruler may be needed.



The lab requires some modification to the required materials for distance – independent learning. Students can use household items, if needed, to complete hands-on activities.



The lab requires significant modification. Teacher should demonstrate or perform activities in a live session or prerecorded video and/or provide materials needed for the science skills or problem-solving station.

Suggestions

- Students will need Legos or similar building block toy for the science skills station. Since this is a relatively common and inexpensive toy, this should be an easy lab for students to complete independently – remotely.

TEACHER GUIDE

EDITABLE COMPONENTS OF SNAPs LAB ACTIVITIES

This download includes an editable word document of all lab components. The stations are available as fully editable DOCX files., Diagrams, illustrations, tables and/or graphs that are essential to lab activities are included in the editable document. Illustrative clipart is NOT included in the editable document.

Some labs have a directed synthesis project. When applicable, the directed synthesis project is available as an editable word document as well. Editable documents and rubrics important to standard synthesis projects are included in the [SNAPs Lab Stations Setup Guide](#).

There are three important reasons for creating editable versions of these stations:

1. Most lab station activities utilize five or more stations with relatively simple and short activities. However, my SNAPs lab activities include four comprehensive stations. The science skills station and problem-solving station could be used independently as single class period laboratories. To better allow for this option, I have made these stations editable. Teachers can use the narrative station as "pre-lab" work and the assessment station as "post-lab" work.
2. The science skills and problem-solving stations are the only stations that will require materials other than computers or calculators. By providing these stations in an editable format, you can manipulate the materials required and/or the directions so the activities work for your classroom.
3. By making the science and problem-solving station editable, you can alter the scope of the activities to suit your students' needs. You can also edit the questions so to evaluate your students in a manner that is best for you and your classroom.

MAKE SURE YOU DOWNLOAD the FREE [SNAPs Lab Stations Setup Guide](#) for SIGNAGE, BEST PRACTICES & EDITABLE DOCUMENTS (<https://www.teacherspayteachers.com/Product/SNAPs-Lab-Stations-Guide-2953726>)