

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 image displays a PDF viewer interface showing a grid of 24 lab station pages. The pages are organized into four columns: Science Skills Station, Synthesis Station, Narrative Station, and Assessment Station. Each page contains text, diagrams, and tables. The top of the viewer shows the file path 'file:///Users/stephanieelkowitz/Desktop/MS-PS1-2 Chemical Reactions Stations Lab.pdf' and a zoom level of 20%.

Science Skills Station

Synthesis Station

Narrative Station

Assessment Station

Problem-Solving Station

Chemical Reactions Lab Recording Sheet

Assessment Station

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-PS1-2 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. **Chemical Reactions Lab Overview**

2. **Chemical Reactions Lab Assignment**

3. **Science Skills Station**

4. **Science Skills Station**

5. **Science Skills Station**

6. **Narrative Station**

7. **Narrative Station**

8. **Assessment Station**

9. **Assessment Station**

10. **Assessment Station**

11. **Problem-Solving Station**

12. **Problem-Solving Station**

13. **Problem-Solving Station**

14. **Synthesis Station**

15. **Synthesis Station**

16. **Reflection Station**

Slide 16 of 16 English (United States) Accessibility: Investigate

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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 official copy link)

EDITABLE SNAPS LAB STATIONS ACTIVITY

AutoSave OFF MS-PS1-2 Chemical Reactions Editable Lab Stations

Home Insert Draw Design Layout References Mailings Review View Grammarly Acrobat Tell me Comments Editing Share

| | | | | | | |
|---|---|--|---|---|--|--|
| <p>Name: _____ Date: _____ Chemical Reactions Lab Overview</p> <p>Objectives</p> <ol style="list-style-type: none">Identify signs that a chemical reaction is taking place.Use a chemical equation to represent a chemical reaction.Describe the changes in chemical and physical properties of substances that undergo a chemical reaction. <p>MS-PS1 Science and Engineering Practices</p> <p>Asking questions for research and testing problems (for engineering) [Practice 1] Planning and carrying out investigations [Practice 2] Analyzing and interpreting data [Practice 4] Constructing explanations (for science) [Practice 6]</p> <p>MS-PS1 Engineering Practices</p> <p>1.1.1. Designing a solution (e.g., identifying failure points)</p> <p>Science Skills Station</p> <p>Students will use an experiment to determine whether two substances undergo a chemical reaction. Students will look for signs of a chemical reaction for each set of substances combined.</p> <p>Formative Station</p> <p>Students will read an information text about chemical reactions and the signs for that indicate a chemical reaction has taken place. Students will read about chemical equations or describe the chemical change of substances during a chemical reaction.</p> <p>Assessment Station</p> <p>At this station, students will answer questions about key terms and ideas relating to chemical reactions. Students must explain, label, and/or higher-order thinking skills to answer these questions.</p> <p>Problem-Solving Station</p> <p>Students will explore how to remove rust from nails. They will evaluate how effectively different substances remove rust. Students will determine how to improve the process of removing rust by manipulating other factors important to this problem.</p> | <p>Name: _____ Date: _____ Chemical Reactions Pre-Lab Assignments</p> <p>Directions</p> <ol style="list-style-type: none">Read through the Lab Overview.Create a new entry to Chemical Reactions in the table of contents in your lab journal and determine the page of your lab entry. Complete the following steps on the first page of the entry.Define the following terms in your lab journal:<ul style="list-style-type: none">Chemical reactionChemical equationChemical changeReactantsWrite a 4-5 sentence summary about what you will do in this laboratory. <p>Science Skills Station</p> <p>Objectives</p> <p>Conduct an investigation to determine if a chemical reaction occurs between substances.</p> <p>Materials Required</p> <ul style="list-style-type: none">Baking sodaWhite vinegarWaterLimewaterLimewaterTapwaterTapwaterThermometer <p>Background</p> <p>Chemical reaction: the transformation or change of one set of chemical substances into another. This is a chemical change. There can be observations you might make to indicate a chemical reaction is taking place.</p> <ol style="list-style-type: none">A temperature (heat) forms at the bottom of the container.A burst of light or spark appears.The temperature of the substance changes.Bubbles appear, indicating a gas has formed.An odor develops. <p>The color of the substance changes.</p> <p>Activity</p> <p>In this activity, you will mix baking soda (sodium bicarbonate) with five experimental substances: water, vinegar, milk, and limewater. Observe what happens when you mix the substances together. If you observe one of the signs of a chemical change, a chemical reaction has occurred.</p> <p>Directions: Follow the steps. Record your answers on your recording sheet.</p> <ol style="list-style-type: none">Do you think a chemical reaction will occur when you mix baking soda with water, vinegar, milk, or limewater? Record your predictions.Add two tablespoons of water to a plastic container. Label the container water.Repeat step 2 for the vinegar, milk, and limewater jars.Add one teaspoon of baking soda to the container of water. Observe what happens. Use a thermometer to record the temperature before and after adding baking soda.Repeat step 4 for the vinegar, milk, and limewater jars.Clean up your space when finished. Then answer the summary questions. | <p>Formative Station</p> <p>Objectives</p> <ol style="list-style-type: none">Identify the independent and dependent variables in this experiment.What was the control in this experiment?Summarize the findings of your experiment. What combination of substances produced a chemical reaction?Do you think the results of your experiment would change if you increased the amount of baking soda and/or vinegar/limewater?A scientist reads an article online that she can clean denture using baking soda. If she puts baking soda down her denture sink, followed by a liquid, a chemical reaction can occur that will clean the denture. What liquid could she use to make this reaction? How do you think the reaction would help her problem? <p>Formative Station</p> <p>Objectives</p> <ol style="list-style-type: none">Identify what occurs during a chemical reaction.Describe how chemical formula summarizes what occurs during a chemical reaction. <p>Activity #1</p> <p>Directions: Read the passage. Then answer the questions.</p> <p>CHEMICAL REACTIONS</p> <p>Chemical reaction: is the transformation of one set of chemical substances into another. During a chemical reaction, simple substances can combine to form larger molecules. Large molecules can break down into simple substances as substances can rearrange and change into different products.</p> <p>A chemical reaction is a chemical change. During a chemical change, one of chemical substances are different properties is formed. The substances that undergo the change are called reactants. The substances that form during a reaction are called products.</p> <p>New substances are formed because bonds between atoms are created and/or broken. You can observe bonds forming or breaking during a chemical reaction. However, you might observe certain things that indicate a chemical change is taking place.</p> <ol style="list-style-type: none">A product (solid) forms at the bottom of the container.A burst of light or spark appears.The temperature of the substance changes.Bubbles appear, indicating a gas has formed.An odor develops. <p>The color of the substance changes.</p> <p>Questions</p> <ol style="list-style-type: none">What is a chemical reaction?What is the difference between a reactant and a product?What might an observer that would indicate a chemical reaction is occurring? | <p>Activity #2</p> <p>Objectives: Read the passage. Then answer the questions.</p> <p>CHEMICAL EQUATIONS</p> <p>To show the change of reactants into products, we write chemical equations. A chemical equation uses chemical formulas, numbers, symbols and arrows to show what happens during a chemical reaction. An example of a chemical equation is written below:</p> $2 \text{H}_2\text{O}(\text{l}) \rightarrow 2 \text{H}_2(\text{g}) + \text{O}_2(\text{g})$ <p>There are five parts to a chemical equation.</p> <ol style="list-style-type: none">In general, there are two sides to a chemical equation. The left side of the equation includes the substances to the left of the arrow. These are the reactants. The right side of the equation includes the substances to the right of the arrow. These are the products. If there is more than one reactant and/or product, an addition sign (+) is used to show all reactants and products. In response, the "m" represents and.Numbers in front of substances involved in a chemical reaction are called coefficients. Coefficients indicate how many molecules are involved in a chemical reaction. There is no number, only one molecule of that substance is produced.An arrow separates the reactants from the products. It denotes the direction of the reaction. An arrow pointing to the right indicates the reaction. This arrow is usually written as \rightarrow. However, the reaction can occur in either direction. This is usually indicated by a double-headed arrow (\rightleftharpoons).We can show the state of matter of each substance in a chemical equation using symbols. These symbols are placed in parentheses to the right of each substance. (s) stands for solid, (l) stands for liquid and (g) stands for gas.Some chemical reactions can be "sped up" or made faster by an enzyme or catalyst. This substance does not react or change during the chemical reaction. It helps the reaction proceed faster. When an enzyme or catalyst is used, it is written above the arrow of the chemical reaction. <p>Questions</p> <ol style="list-style-type: none">What is a chemical equation?In the equation above, how many molecules of hydrogen peroxide (H_2O_2, water, H_2O) and oxygen (O_2) are involved?In the equation above, what are the reactants? What are the products?In the equation above, what would you observe during the chemical reaction? | | | |
| <p>MS-PS1-2 Chemical Reactions © Stephanie Howland</p> | <p>MS-PS1-2 Chemical Reactions © Stephanie Howland</p> | <p>MS-PS1-2 Chemical Reactions © Stephanie Howland</p> | <p>MS-PS1-2 Chemical Reactions © Stephanie Howland</p> | <p>MS-PS1-2 Chemical Reactions © Stephanie Howland</p> | <p>MS-PS1-2 Chemical Reactions © Stephanie Howland</p> | <p>MS-PS1-2 Chemical Reactions © Stephanie Howland</p> |
| <p>Assessment Station</p> <p>Objectives</p> <p>Recall concepts, terms and ideas relating to chemical reactions.</p> <p>Skills Utilized</p> <ul style="list-style-type: none">LabelingExplain or summarize a processDetermine relationshipsCompare and contrastMake connectionsIllustrate or diagram <p>Assessment Questions</p> <ol style="list-style-type: none">Answer the following questions. Write down your answers on the recording sheet.There are two boiling questions. If time allows, try to answer these questions. | <p>Question #1</p> <p>Do substances undergo a physical or chemical change during a chemical reaction?</p> <p>Label:</p> <ul style="list-style-type: none">Explain or summarize a processDetermine relationshipsCompare and contrastMake connectionsIllustrate or diagram <p>Question #2</p> <p>Identify the reactant(s) and product(s) in the chemical equation below.</p> $\text{CH}_4 + 2 \text{O}_2 \rightarrow \text{CO}_2 + 2 \text{H}_2\text{O}$ <p>Ch: = methane CO: = carbon dioxide H₂O: = water O: = oxygen</p> <p>Question #3</p> <p>In the equation below, identify how many molecules of each substance are involved.</p> $\text{CH}_4 + 2 \text{O}_2 \rightarrow \text{CO}_2 + 2 \text{H}_2\text{O}$ <p>Ch: = methane CO: = carbon dioxide H₂O: = water O: = oxygen</p> <p>Question #4</p> <p>Determine if a chemical reaction occurs in the following scenarios.</p> <ol style="list-style-type: none">A girl cuts a piece of paper.A man uses chemicals to remove rust from metal.A boy dissolves salt in water.A teacher burns wood.A plant converts water and carbon dioxide into sugar and oxygen. | <p>Question #5</p> <p>What would you observe during this chemical reaction that would indicate a reaction is taking place?</p> $\text{NaCl} + \text{AgNO}_3 \rightarrow \text{NaNO}_3 + \text{AgCl}(\text{s})$ <p>Question #6</p> <p>A student performs an experiment to determine what happens when you mix vinegar (acetic acid) with baking soda (sodium bicarbonate). He varies the amount of vinegar he mixes with baking soda while also varying the temperature at which he mixes the substances. Evaluate the student's experiment. Identify any errors the student made at the setup of the investigation.</p> <p>Question #7</p> <p>In some chemical reactions, light is produced or temperature changes. What is going on between the substances in the reaction? What would cause these things to occur?</p> <p>Question #8</p> <p>Why is it important to never mix unknown substances together, especially in a science classroom during a laboratory?</p> | <p>Problem-Solving Station</p> <p>Objectives</p> <p>Manipulate the reaction between substances to remove rust from metal.</p> <p>Materials Required</p> <ul style="list-style-type: none">Baking SodaWhite vinegarWaterLimewaterTapwaterLimewaterTapwaterThermometer <p>Directions</p> <ol style="list-style-type: none">What will happen for this activity?Obtain one rusty object and container. Place it in your container. Clean the nail with salt. Then separate the piece from nail. Rinse over the nail. Let the nail dry. Rinse the nail in a small amount of water to remove the salt. Record how well this method removes rust on your recording sheet.Obtain a second rusty object and container. Repeat the method with water. Place in your container and cover with water. Let sit for 10 minutes. Use a small amount of water to remove the salt. Record how well this method removes rust on your recording sheet.Obtain a third rusty object and container. Place it in your container. Clean the object with white vinegar. Let it sit for one minute. Use a small amount of water to wash the rust off the object. Record how well this method removes rust on your recording sheet.Repeat steps 2-4 for the remaining two objects.Clean up your area. Then answer the summary questions. | <p>Synthesis Station</p> <p>Objectives</p> <p>Students will compare a CER response with evidence and reasoning to summarize how the observations, data and information collected at the laboratory support a claim.</p> <p>Background Information</p> <p>CER stands for claim, evidence and reasoning. In science, CER can be used to write conclusions. In addition to writing a CER report, CER requires the relationship between observations, data, interpretation and explanation.</p> <p>In this station, you will provide a claim statement. You will use evidence from the lab and scientific reasoning to write a CER report (one paragraph conclusion).</p> <p>Claim</p> <p>The claim is a statement that answers a testable question. It is usually a one sentence statement and often describes the relationship between two variables. In this activity, you will be provided with the claim statement.</p> <p>Evidence</p> <p>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 as evidence to support the claim.</p> <p>Reasoning</p> <p>Reasoning is the logical explanation that connects the claim and the evidence. It establishes how and why the evidence supports the claim above. You can build your reasoning on how and why the evidence supports the claim above. You can build your reasoning on how and why the evidence supports the claim above. Write your complete response. The CER report is the conclusion to the lab. It should include the claim, evidence and reasoning.</p> <p>Claim</p> <p>Observations and evidence of physical properties can be used to identify substances.</p> <p>Directions</p> <ol style="list-style-type: none">Write a hypothesis, one evidence from the science skills, narrative and/or problem-solving station that supports the claim above. You can build your reasoning on how and why the evidence supports the claim above.Do the hypothesis, the logical explanation and scientific principles that explain how and why the evidence supports the claim above.Write a one paragraph CER report. Write your complete response. The CER report is the conclusion to the lab. It should include the claim, evidence and reasoning. | <p>Name: _____ Date: _____ Chemical Reaction Post-Lab Reflection</p> <p>Directions</p> <ol style="list-style-type: none">Write a 4-5 sentence summary about what you learned in this lab.Write a 4-5 sentence post-lab self assessment. Answer at least two of the questions below in your reflection.<ul style="list-style-type: none">How well did you participate today?What do you know that you didn't know before?What questions do you have about things you don't understand?What do you need to do to be comfortable when you are in this lab?What do you do well at? What can you do better?What are your strengths today or weeks from now? Do you have 1, 2, 3.What do you struggle with? What do you need to do to do better? 1, 2, 3.Do you notice any patterns when you learn better? Do you notice any patterns when you struggle with a topic?Could you use what you learned today to help you with something else? <p>IMPORTANT NOTE: Instead of writing formally, you can doodle, bullet point notes or make a diagram to complete the two parts of the post-lab reflection.</p> | |
| <p>MS-PS1-2 Chemical Reactions © Stephanie Howland</p> | <p>MS-PS1-2 Chemical Reactions © Stephanie Howland</p> | <p>MS-PS1-2 Chemical Reactions © Stephanie Howland</p> | <p>MS-PS1-2 Chemical Reactions © Stephanie Howland</p> | <p>MS-PS1-2 Chemical Reactions © Stephanie Howland</p> | <p>MS-PS1-2 Chemical Reactions © Stephanie Howland</p> | <p>MS-PS1-2 Chemical Reactions © Stephanie Howland</p> |

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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

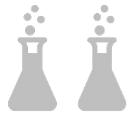
DISTANCE – INDEPENDENT LEARNING COMPATIBILITY

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.

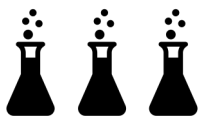
This lab has been rated the following:



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

- This lab requires a lot of materials at the science skills and problem-solving station. These materials are common household items, which makes the lab possible in a distance – independent learning setting, but it might be difficult.
- Students might be able to perform the experiment at the science skills station at home since the substances required are common household items.
- Although possible, the problem-solving station is difficult to perform in a distance – independent learning setting because they need a rusty nail. In the printable lab, the teacher makes rusty nails for the students. For this reason, it would be best for the teacher to demonstrate the activity in a live session with students or in a prerecorded video.

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>)