

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-ESS2-4 Water Cycle Stations Lab.pdf" with a zoom level of 20%. The document is organized into several sections:

- Science Skills Station:** Includes a "Narrative Station" with a diagram of a water cycle and a "Problem Solving Station" with a table of questions.
- Narrative Station:** Contains text about the water cycle and a "Problem Solving Station" with a table of questions.
- Assessment Station:** Features a "Problem Solving Station" with a table of questions.
- Problem Solving Station:** Includes a "Problem Solving Station" with a table of questions.
- Answer Key:** Provides answers for the questions in the previous stations.

The document also includes a "Problem Solving Station" with a table of questions and a "Problem Solving Station" with a table of questions.

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

The screenshot displays a digital lab activity titled "MS-ESS2-4 Water Cycle Digital Lab" on a Mac. The interface includes a top navigation bar with icons for Home, Insert, Draw, Design, Transitions, Animations, Slide Show, Review, View, Recording, Acrobat, and Tell Me. Below this is a menu bar with "Home", "Insert", "Draw", "Design", "Transitions", "Animations", "Slide Show", "Review", "View", "Recording", "Acrobat", and "Tell Me". The main content area is a grid of 15 stations, numbered 1 through 15. Each station has a title, a description, and a set of questions or activities. Station 1 is titled "The Water Cycle Lab Overview" and includes a checklist and a table for data collection. Station 2 is "The Water Cycle Lab Assignments" with a table for data collection. Station 3 is "Science Skills Station" with a diagram of the water cycle and a table for data collection. Station 4 is "Science Skills Station" with a diagram of the water cycle and a table for data collection. Station 5 is "Science Skills Station" with a table for data collection. Station 6 is "Narrative Station" with a table for data collection. Station 7 is "Narrative Station" with a table for data collection. Station 8 is "Narrative Station" with a table for data collection. Station 9 is "Assessment Station" with a table for data collection. Station 10 is "Assessment Station" with a table for data collection. Station 11 is "Problem Solving Station" with a table for data collection. Station 12 is "Problem Solving Station" with a table for data collection. Station 13 is "Systems Station" with a table for data collection. Station 14 is "Systems Station" with a table for data collection. Station 15 is "Reflection Station" with a table for data collection. The bottom of the interface shows "Slide 14 of 15", "English (United States)", "Accessibility: Investigate", and a zoom level of 66%.

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

AutoSave OFF MS-ESS2-4 Water Cycle Editable Lab Stations

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

Name: _____ **Date:** _____

The Water Cycle Lab Overview

Objectives

- Describe the movement of water through the water cycle.
- Explain how water changes form in the water cycle.
- Discuss how energy from the Sun and the force of gravity are important to moving water through the water cycle.
- Discuss how energy from the Sun and the force of gravity are important to moving water through the water cycle.

WHS Science and Engineering Practices

Developing and using models (Practice 2)

Obtaining, analyzing, and communicating information (Practice 8)

WHS Engineering Practices

ETS1-4 Developing models

Science Skills Station

Students will create a pictorial model at this station that shows the movement of water through the four spheres of Earth. Students will identify how evaporation, condensation, precipitation, collection, and runoff and infiltration move water through the geosphere, hydrosphere, atmosphere and biosphere.

Narrative Station

Students will read about the water cycle at this station. Students will read about the processes that cause water to move through the water cycle. Students will also read about the importance of the Sun's energy and gravitational force on the movement of water through the water cycle.

Assessment Station

As this station, students will answer questions about key terms and ideas relating to the water cycle. Students must answer lower, egg and higher-order thinking skills to answer these questions.

Problem-Solving Station

Students will build a physical model that demonstrates the processes of the water cycle: evaporation, condensation, precipitation, infiltration and collection. Students will identify how different components of the model represent these processes.

MS-ESS2-4 The Water Cycle © Stephanie Elowitz

Name: _____ **Date:** _____

The Water Cycle Pre-Lab Assignment

Directions

- Read through this Lab Overview.
- Create a row entry for the Water Cycle in the table of contents in your lab journal and determine the pages of your lab entry. Compare the following page on the first page of this Water Cycle.
- Before the lab, write terms in your lab journal:
 - Evaporation
 - Transpiration
 - Condensation
 - Precipitation
 - Collection
 - Infiltration
 - Absorption
 - Runoff
- Write a 4-sentence summary about what you will do in this laboratory.

Science Skills Station

Objectives

- Observe how the processes of evaporation, condensation, precipitation, absorption, collection, infiltration and transpiration move water through Earth's spheres.
- Compare the processes of the water cycle with an outdoor (land-based) model.

Background Information

Water is always moving and around Earth. It never goes away but it does change form. It is a gas in the atmosphere, a liquid on the surface and a solid in places. The movement of water around Earth is called the water cycle.

There are seven processes important to moving water through the water cycle:

- Evaporation: the change of liquid water into water vapor (gaseous water)
- Transpiration: evaporation of water from the leaves of plants
- Condensation: the change of water vapor into liquid water
- Precipitation: the fall of water from Earth's atmosphere
- Collection: the collection of runoff (water on Earth's surface) in bodies of water
- Infiltration: the penetration of water into the ground
- Absorption: the absorption of water in the soil and by plants.

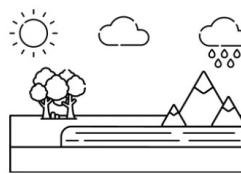
Activities

Students have been presented with a template to draw a pictorial model of the water cycle. Read the seven processes above in the template, for each process:

- Draw an arrow that shows the movement of water in that process.
- Explain how water changes form during the process if it does.

Once complete with the model, answer the questions.

MS-ESS2-4 The Water Cycle © Stephanie Elowitz



Questions

- What is the relationship between energy from the Sun and the water cycle?
- Explain how gravity is important to the movement of water in the water cycle.
- Could the water cycle take place without the process of transpiration? Explain.
- Identify which of Earth's spheres (geosphere, atmosphere, hydrosphere and/or biosphere) interact during each of the seven processes of the water cycle.

Problem-Solving Station

Objectives

- Develop a model that represents the movement of water in the water cycle.
- Observe a simulation of evaporation, condensation, precipitation and collection.

Materials Required

- Large and small glass bowl
- Hot water
- Ice cubes
- Large zip-top bag
- Ice cubes

Background Information

In this activity, you will build a model that represents four processes important to the water cycle. The model will represent the process of:

- Evaporation: the change of liquid water into water vapor (gaseous water)
- Condensation: the change of water vapor into liquid water
- Precipitation: the fall of water from Earth's atmosphere
- Collection: the collection of runoff (water on Earth's surface) in bodies of water

Follow the steps below. You should perform these steps quickly to maximize the effectiveness of the model. Then answer the questions.

- Obtain a large glass bowl, a small glass bowl, hot water, warm water, ice and ice cubes.
- Place the small glass bowl inside the center of the large bowl.
- Measure two cups of hot or very warm water. Empty the water into the large bowl around the small bowl - do not allow water to enter the small bowl.
- Quickly cover the large bowl with a piece of large zip-top bag. Ensure there are no gaps in the seal between the large bowl and the edges of the bag.
- Place 4 ice cubes in the center of the large bowl. The ice should be directly over the small bowl inside the large bowl.
- Observe the model for 10 minutes. Draw a picture to show what happens.

Questions

- Which parts of this model simulate evaporation, condensation, precipitation and collection?
- Why is it important to place ice on the water wrap? What does this simulate?
- What is important to seal the water to the bowl? What does this simulate?
- Which processes of the water cycle are not represented in this model?
- How could you construct a more realistic model? What materials would you need?

MS-ESS2-4 The Water Cycle © Stephanie Elowitz

Narrative Station

Objectives

- Explain how the Sun and gravity are important to moving water in the water cycle.
- Explain how the Sun and gravity are important to moving water in the water cycle.

Activities

Directions: Read the following passage. Then answer the questions.

THE WATER CYCLE

Water is always moving and around Earth. It never goes away but it does change form: it's a gas in the atmosphere, a liquid on the surface and a solid in places. The movement of water around Earth is called the water cycle.

The Sun is the driving force of the water cycle. The Sun's energy, or energy warmth, Earth's air, and the force of gravity, when water is warmed, it evaporates from a liquid to a gas. Without the Sun, water would remain on Earth's surface and not rise into the atmosphere. Movement into the atmosphere is essential to many of the processes of the water cycle.

Gravity is also important to the water cycle. Gravity draws and "stretches" the motion of water through the water cycle. Gravity causes precipitation in the atmosphere to fall to Earth's surface. Gravity causes water on Earth's surface to move from high to low elevations. Without gravity, water would linger in the atmosphere and would not collect in bodies of water on Earth.

Questions

- What is the water cycle?
- A student argues that the water cycle would not occur without the Sun. He believes that the Sun is the driving force. Do you agree with the student? Why?
- What would the water cycle, in other words, be like if there were no Sun? How would the water cycle be different?
- What would happen if the Sun were to "stop" providing energy to the water cycle?

Activity #2

MS-ESS2-4 The Water Cycle © Stephanie Elowitz

Directions: Read the following passage. Then answer the questions.

PROCESSES OF THE WATER CYCLE

There are seven important processes in the water cycle:

- Evaporation:** The Sun warms water and Earth's surface. It causes liquid water to change into water vapor, a gas that rises into the air.
- Transpiration:** Plants use water, just like we do. They store water in their leaves. Leaves have tiny openings called stomata. A warm day causes water to evaporate out of the leaves through the small openings. This process is called transpiration.
- Condensation:** In the atmosphere, water vapor cools and changes back into liquid form. The process is called condensation. The water vapor forms on dust particles in the atmosphere to form cloud droplets. Cloud droplets combine to form clouds.
- Precipitation:** Clouds eventually become "too heavy" with water. The water falls from the clouds back to Earth's surface. This process is called precipitation. The water that falls from the sky as precipitation is called rain. Water can fall as liquid droplets (rain), solid crystals (snow or frozen droplets) or hail.
- Collection:** Precipitation that falls to Earth's surface moves from high to low elevations. This process is called runoff. Runoff collects in rivers that flow into seas and oceans. The collection is called collection.
- Infiltration:** Water on Earth's surface will seep into the ground. This process is called infiltration. Water that infiltrates the ground can be stored in soil. Some water will collect in "aquifers" underground. The water is called groundwater.
- Absorption:** Water in the soil will be taken up by plants. Plants take up water in soil through their roots. This process is called absorption.

Questions

- What does Earth's gravity interact when water moves from high to low elevations and collects in bodies of water such as lakes and oceans?
- Compare and contrast evaporation and condensation. Compare and contrast the processes and how water changes in state of matter in each process.
- What processes are directly important to incorporating plants (and the biosphere) in the water cycle?

Assessment Station

MS-ESS2-4 The Water Cycle © Stephanie Elowitz

Objective

Identify concepts, terms and ideas relating to the water cycle.

Skills Used

- Define key terms
- Use the scientific process
- Explain or summarize a process
- Interpret information
- Compare and contrast
- Make a prediction

Assessment Questions

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

MS-ESS2-4 The Water Cycle © Stephanie Elowitz

Question #1

What is **precipitation**? How is precipitation important to the water cycle?

Question #2

Sequence the processes in the order they would occur. Be specific of the Sun's energy warming water on Earth's surface.

- Collection
- Condensation
- Evaporation
- Infiltration
- Precipitation

Question #3

Compare and contrast evaporation and condensation. Be sure to compare the change in the state of matter of water and Earth's spheres involved in each process.

Question #4

How do the hydrosphere and geosphere interact with each other during the processes of collection and absorption?

BONUS Question #7

Predict: A student believes that turn the environment. Severe, pollutants move the atmosphere when temperatures rise. How do you think this will affect the water cycle? Write your prediction that is more detailed than normal.

How might air not circulate through the water cycle? How might it negatively impact living and nonliving components of the environment?

BONUS Question #8

Plants are important to the water cycle. They absorb water in soil and release water through leaves. However, plants are not the only organisms that help move water through the water cycle - animals are too. How might animals be involved in the water cycle?

MS-ESS2-4 The Water Cycle © Stephanie Elowitz

Question #5

What would happen to the water cycle if there were no Sun and the force of Earth's gravity?

Question #6

Crystallization of water sometimes occurs in the atmosphere. During this process, water forms tiny ice crystals, which fall to Earth's surface as snow. What atmospheric conditions would be necessary to facilitate this process? What phase change occurs during this process?

BONUS Question #7

Predict: A student believes that turn the environment. Severe, pollutants move the atmosphere when temperatures rise. How do you think this will affect the water cycle? Write your prediction that is more detailed than normal.

How might air not circulate through the water cycle? How might it negatively impact living and nonliving components of the environment?

BONUS Question #8

Plants are important to the water cycle. They absorb water in soil and release water through leaves. However, plants are not the only organisms that help move water through the water cycle - animals are too. How might animals be involved in the water cycle?

MS-ESS2-4 The Water Cycle © Stephanie Elowitz

Problem-Solving Station

Objectives

- Develop a model that represents the movement of water in the water cycle.
- Observe a simulation of evaporation, condensation, precipitation and collection.

Materials Required

- Large and small glass bowl
- Hot water
- Ice cubes
- Large zip-top bag
- Ice cubes

Background Information

In this activity, you will build a model that represents four processes important to the water cycle. The model will represent the process of:

- Evaporation: the change of liquid water into water vapor (gaseous water)
- Condensation: the change of water vapor into liquid water
- Precipitation: the fall of water from Earth's atmosphere
- Collection: the collection of runoff (water on Earth's surface) in bodies of water

Follow the steps below. You should perform these steps quickly to maximize the effectiveness of the model. Then answer the questions.

- Obtain a large glass bowl, a small glass bowl, hot water, warm water, ice and ice cubes.
- Place the small glass bowl inside the center of the large bowl.
- Measure two cups of hot or very warm water. Empty the water into the large bowl around the small bowl - do not allow water to enter the small bowl.
- Quickly cover the large bowl with a piece of large zip-top bag. Ensure there are no gaps in the seal between the large bowl and the edges of the bag.
- Place 4 ice cubes in the center of the large bowl. The ice should be directly over the small bowl inside the large bowl.
- Observe the model for 10 minutes. Draw a picture to show what happens.

Questions

- Which parts of this model simulate evaporation, condensation, precipitation and collection?
- Why is it important to place ice on the water wrap? What does this simulate?
- What is important to seal the water to the bowl? What does this simulate?
- Which processes of the water cycle are not represented in this model?
- How could you construct a more realistic model? What materials would you need?

MS-ESS2-4 The Water Cycle © Stephanie Elowitz

Synthesis Station

Objectives

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

Background Information

CER stands for claim, evidence and reasoning. In science, CER can be used to write conclusions. An observer claims (C), provides evidence (E), and explains the relationship between observations, data, and reasoning (R).

Activities

As this station, you will provide a claim statement. You will evidence from the lab and scientific reasoning to write a CER report (one paragraph conclusion).

Claim

This is a statement that claims a testable question. It usually is one sentence statement and often describes the relationship between two variables. In this 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, research as 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 above. The CER report should include scientific principles or ideas that are important to the claim and evidence.

Claim

This cycling of water through Earth's spheres is driven by energy from the Sun and the force of gravity.

Directions

On the template, use evidence from the science skills, narrative and/or problem-solving station to support the claim above. You can build your own claim.

On the template, use logical explanations and scientific principles that explain how and why the evidence supports the claim above. You can build your own claim.

- Write a one-paragraph CER report. Write in complete sentences. The CER report is the conclusion to the lab. It should include the claim, evidence and reasoning.

MS-ESS2-4 The Water Cycle © Stephanie Elowitz

Name: _____ **Date:** _____

The Water Cycle Post-Lab Reflection

Directions

- Write a 4-sentence summary about what you learned in this lab.
- Write a 4-sentence post-lab self-assessment. Answer at least two of the questions below for reflection.
 - How well did you participate today?
 - What questions do you have about things you don't understand?
 - What do you know now that you didn't know before?
 - What did you do well on? What can you do better?
 - Rate your performance today on a scale from 1 to 5.
 - Rate your understanding of what you learned on a scale from 1 to 5.
 - Do you notice any patterns when you learn better? Do you notice any patterns when you struggle with it again?
 - Could you use what you learned today to help you with something else?

IMPORTANT NOTE: Instead of writing formally, you can doodle, just draw bullet points or make a diagram to complete the two parts of the post-lab reflection.

MS-ESS2-4 The Water Cycle © Stephanie Elowitz

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

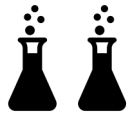
DISTANCE – INDEPENDENT LEARNING COMPATIBILITY

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 build a physical model at the problem-solving station. Students can build this model at home with materials available to them. Parental support may be needed to heat the water.

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>)