

# 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 shows a web browser window displaying a PDF document titled "5-PS1-1 States of Matter Stations Lab.pdf". The browser's address bar shows the file path: "file:///Users/stephanieelkowitz/Desktop/5-PS1-1 States of Matter Stations Lab.pdf". The PDF content is a grid of 24 station cards, each with a title, objectives, materials, and instructions. The stations include:

- Science Skills Station:** Focuses on comparing and contrasting the three states of matter (solid, liquid, and gas).
- Narrative Station:** Involves writing a story about the states of matter.
- Assessment Station:** Includes a table for recording observations and a section for "What's New?"
- Problem Solving Station:** Focuses on identifying the states of matter in a given situation.
- Science Skills Station (multiple):** Various stations focusing on different aspects of matter, such as "Matter is made of particles", "Matter can change state", and "Matter has mass".

Each station card includes a title, objectives, materials, and instructions. Some stations also include diagrams or illustrations of matter states.

## 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 "5-PS1-1 States of Matter Digital Lab" saved to a Mac. The interface includes a top navigation bar with tabs for Home, Insert, Draw, Design, Transitions, Animations, Slide Show, Review, View, Recording, Acrobat, and Tell me. A right-hand sidebar contains "Comments" and "Share" buttons. The main workspace is a grid of 15 stations, numbered 1 through 15. Each station contains text, diagrams, and tables for student input.

Station 1: Overview of Matter Lab. Objectives: Describe the arrangement and movement of particles of matter (solid, liquid, and gas). Science Skills Station: Materials Required (Cup, Colored water, Food coloring, Magnifying glass, Light bulb, Rubber band, Paperclip). Narrative Station: Describe the arrangement of atoms in a solid, liquid, and gas. Assessment Station: Answer 3 questions about the arrangement of atoms in a solid, liquid, and gas.

Station 2: States of Matter Lab. Objectives: Sort through the lab. Overview: Surface the following items. Science Skills Station: Materials Required (Cup, Colored water, Food coloring, Magnifying glass, Light bulb, Rubber band, Paperclip). Narrative Station: Describe the arrangement of atoms in a solid, liquid, and gas. Assessment Station: Answer 3 questions about the arrangement of atoms in a solid, liquid, and gas.

Station 3: Science Skills Station. Activity #1: Observe particles in a beaker, a test tube, a cup, and water. Activity #2: Measure the mass of the water in a beaker. Narrative Station: Describe the arrangement of atoms in a solid, liquid, and gas. Assessment Station: Answer 3 questions about the arrangement of atoms in a solid, liquid, and gas.

Station 4: Science Skills Station. Activity #1: Measure the mass of the water in a beaker. Activity #2: Measure the mass of the water in a test tube. Narrative Station: Describe the arrangement of atoms in a solid, liquid, and gas. Assessment Station: Answer 3 questions about the arrangement of atoms in a solid, liquid, and gas.

Station 5: Science Skills Station. Activity #1: Measure the mass of the water in a beaker. Activity #2: Measure the mass of the water in a test tube. Narrative Station: Describe the arrangement of atoms in a solid, liquid, and gas. Assessment Station: Answer 3 questions about the arrangement of atoms in a solid, liquid, and gas.

Station 6: Narrative Station. Activity #1: Read the passage. Activity #2: Answer the questions. Narrative Station: Describe the arrangement of atoms in a solid, liquid, and gas. Assessment Station: Answer 3 questions about the arrangement of atoms in a solid, liquid, and gas.

Station 7: Narrative Station. Activity #1: Read the passage. Activity #2: Answer the questions. Narrative Station: Describe the arrangement of atoms in a solid, liquid, and gas. Assessment Station: Answer 3 questions about the arrangement of atoms in a solid, liquid, and gas.

Station 8: Assessment Station. Activity #1: Read the passage. Activity #2: Answer the questions. Narrative Station: Describe the arrangement of atoms in a solid, liquid, and gas. Assessment Station: Answer 3 questions about the arrangement of atoms in a solid, liquid, and gas.

Station 9: Assessment Station. Activity #1: Read the passage. Activity #2: Answer the questions. Narrative Station: Describe the arrangement of atoms in a solid, liquid, and gas. Assessment Station: Answer 3 questions about the arrangement of atoms in a solid, liquid, and gas.

Station 10: Problem Solving Station. Background Information: Matter is made of particles. Narrative Station: Describe the arrangement of atoms in a solid, liquid, and gas. Assessment Station: Answer 3 questions about the arrangement of atoms in a solid, liquid, and gas.

Station 11: Problem Solving Station. Background Information: Matter is made of particles. Narrative Station: Describe the arrangement of atoms in a solid, liquid, and gas. Assessment Station: Answer 3 questions about the arrangement of atoms in a solid, liquid, and gas.

Station 12: Problem Solving Station. Background Information: Matter is made of particles. Narrative Station: Describe the arrangement of atoms in a solid, liquid, and gas. Assessment Station: Answer 3 questions about the arrangement of atoms in a solid, liquid, and gas.

Station 13: Synthesis Station. Background Information: Matter is made of particles. Narrative Station: Describe the arrangement of atoms in a solid, liquid, and gas. Assessment Station: Answer 3 questions about the arrangement of atoms in a solid, liquid, and gas.

Station 14: Synthesis Station. Background Information: Matter is made of particles. Narrative Station: Describe the arrangement of atoms in a solid, liquid, and gas. Assessment Station: Answer 3 questions about the arrangement of atoms in a solid, liquid, and gas.

Station 15: Synthesis Station. Background Information: Matter is made of particles. Narrative Station: Describe the arrangement of atoms in a solid, liquid, and gas. Assessment Station: Answer 3 questions about the arrangement of atoms in a solid, liquid, and gas.

## 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 Home Insert Draw Design Layout References Mailings Review View Grammarly Acrobat Tell me

5-PS1-1 States of Matter Editable Lab Stations

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Comments Editing Share

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
State of Matter Lab Overview

**Objective**  
1. Describe the arrangement and movement of particles of matter (atoms) in a solid, liquid and gas.  
2. Compare and contrast the three major states of matter (solid, liquid and gas).  
3. Build a model that represents the structure of matter in a solid, liquid or gas.

**Science Skills Station**  
Students will make observations about solids, liquids and gases at this station. They will compare and contrast the mass, volume and shape of matter for solids, liquids and gases to better understand how atoms make up the different states of matter.

**Narrative Station**  
At this station, students will read an informational text about matter and the three states of matter. They will also evaluate illustrations that show the arrangement of atoms in a solid, liquid and gas.

**Assessment Station**  
At this station, students will answer questions about terms and ideas relating to the states of matter. Students must employ lower, mid and higher order thinking skills to answer these questions.

**Problem-Solving Station**  
At this station, students will build a model that represents a solid, liquid and gas. Students will use PVA and sticks together to show how the particles of matter are arranged differently in a solid, liquid and gas.

5-PS1-1 States of Matter © Stephanie Hsuartz

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
State of Matter Pre-Lab Assignment

**Directions**  
1. Read the State of Matter Overview.  
2. Create a new entry for 'States of Matter' in the table of contents in your journal and determine the page of your lab entry. Complete the following steps on the first page of this entry.  
3. Define the following terms in your lab journal:  
• Matter  
• Volume  
• Mass  
• Atoms  
• Solid  
• Liquid  
• Gas  
4. Write a 3-5 sentence summary about what you will do in this laboratory.

5-PS1-1 States of Matter © Stephanie Hsuartz

**Science Skills Station**

**Objective**  
Compare and contrast the volume, shape and mass of a solid, liquid and gas.

**Materials Required**  
• Scale  
• Graduated cylinder  
• Two beakers  
• Funnel dish  
• Disposable plastic dish  
• Magnifying glass  
• Paper towel  
• Round bottom flask  
• Tapered beakers  
• Water

**Overview**  
In this station, you will observe a solid liquid and gas. Follow the directions for each activity. Record all observations on your recording sheet.

**Activity #1**  
**Directions**  
1. Observe a sugar cube, a small fish, a coin, a magnet, the glass and a scale.  
2. Observe the sugar cube. Describe the shape and volume of the sugar cube.  
3. Use a scale to measure the mass of the sugar cube. Record the mass.  
4. Use the spoon to break apart the sugar cube. Observe the small pieces using a magnifying glass. Compare the small pieces to the sugar cube.  
5. Observe the sugar and clean up your area.

**Activity #2**  
**Directions**  
1. Obtain a graduated cylinder, two beakers, a petri dish, a scale and water.  
2. Obtain 200 mL of water from the tap and another source. Measure the water in a graduated cylinder. Then pour it into a beaker. Observe the water in the beaker. Use a magnifying glass. Describe the shape and volume of the water.  
3. Hold the rim of the water with a stick to do this:  
1. Measure the mass of the empty beaker.  
2. Add the water to the beaker and measure the mass again.  
3. Subtract the mass found in step 1 from step 2. This is the mass of the water.  
4. Pour some water into the petri dish. Compare the shape of the water in the petri dish to the shape of the water in the beaker.  
5. Observe the water and clean up your area.

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**Activity #3**

**Directions**  
1. Obtain two balloons of different shapes and a scale.  
2. Blow up one balloon. Tie the balloon to prevent the air from escaping the balloon. Describe the shape and volume of the balloon. What inside the balloon is creating this shape and volume?  
3. Blow up the second balloon. Tie the balloon to prevent the air from escaping the balloon. Record the shape and volume of the balloon. What inside the balloon is creating this shape and volume? Do you think the balloon has mass? Record your prediction on the recording sheet.  
4. Observe one balloon. Do you think the balloon has mass? Do the results confirm or refute your prediction? Explain.  
5. Repeat the balloon on the scale and measure its mass. Do the results confirm or refute your prediction? Explain.  
6. Observe the balloons and clean up your area.

5-PS1-1 States of Matter © Stephanie Hsuartz

**Narrative Station**

**Directions**  
1. Observe and contrast the three states of matter: solid, liquid and gas.  
2. Describe the shape, volume and mass of an object in each state of matter.

**Activity #1**  
Students read the passage. Then answer the questions.

**STATES OF MATTER**

**Matter**: anything that has volume and mass.  **Volume**: the amount of space an object takes up.  **Mass**: is the amount of stuff in an object. All matter is made of tiny particles called atoms. Different states of matter are made of different atoms or combinations of atoms. How these atoms are arranged in a substance determines the state of matter of the substance.

**Matter** is found in three forms: **solid**, **liquid**, and **gas**.  
**Solid**: composed of atoms packed together, usually in a regular pattern, makes up most of the matter around us.  
**Liquid**: composed of atoms packed together, but atoms in a liquid are not packed as closely together as atoms in a solid. Liquids have a definite volume but NOT a definite shape. Atoms move around in a liquid by sliding past each other.  
**Gas**: Matter composed of atoms very loosely packed together makes up **gases**. Gases do NOT have a definite mass or volume, they take the mass and volume of their container. Atoms move freely and at high speeds in a gas because they are well separated.

**Questions**  
1. Define matter, volume and mass.  
2. Compare and contrast the three states of matter. Complete the table on your recording sheet with information about the volume, shape and movement of atoms in each state of matter.

5-PS1-1 States of Matter © Stephanie Hsuartz

**Activity #2**

A student is asked to draw pictures that show the arrangement of atoms in a solid, liquid and gas. Draw the following illustrations.

**Questions**  
1. How did the student illustrate the arrangement of atoms in a solid? What is wrong with this illustration?  
2. How did the student illustrate the arrangement of atoms in a liquid? What is wrong with this illustration?  
3. How did the student illustrate the arrangement of atoms in a gas? What is wrong with this illustration?  
4. How should the student have labelled the illustrations? Correctly label the illustrations on your recording sheet.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_  
States of Matter Post-Lab Reflection

**Directions**  
Write a 3-5 sentence summary about what you learned in this lab.  
Write a 3-5 sentence summary of your assessment. Answer at least five of the questions below in your reflection.  
What did you like most about this activity?  
What did you like least about this activity?  
What do you think you do better understand than you did in lab today?  
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 think any patterns when you learn better? Do you notice any patterns when you struggle with topics?  
Could you use what you learned today to help you with something else?

**IMPACT! NOT!** Instead of writing formally, you can doodle, jot down bullet points or make a diagram to complete the top part of the post-lab reflection.

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**Problem-Solving Station**

**Objective**  
Construct a model that demonstrates the arrangement of particles of matter (atoms) in a solid, liquid and gas.

**Background Information**  
**Matter**: anything that has volume and mass. All matter is made of tiny particles called atoms. Different types of matter are made of different atoms or combinations of atoms. How these atoms are arranged in a substance determines whether the substance is a solid, liquid or gas. In this activity, you will create a model that represents how atoms are arranged in a solid, liquid and gas. You can only use the materials provided. Once you finish building the model, answer the following questions.

**Directions**  
1. Examine the materials you want to use to build your model. You will use a piece of cardboard or heavy paper to build your model.  
2. Construct the model on the cardboard. Be sure you label the model with the names of your group members.  
3. Draw a picture of your model on your recording sheet.

**Questions**  
1. Why did you choose the materials that you did to create the model of a solid, liquid or gas? What do these materials represent?  
2. How would you better explain the structure of matter as a solid, liquid and gas?  
3. Why is it important to understand that matter is made of particles too small to be seen?

**Question #1**  
What is **matter**? What does all matter have?

**Question #2**  
Why is energy **NOT** considered matter?

**Question #5**  
How would the arrangement and movement of atoms change in a substance if that substance changed from a liquid to a gas?

**Question #6**  
Draw an illustration that would represent the arrangement of particles (atoms) in a solid.

**Question #3**  
If heating a solid, liquid or gas? Define your answer using specific information about the volume and shape of a solid, liquid and gas.

**Question #4**  
Compare and contrast the volume of a solid, liquid and gas.

**Question #7**  
**ICM2E** Question #7  
Water is the only substance on Earth that is naturally found as a solid, liquid and gas. Draw an example of where you could find water as a solid, liquid and gas on Earth.

**Question #8**  
**ICM2E** Question #8  
Water is the only substance on Earth that is naturally found as a solid, liquid and gas. Draw an example of where you could find water as a solid, liquid and gas on Earth.

**Problem-Solving Station**

**Objective**  
Construct a model that demonstrates the arrangement of particles of matter (atoms) in a solid, liquid and gas.

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3. Draw a picture of your model on your recording sheet.

**Questions**  
1. Why did you choose the materials that you did to create the model of a solid, liquid or gas? What do these materials represent?  
2. How would you better explain the structure of matter as a solid, liquid and gas?  
3. Why is it important to understand that matter is made of particles too small to be seen?

**Claim**  
Matter is made of particles too small to be seen and the arrangement of the particles is different for different types of matter.

**Reasoning**  
Reasoning is the logical explanation that connects the claim and the evidence. It explains how and why the evidence supports the claim. The reasoning should include scientific principles or others that are important to the claim and evidence.

**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 results to evidence to support the claim.

5-PS1-1 States of Matter © Stephanie Hsuartz

Page 7 of 12 2036 words English (United States) Accessibility: Investigate Focus 30%

## 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

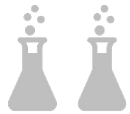
## DISTANCE – INDEPENDENT LEARNING COMPATIBILITY

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.

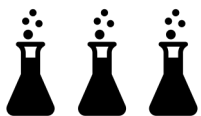
This lab has been rated the following:



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

- The activities at the science skills could be completed at home if students have balloons available. Students needs two different shaped balloons. Students can use two different sized or shaped glasses instead of the beaker and petri dish. Alternatively, the activities can be performed by the teacher in a pre-recorded video or in a live teaching session.
- The activity at the problem-solving stations can be completed at home. Students can use whatever materials are available to build the models of matter. Alternatively, the activity can be performed by the teacher in a pre-recorded video or in a live teaching session.



# 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>)**