

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.

DIGITAL SNAPs LAB STATIONS ACTIVITY

Physical and Chemical Properties of Water Digital Lab — Saved to my Mac

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

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Station 1: Physical & Chemical Properties of Water Lab Overview

Objectives:

- Observe, measure and describe water's physical and chemical properties.
- Calculate the mass and volume of water to determine its density.
- Measure water's physical properties to solve problems.

NGSS Science and Engineering Practices:

Planning and carrying out investigations (Practice 1)
Analyzing and interpreting data (Practice 2)
Using mathematics and computational thinking (Practice 3)
Constructing explanations and designing solutions (Practice 4)
Engaging in argument from evidence (Practice 5)

NGSS Engineering Standards:

ETS1: Defining the Problem
ETS1: Analyzing a Problem to Define the Problem

Science Skills Station:

Students will study water's physical and chemical properties in this station. Students will determine the boiling point and boiling point of water. Measurements will indicate the density of liquid water and use other tools to determine water's chemical properties.

NGSS Engineering Standards:

ETS1: Defining the Problem
ETS1: Analyzing a Problem to Define the Problem

Station 2: Physical & Chemical Properties of Water: The Lab Assignment

Read through the Lab Overview

Define the following terms:

Water	Substance
-------	-----------

Assessing your

Source	
--------	--

Source:

Source	
--------	--

Color:

Color	
-------	--

Odor:

Odor	
------	--

Mass:

Mass	
------	--

Density:

Density	
---------	--

Station 3: Analyze Skills Station

Define the following terms:

Water	Substance
-------	-----------

Assessing your

Source	
--------	--

Source:

Source	
--------	--

Color:

Color	
-------	--

Odor:

Odor	
------	--

Mass:

Mass	
------	--

Density:

Density	
---------	--

Station 4: Analyze Skills Station

Define the following terms:

Water	Substance
-------	-----------

Assessing your

Source	
--------	--

Source:

Source	
--------	--

Color:

Color	
-------	--

Odor:

Odor	
------	--

Mass:

Mass	
------	--

Density:

Density	
---------	--

Station 5: Analyze Skills Station

Define the following terms:

Water	Substance
-------	-----------

Assessing your

Source	
--------	--

Source:

Source	
--------	--

Color:

Color	
-------	--

Odor:

Odor	
------	--

Mass:

Mass	
------	--

Density:

Density	
---------	--

Station 6: Analyze Skills Station

Define the following terms:

Water	Substance
-------	-----------

Assessing your

Source	
--------	--

Source:

Source	
--------	--

Color:

Color	
-------	--

Odor:

Odor	
------	--

Mass:

Mass	
------	--

Density:

Density	
---------	--

Station 7: Synthesis Station

Write a 6 sentence summary about what you learned in this lab.

Station 8: Synthesis Station

Write a 6 sentence summary about what you learned in this lab.

Station 9: Assessment Station

1. Describe the qualitative properties of water (Observe below):

2. Which statements below does NOT correctly describe water's liquid?

- Water is a colorless substance.
- Water is a tasteless substance.
- Water is a flammable, but it is combustible.
- Water is a reactive substance.

3. According to the graph, what is water's boiling and boiling point?

Station 10: Assessment Station

4. A student boils 50 mL of water. He then pours this volume of water into a beaker. How many mL of water will be in the beaker?

5. How would you measure the density of 50 mL of water? Which is the most important thing to know? Explain, describe your response?

6. How would you measure the mass of 50 mL of water? Which is the most important thing to know? Explain, describe your response?

7. Pure water does NOT conduct electricity. Why does it not conduct electricity, such as other liquids? How does it conduct electricity when there is a substance in it?

8. What is the density of water? How would you measure it? Why is this important? What are some uses of water in each state of matter?

Station 11: Problem-Solving Station

1. A student has a beaker of water. He pours this volume of water into a beaker. How many mL of water will be in the beaker?

2. How would you measure the density of 50 mL of water? Which is the most important thing to know? Explain, describe your response?

3. How would you measure the mass of 50 mL of water? Which is the most important thing to know? Explain, describe your response?

4. Pure water does NOT conduct electricity. Why does it not conduct electricity, such as other liquids? How does it conduct electricity when there is a substance in it?

5. What is the density of water? How would you measure it? Why is this important? What are some uses of water in each state of matter?

Station 12: Problem-Solving Station

1. A student has a beaker of water. He pours this volume of water into a beaker. How many mL of water will be in the beaker?

2. How would you measure the density of 50 mL of water? Which is the most important thing to know? Explain, describe your response?

3. How would you measure the mass of 50 mL of water? Which is the most important thing to know? Explain, describe your response?

4. Pure water does NOT conduct electricity. Why does it not conduct electricity, such as other liquids? How does it conduct electricity when there is a substance in it?

5. What is the density of water? How would you measure it? Why is this important? What are some uses of water in each state of matter?

Station 13: Problem-Solving Station

1. A student has a beaker of water. He pours this volume of water into a beaker. How many mL of water will be in the beaker?

2. How would you measure the density of 50 mL of water? Which is the most important thing to know? Explain, describe your response?

3. How would you measure the mass of 50 mL of water? Which is the most important thing to know? Explain, describe your response?

4. Pure water does NOT conduct electricity. Why does it not conduct electricity, such as other liquids? How does it conduct electricity when there is a substance in it?

5. What is the density of water? How would you measure it? Why is this important? What are some uses of water in each state of matter?

Station 14: System Station

1. What are some uses of water in each state of matter?

2. How would you measure the density of 50 mL of water? Which is the most important thing to know? Explain, describe your response?

3. How would you measure the mass of 50 mL of water? Which is the most important thing to know? Explain, describe your response?

4. Pure water does NOT conduct electricity. Why does it not conduct electricity, such as other liquids? How does it conduct electricity when there is a substance in it?

5. What is the density of water? How would you measure it? Why is this important? What are some uses of water in each state of matter?

Station 15: System Station

1. What are some uses of water in each state of matter?

2. How would you measure the density of 50 mL of water? Which is the most important thing to know? Explain, describe your response?

3. How would you measure the mass of 50 mL of water? Which is the most important thing to know? Explain, describe your response?

4. Pure water does NOT conduct electricity. Why does it not conduct electricity, such as other liquids? How does it conduct electricity when there is a substance in it?

5. What is the density of water? How would you measure it? Why is this important? What are some uses of water in each state of matter?

Station 16: System Station

1. What are some uses of water in each state of matter?

2. How would you measure the density of 50 mL of water? Which is the most important thing to know? Explain, describe your response?

3. How would you measure the mass of 50 mL of water? Which is the most important thing to know? Explain, describe your response?

4. Pure water does NOT conduct electricity. Why does it not conduct electricity, such as other liquids? How does it conduct electricity when there is a substance in it?

5. What is the density of water? How would you measure it? Why is this important? What are some uses of water in each state of matter?

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

Physical and Chemical Properties of Water Editable Lab Stations

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Comments Editing Share

Physical and Chemical Properties of Water Lab Overview

Objectives

1. Observe, measure and/or describe water's physical and chemical properties.

2. Evaluate the importance of water's properties as they bring things on Earth.

3. Synthesize and/or apply your observations to solve problems.

WHS Science and Engineering Practices

Planning and carrying out investigations [Practice 3]
Analyzing and interpreting data [Practice 4]
Using mathematics and computational thinking [Practice 5]
Constructing explanations for phenomena [Practice 6]

Science Skills Station

Students will study water's physical and chemical properties at this station. Students will determine the melting point and boiling point of water; make measurements to calculate the density of liquid water and use other tools to describe water's chemical properties.

Narrative Station

Students will conduct short scenarios to determine water's physical and chemical properties. Students will use this research to evaluate the importance of water's properties as they bring things on Earth.

Assessment Station

After this station, students will answer questions about key terms and ideas relating to the physical and chemical properties of water. Students must employ lower, middle and higher order thinking skills to answer these questions.

Problem-Solving Station

Students will manipulate water's physical properties - specifically its freezing point - to solve problems. Students will add to water to manipulate the freezing point to create a super-cooled reaction to make ice cream.

Physical and Chemical Properties of Water © Stephanie Elowitz

Physical and Chemical Properties of Water Lab Assignment

Directions

Read through the Lab Overview.

2. Create a new entry for Physical and Chemical Properties of Water in the table of contents in your lab journal and determine the pages of your lab entry. Complete the following steps on the first page of this entry.

3. Before the lab begins in your lab journal:

- Water
- Boiling Point
- Density
- Conductivity
- Flammability
- Compressibility

4. Write a 4-5 sentence summary about what you will do in this laboratory.

Science Skills Station

Objectives

1. Make measurements to determine water's melting point, boiling point and density.

2. Make observations to describe the qualitative properties of water.

3. Conduct tests to determine the chemical properties of water.

Materials Required

- 1 lighter
- Water
- Hot paper
- Plastic cup
- 250-mL beaker
- Graduated cylinder
- Thermometer
- Ice
- String
- Open bottle
- Hot water

Overview

Water is the most vital and needed substance on Earth. At this station, you will make measurements and observations to describe the physical and chemical properties of water. You will perform four activities. Observe the materials, follow the directions for each activity. Record data on your recording sheet. Then answer the questions.

Part 1. Qualitative Properties

1. Observe a plastic cup of water. Observe and describe the color, odor and taste of water. Only use lab material. Always pour the water unless you are told otherwise.

2. Record and/or qualitative properties of water in the table.

Part 2. Melting and Boiling Point

1. Add four ice cubes to the beaker. How many thermometer in the beaker. Identify the cubes in the beaker until the thermometer stabilizes.

2. Place the beaker on the hotplate. Turn the hotplate to high heat. Do not allow the thermometer to rest on the bottom of the beaker.

3. Observe the ice in the beaker. Does the ice begin to melt to form liquid water. Record the temperature at which the ice melts.

4. Continue heating the water until it begins to boil (bubbles). Record the temperature at which the water evaporates.

5. Turn off the hotplate. Use the tongs and/or oven mitts to remove the beaker from the hotplate. Empty the water from the beaker.

Physical and Chemical Properties of Water © Stephanie Elowitz

Part 3. Density

1. Use the graduated cylinder to measure 100 mL of water.

2. Measure the mass of an empty beaker.

3. Add 100 mL of water to the empty beaker. Measure the mass of the water and beaker.

4. Determine water's density in g/mL. Record: Density = mass/volume.

Part 4. Chemical Properties

1. Obtain a piece of hot paper. Examine if water reacts, boils or melts.

2. Obtain a lighter. Bring the flame of the lighter close to the water. Observe the flammability and combustibility of water. Perform this step with extreme care. Your teacher may perform this step as a class demonstration if necessary.

Questions

1. Water's accepted melting point is 0°C and its boiling point is 100°C. Compare the values you determined as water's melting and boiling point. Calculate percent error. What might account for any error? Explain.

Percent Error = (Accepted Value - Measured Value) / Accepted Value

2. Water's accepted density is 1.00 g/mL. Compare the value you determined as water's density. Calculate percent error. What might account for any error? Explain.

3. In this lab, you were instructed to observe the taste of water. Should you perform this with an unknown substance or substance known to be toxic? Explain.

4. Predict the toxicity, flammability and combustibility of water.

5. Explain how water's chemical properties are important to bring things on Earth.

Physical and Chemical Properties of Water © Stephanie Elowitz

Narrative Station

Objectives

1. Research to describe water's physical and chemical properties.

2. Explain how water's properties make it useful for living things.

Activity

Directions: Use a computer to access the following website: <https://www.ck12.org/section/properties-of-water/lesson/Properties-of-Water-1/lesson/Properties-of-Water-1/> Conduct research using the information from this website to increase water's properties.

1. Melting Point

- Color
- Boiling Point (at sea level and 5,000 feet)
- Solubility (water as a solvent)
- Compressibility
- Dissolved oxygen
- pH

You can record additional data about water's properties if you wish. Record all your research in the table on your recording sheet. Then answer the questions.

Questions

1. Why might the color of water vary?

2. Why is the boiling point of water different at sea level and 5,000 feet?

3. Why does the density of water vary with temperature?

4. According to the website, how is water a universal solvent or a gas?

5. How do water's physical and chemical properties make it useful for living things?

6. How might changes in water's boiling point, solubility, and/or dissolved oxygen impact its usefulness to living things? Explain.

Physical and Chemical Properties of Water © Stephanie Elowitz

Assessment Station

Objectives

1. Complete the terms and ideas relating to the physical and chemical properties of water.

2. Select an answer.

3. Determine [accuracy](#).

4. Interpret [data](#).

5. Make [inferences](#).

Assessment Questions

1. Record the following questions. Write down your answers on the recording sheet.

2. There are two bonus questions. If time allows, try to answer these questions.

Physical and Chemical Properties of Water © Stephanie Elowitz

Physical and Chemical Properties of Water Lab Reflection

Objectives

Students will compose a CER report with evidence and reasoning to substantiate how the observations, data and materials 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 and logical analysis of data. CER organizes the relationship between observations, data, [evidence](#) and [logical](#) explanations.

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

Claim

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.

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 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. The reasoning should include scientific principles or ideas that are important to the claim and evidence.

Claim: **Water's physical and chemical properties are important to all living things on Earth.**

Directions

1. On the template, cite evidence from the science lab's narrative and/or problem-solving station that supports the claim above. You can bullet point the ideas.


2. On the template, cite logical explanations and scientific principles that explain how and why the evidence supports the claim above. You can bullet point the ideas.

3. Write one paragraph CER report. Write in complete sentences. This CER report is the conclusion to this lab. It should include the [claim](#), [evidence](#) and [reasoning](#).

Physical and Chemical Properties of Water © Stephanie Elowitz

Question #1

Describe the qualitative properties of water (shown below).



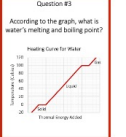
Question #2

Which statement below does NOT correctly describe water? Explain.

A. Water is an inert substance.
B. Water is a neutral substance.
C. Water is not flammable, but is combustible.
D. Water is not reactive.


Question #3

According to the graph, what is water's melting and boiling point?



Question #4

A student tests the pH of water. The pH paper turns a greenish-yellow. The results are shown below. According to his results, what is the pH of water? Is it warm or cool, basic or acidic?



Question #5

Liquid water has a density of approximately 1.00 g/mL, whereas ice has a density of 0.92 g/mL. Why is this important to bring things on Earth, especially aquatic organisms?

Question #6

How would life on Earth be impacted if water was a toxic substance to plants but not to animals? Explain.

Problem-Solving Station

Objective

Manipulate the physical properties of water to lower the melting/freezing point.

Materials Required

- 1. Low-density Ziploc bag
- 1. Salt
- 1. Ziploc bag
- 1. Cup of milk
- 1. Graduated cylinder
- 1. Refrigerator/freezer device
- 1. Thermometer
- 1. Tablespoon measuring device
- 1. Thermometer
- 1. Spoon
- 1. Ice

Overview

The melting/freezing and boiling/condensation points of water change when substances are added or dissolved in water. For example, adding salt to water lowers the freezing point of water. Similarly, the freezing point of water is 0°C. The more salt added to water, the lower the freezing point. Salt can lower water's freezing point to be as low as -20°C!

In this activity, you will manipulate the water's freezing point by adding salt to the ice. The salt will cause the ice to melt and create an ice-salt water bath. Add salt to the water's freezing point, but not to the water's boiling point. If the opportunity to perform this activity again, what would you do differently?

The goal is to add enough salt to make the ice-salt water melt enough to make ice cream, while lowering the amount of ice added. One teaspoon of salt melts 25 grams. The more salt you add, the more expensive your ice cream.

Consider the following when making the ice-salt water bath and the ice cream.

You have 30 minutes to make the ice cream.

The ice cream should have a smooth, soft, and solid texture.

It should be able to hold its shape when you touch it.

You are allowed to use any material to make a cup of ice cream.

It should be able to hold its shape when you touch it.

You can test how well the ice-salt water bath melts ice cream and add more salt if needed, as long as you stay within the [time](#) constraints.

Physical and Chemical Properties of Water © Stephanie Elowitz

Physical and Chemical Properties of Water Lab Reflection

Directions

1. Write a 4-5 sentence summary about what you learned in this lab.

2. Write a 4-5 sentence peer-to-peer self-assessment. Answer at least 2 of the questions below in your reflection.

How well did you participate today?

What do you know now that you didn't know before?

What questions do you have about things you don't understand?

What do you need to do to better understand what you studied in lab today?

What did you do well today? What do you do best?

Rate your performance today 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 topics?

Could you use what you learned today to help you with something else?

IMPORTANT NOTE: Instead of writing formally, you can doodle, get down bullet points or make a diagram to complete the last parts of the peer-to-peer reflection.

Physical and Chemical Properties of Water © Stephanie Elowitz

Features:

- ✓ **100% Editable** stations downloaded as a docx file
- ✓ Necessary diagrams, tables and graphs included
- ✓ Illustrative graphics and clipart NCT 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

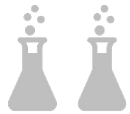
DISTANCE – INDEPENDENT LEARNING COMPATIBILITY

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.

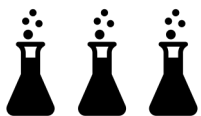
This lab has been rated the following:



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 includes hands-on activities so to make observations and measurements. For the best learning experience, students should complete this lab in a classroom.
- The activities at the science skills and problem-solving stations could be performed by the teacher in a pre-recorded video or in a live teaching session so to make this laboratory work in a distance learning setting.
- It is possible for students to make ice cream in an independent setting since the materials required are commonly found in most homes.

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>)