Preview

Please note that these experiments are the *SAME* ones included in my science units listed on the next page in the Table of Contents. They can definitely be used without the units which is why I decided to offer them as a stand-alone product.

Table of Contents

Creating a Gas: Teacher Directions

- I like using the team format to encourage cooperation and communication. It also provides great opportunities to use each other's names and even record them as team members.
- Hopefully you have already talked with and taught your students about lab safety. Although there is nothing dangerous in these experiments, it is important to always follow good safety rules.
- I also really try to come up with activities using items you likely have in the classroom on at home.
- Allow students to collect the materials needed and check them off as they obtain them.
- Make sure you review ways you can tell a chemical change has occurred. One of them is that a chemical reaction will cause gas to be released. That is what we will be observing in this activity.
- You will be delivering the directions verbally. My students were either non-readers or emerging, so I did not have the directions here for them to read.
- Students record the results and test their hypothesis.

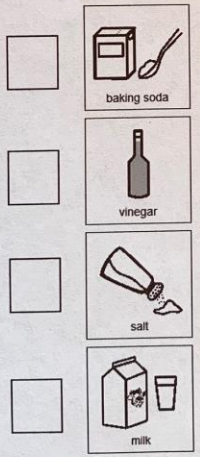
Physical or Chemical Change Experiment #2

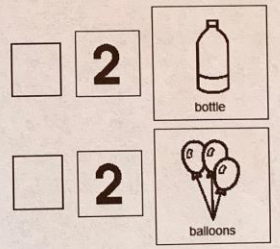
Producing a Gas

People on my team: _____

_____

Materials needed:





Physical or Chemical Change Experiment #2

Producing a Gas

My hypothesis

I think the balloon on:

Bottle #1 will ☐

Bottle # 2 will ☐

↑	↑	↓	↓	= stay same	= stay same

Physical or Chemical Change Experiment #2

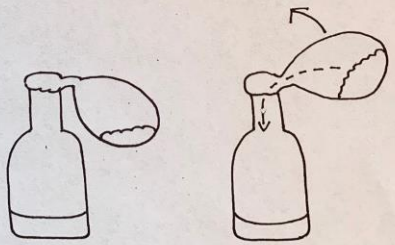
Producing a Gas

The Experiment:

Balloon #1

1. Carefully place the balloon on the bottle without letting the contents spill in. (Teacher to do)
2. Lift up the balloon and empty the contents into the bottle.
3. Observe changes in the balloon.

Balloon #2 : Repeat same process

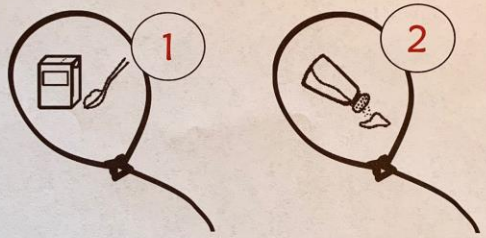


Physical or Chemical Change Experiment #2

Producing a Gas

Preparing Materials

In each balloon, put **1 teaspoon** of:



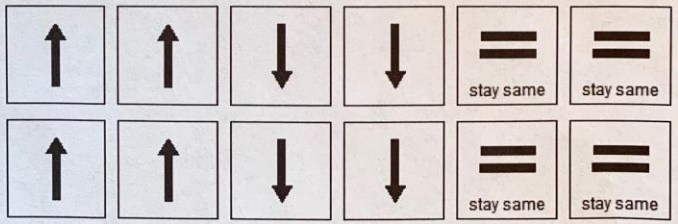
In each bottle, put **1 cup** of:

Physical or Chemical Change Experiment #2

Producing a Gas

Testing my hypothesis:

	Prediction of Balloon Change	Result of Balloon Change
Bottle #1		
Bottle #2		



Physical or Chemical Change Experiment #2

Producing a Gas

What I knew

When there is a chemical change gas ☐ released.

When there is a physical change there gas is released. ☐

What I learned

Bottle #1 had a ☐ change.

Bottle #2 had a ☐ change.