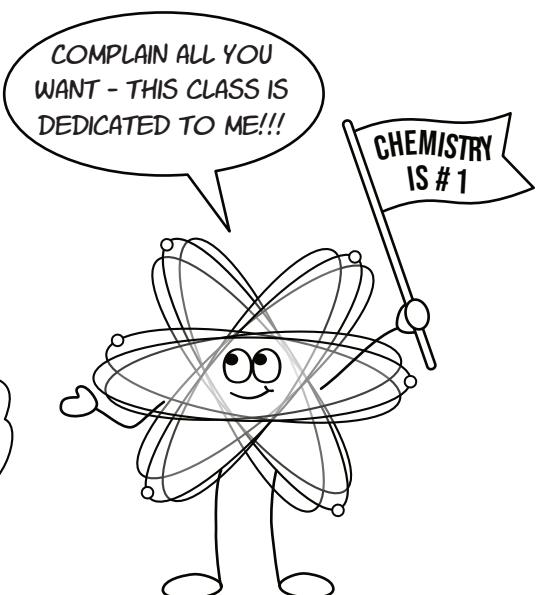
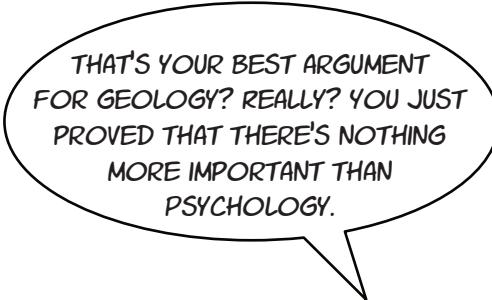
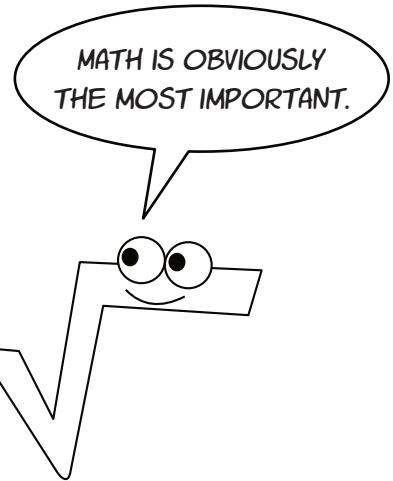
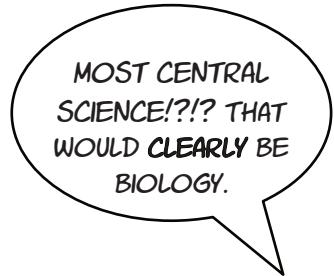


CHEMISTRY

The central and most important branch of science



Fall 2020 schedule:

	Date	Topic	NGSS (if applicable)	Page(s)
Week 1	Tuesday, Sept 1	The story of the atom	5-PS1-1	1-2
	Thursday, Sept 3	Elemental, dear Watson!		3-4
	Friday, Sept 4	Hands-on Activity: Modeling Clay Orbitals		5-6
Week 2	Tuesday, Sept 8	A noble quest		7-10
	Thursday, Sept 10	Why share electrons?	5-PS1-3	11-12
	Friday, Sept 11	Gameshow Review		13-16
Week 3	Tuesday, Sept 15	Element, mixture, compound		17-18
	Thursday, Sept 17	What is radioactivity?		19-20
	Friday, Sept 18	Hands-on Activity: Edible Experiments		
Week 4	Tuesday, Sept 22	Conservation of matter	5-PS1-2	21-22
	Thursday, Sept 24	Physical reactions	5-PS1-4	23-24
	Friday, Sept 25	Hands-on Activity: Time to Fizz		25-26
Week 5	Tuesday, Sept 29	Chemical reactions part 1	5-PS1-4	27-29
	Thursday, Oct 1	Chemical reactions part 2	5-PS1-4	30
	Friday, Oct 2	Hands-on Activity: Lemon or Vinegar Battery		31-32
Week 6	Tuesday, Oct 6	How does a toaster work?	4-PS3-2, 4-PS3-4	33-34
	Thursday, Oct 8	The building block of life	4-PS4-3	35-36
	Friday, Oct 9	Gameshow review		
Week 7	Tuesday, Oct 13	Where does fuel come from?	4-ESS1-1, 4-ESS3-1	37-39
	Thursday, Oct 15	What is fire <i>really</i> ?		40
	Friday, Oct 16	Hands-on Activity: Build a Levee	4-ESS3-2	41-42
Week 8	Tuesday, Oct 20	The chemistry of lava		43
	Thursday, Oct 22	Acids and bases		44
	Friday, Oct 23	Gameshow review		
Week 9	Tuesday, Oct 27	Why do we chlorinate pools?		45
	Thursday, Oct 29	Photosynthesis	5-PS3-1, 5-LS1-1	46
	Friday, October 30	Hands-on Activity: Frankenseeds		47-48
Week 10	Tuesday, Nov 3	All about the sugars		49
	Thursday, Nov 5	Why can't you eat books?		50-51
	Friday, Nov 6	Gameshow review		

The gameshow reviews are interactive and best when attended live (10:00-10:45 a.m. Pacific / 1:00-1:45 p.m. Eastern time). If you can't attend live, it is recorded and you can watch the replay afterward. The questions used during the gameshow will also be emailed to all participants and can be used as a traditional assessment.

Have questions? Contact jenny@science.mom

	Date	Topic	NGSS (if applicable)	Page(s)
Week 11	Tuesday, Nov 10	Lipids!		52
	Thursday, Nov 12	Chemistry in real life: amazing plankton		53
	Friday, Nov 13	Hands-on Activity: Plant Propagation		54-55
Week 12	Tuesday, Nov 17	How things glow in the dark		56
	Thursday, Nov 19	From cells to colonies	4-LS1-1	57
	Friday, Nov 20	Gameshow review		
Week 13	Tuesday, Nov 24			
	Thursday, Nov 26	<i>Thanksgiving break - No class</i>		
	Friday, Nov 27			
Week 14	Tuesday, Dec 1	The nitrogen cycle	5-LS2-1	58
	Thursday, Dec 3	Chemistry in real life: water reclamation		59
	Friday, Dec 4	DIY Water Filter		60
Week 15	Tuesday, Dec 8	Fireworks and lab safety		61
	Thursday, Dec 10	Gameshow review		
	Friday, Dec 11	Gameshow review		

You will see boxes like this through out the notes. Use them to draw your favorite moment from class, to write down something cool you learned, or for plain old-fashioned doodling. If you'd like to share your doodle work with Science Mom and Math Dad, take a picture and then tag us on social media or email it to art@science.mom

YOUR DOODLE SPACE

Supply List for Friday Hands-on Activities:

September 4 - Modeling Clay Orbitals

- Toothpicks
- Modeling clay or play dough (7 different colors)

September 18 - Edible Experiments

- Granulated Sugar (at least 7 cups)
- Kool-aid packets
- Cake pop sticks or string
- A ruler
- 2 pint-size mason jars with lids OR cups and rubber bands
- Coffee filters or paper
- 2 Microwavable popcorn packets

September 25 - Time to Fizz!

- 6 Alka-Seltzer tablets
- 6 bottles of soda in plastic containers with narrow tops. Any size and type will work, but I recommend 16 oz coke bottles (because Coke is slightly more carbonated than other sodas). You'll use the bottles twice in this experiment and reuse two of them again in the Dec 4th water filtration experiment.
- Baking soda
- 3 packages of Pop Rocks candy
- 6 Balloons (standard 9 inch size)
- A funnel (to help get baking soda inside the balloon)
- Food Coloring
- Vinegar
- Vegetable oil (a whole bottle)
- Safety glasses

October 2 - Lemon or Vinegar Batteries

- Citrus fruit such as lemons OR a potato OR vinegar and an empty ice cube tray
- An LED diode
- Copper penny, wire, or copper sheets
- Galvanized nail or zinc sheets
- Alligator clips
- Scissors or knife

You can get all of these items
in a "lemon battery science kit"
online for between \$5 and \$9.

October 16 - Build a Levee

- A rectangular Tupperware container (or a glass pan)
- Duct tape
- A plastic bag
- Fine-grained building materials (1 cup flour mixed with 1 Tbsp cocoa powder)
- Course grained building materials (beans, nuts, or dried fruit)
- Water
- (Optional) legos or other small items to represent the town

October 30 Frankenseeds

- Cardboard egg carton(s)
- Paper towels
- An empty bread or produce bag
- At least 6 types of seeds from the kitchen (could include rice, beans, lentils, chia seeds, walnuts, sunflower seeds, almonds, peanuts, flax seeds quinoa, or seeds from inside foods like apples, peas, avocados, pears, oranges, kiwis, or cucumbers)

November 13 - Plant Propagation

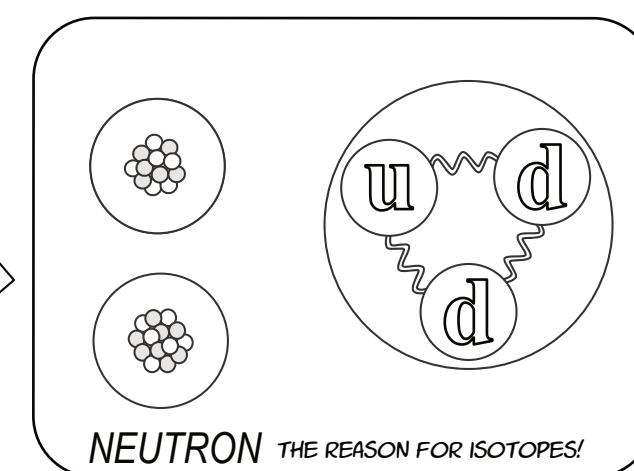
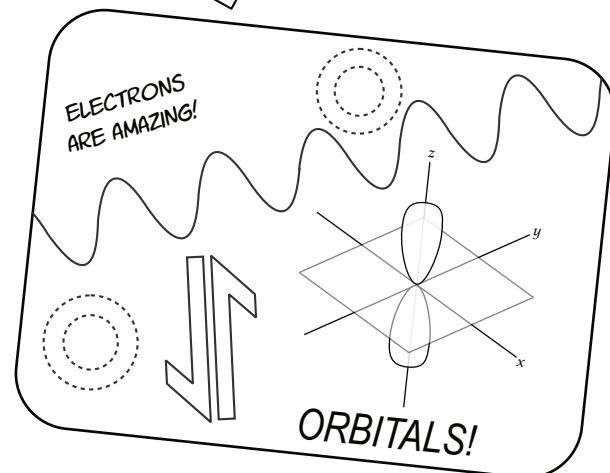
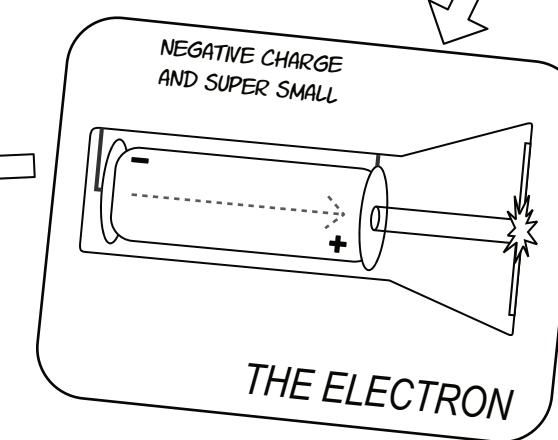
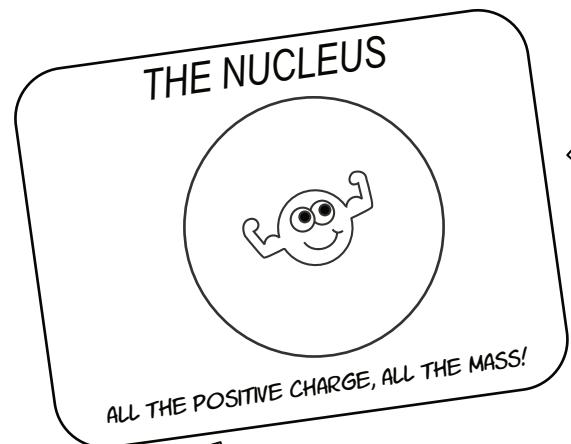
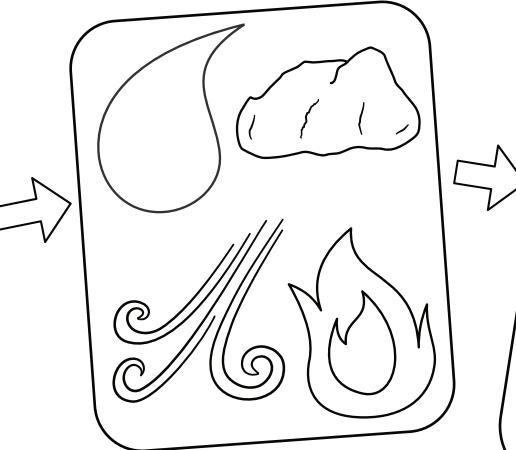
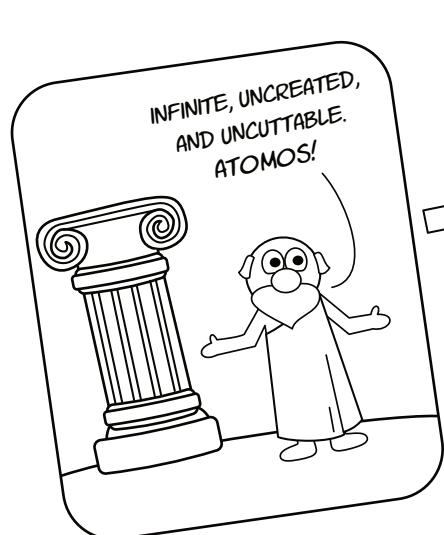
- One root vegetable (such as a carrot, beet, turnip, radish, or rutabaga)
- One tuber (sweet potato, potato, ginger, or turmeric)
- A pineapple
- 3 cups (drinking cups will work fine)
- Toothpicks

December 4 - DIY Water Filter

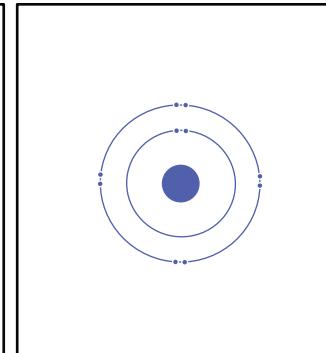
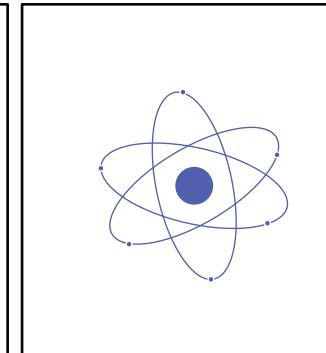
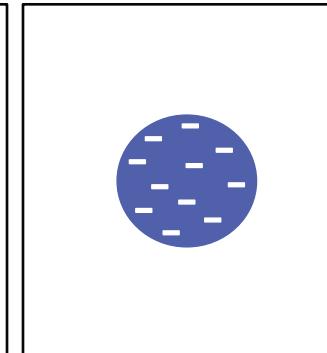
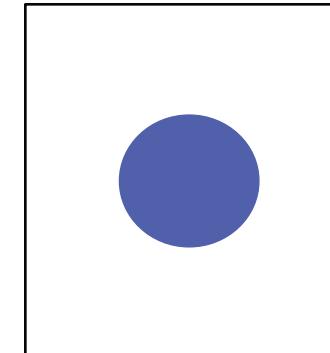
- Two plastic 12 or 16 oz bottles (can reuse the ones from Sept 25)
- Scissors (you might want an adult's help to cut the bottles)
- Sand
- Gravel
- Activated charcoal
- Coffee filters
- A small square of cotton fabric or a couple of cotton balls

The story of the ATOM

WHAT ARE THINGS REALLY MADE OF?



DRAW THE DIFFERENT MODELS IN THESE BOXES!



SOLID SPHERE

- 1803 JOHN DALTON
- ELEMENTS ARE MADE OF DIFFERENT ATOMS
- THE ATOM ISN'T THE SMALLEST PARTICLE
- HAD NO NUCLEUS

PLUM PUDDING

- 1904 J.J. THOMPSON
- ELECTRONS ARE NEGATIVELY CHARGED
- HAD NO NUCLEUS
- DIDN'T PREDICT ELECTRON BEHAVIORS

PLANETARY

- 1911 RUTHERFORD
- POSITIVE CHARGE IN THE NUCLEUS
- DIDN'T PREDICT ELECTRON BEHAVIORS
- DID NOT EXPLAIN LARGER ATOMS

BOHR

- 1913 NIELS BOHR
- ELECTRONS HAVE DISTINCT ENERGY LEVELS
- DID NOT EXPLAIN LARGER ATOMS

YOUR NOTES:

Welcome to the Elemental Cafe

How to order an element:

1. Choose the number of protons*
2. Make it an isotope!
Adjust the number of neutrons
3. Make it an ion!**
Adjust the number of electrons

* NUMBERS ABOVE 90 ARE NOT SERVED.

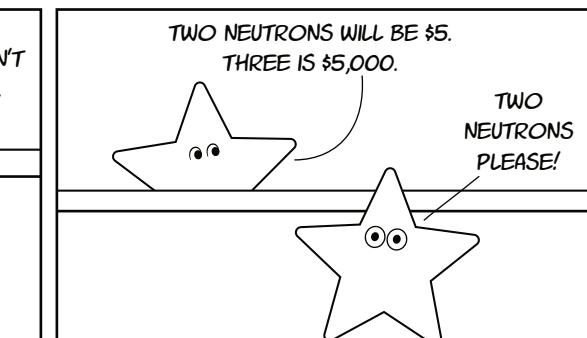
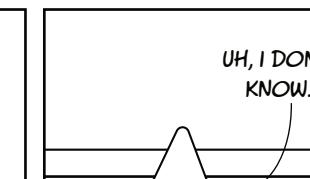
** LIMITED AVAILABILITY.

Daily Special

CARBON 14
6 PROTONS
8 NEUTRONS
6 ELECTRONS
Remarkably stable!

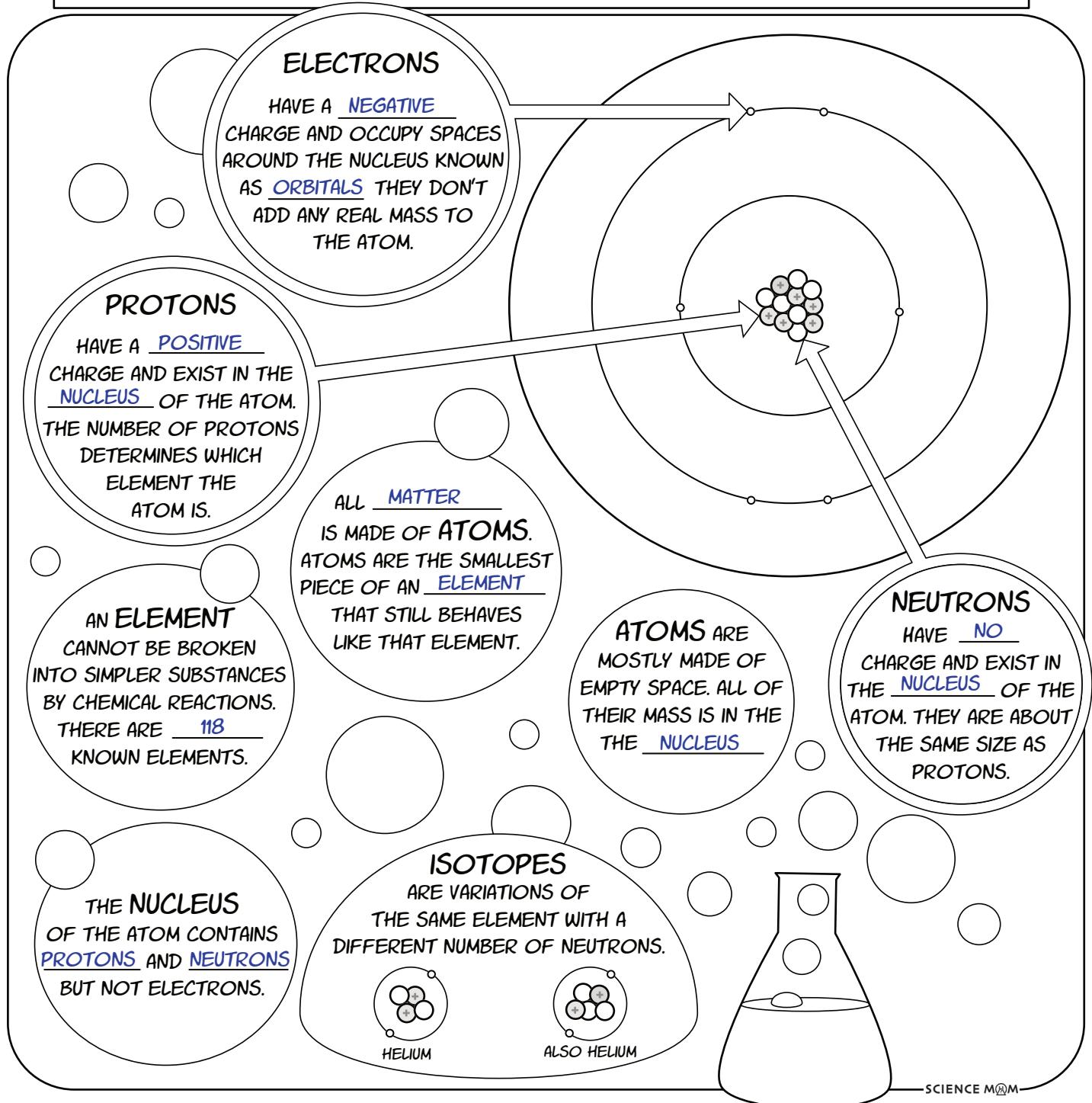
WHAT CAN I GET YOU?

I'LL HAVE A NUMBER TWO.



FILL IN THE BLANKS USING THESE WORDS:

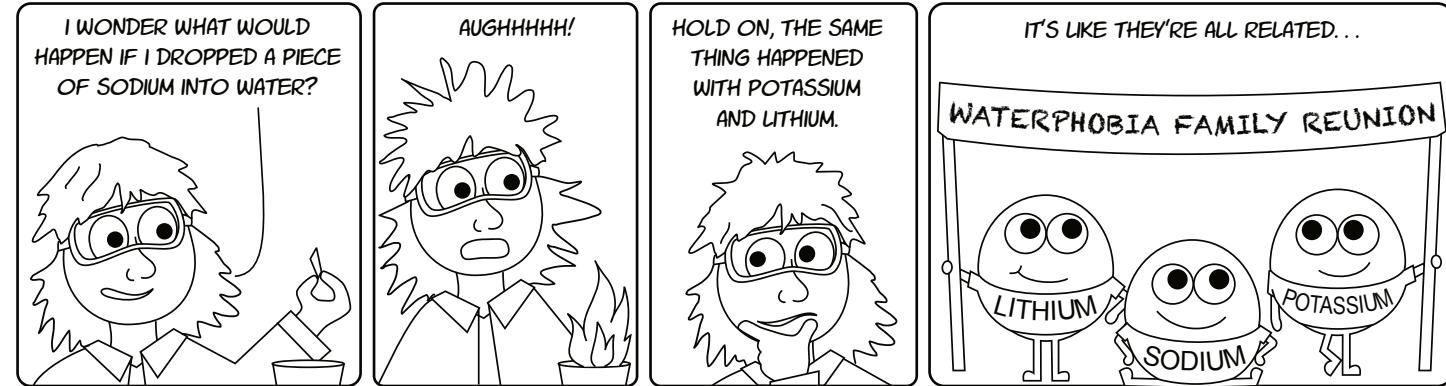
element	positive	no	nucleus	orbitals	neutrons
nucleus	protons	nucleus	118	matter	negative



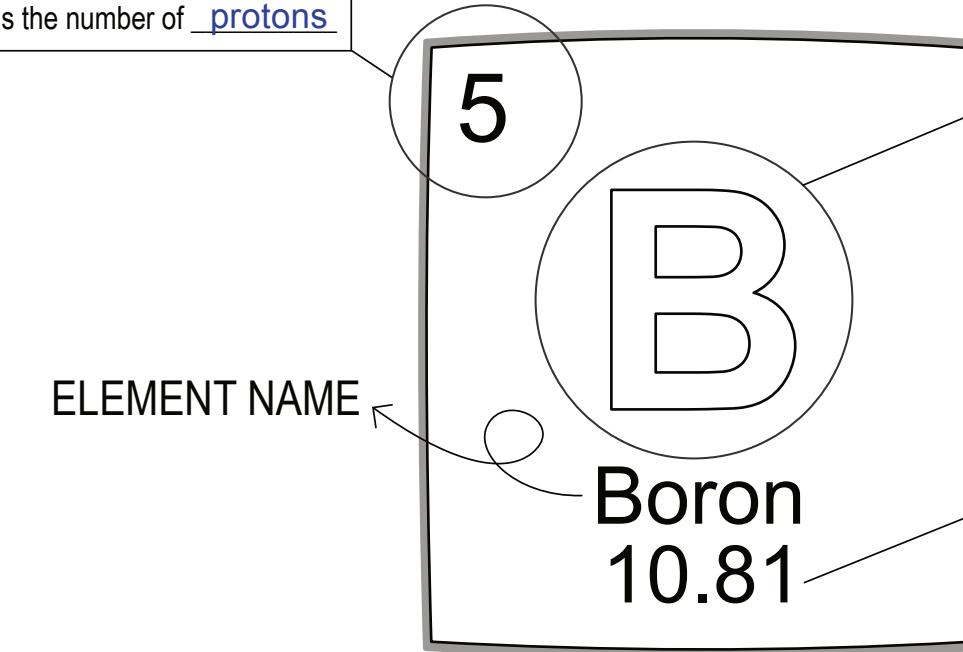
YOUR NOTES:

The PERIODIC table

PRETTY MUCH THE COOLEST CHART EVER



The ATOMIC NUMBER is the number of protons



THE PERIODIC TABLE EVERY SINGLE ELEMENT!

1 H Hydrogen	2 He Helium
3 Li Lithium	4 Be Beryllium
11 Na Sodium	12 Mg Magnesium
19 K Potassium	20 Ca Calcium
37 Rb Rubidium	38 Sr Strontium
55 Cs Cesium	56 Ba Barium
87 Fr Francium	88 Ra Actinium
La Lanthanum	La Cerium
Th Thorium	Pa Protactinium
Pr Neodymium	U Uranium
Nd Praseodymium	Np Neptunium
Pm Promethium	Pu Plutonium
Sm Samarium	Am Americium
Eu Europium	Cm Curium
Gd Gadolinium	Bk Berkelium
Tb Terbium	Cf Einsteinium
Dy Dysprosium	Es Fermium
Ho Holmium	Md Mendelevium
Er Erbium	No Nobelium
Tm Thulium	Lr Lawrencium
Yb Ytterbium	Ds Dubnium
Lu Lutetium	Sg Seaborgium
Hf Hafnium	Bh Bohrium
Ta Tantalum	Og Oganesson
V Vanadium	
Cr Chromium	
Mn Manganese	
Fe Iron	
Co Cobalt	
Ni Nickel	
Cu Copper	
Zn Zinc	
Ga Gallium	
Ge Germanium	
As Arsenic	
Se Selenium	
Br Bromine	
Kr Krypton	
Al Aluminum	
Si Silicon	
P Phosphorus	
S Sulfur	
Cl Chlorine	
Ar Argon	
Li Lithium	
N Nitrogen	
O Oxygen	
F Fluorine	
Ne Neon	

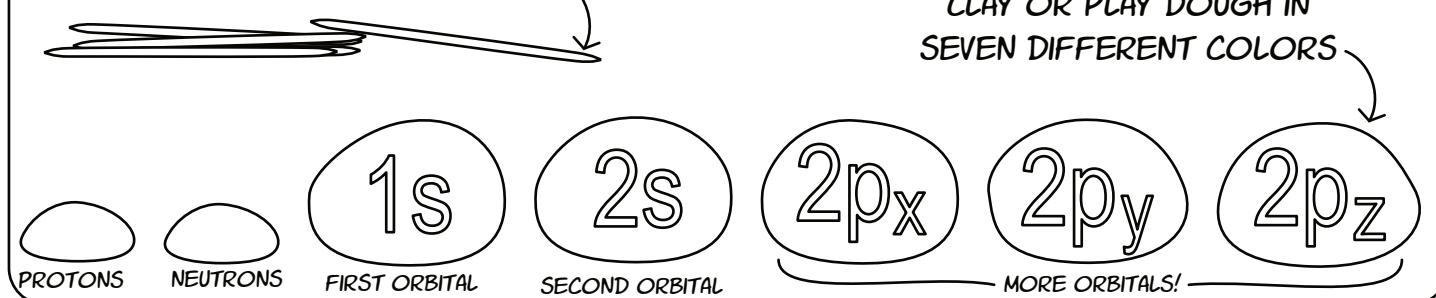
ARRANGING ALL OF THE ELEMENTS BY NUMBER CREATES A REALLY WIDE TABLE. SO THIS BLOCK (THE LANTHANIDES AND ACTINIDES) IS USUALLY SHOWN BELOW THE REST OF THE ELEMENTS.

Hands-on Activity

MODELING CLAY ORBITALS!

MATERIALS:

TOOTHPICKS



*Don't have modeling clay?
No problem! Make play
dough using this recipe:*

PLAY DOUGH

1 cup flour
1/3 cup salt
3/4 cup water
3 Tbsp lemon juice
1 Tbsp cooking oil
Food coloring

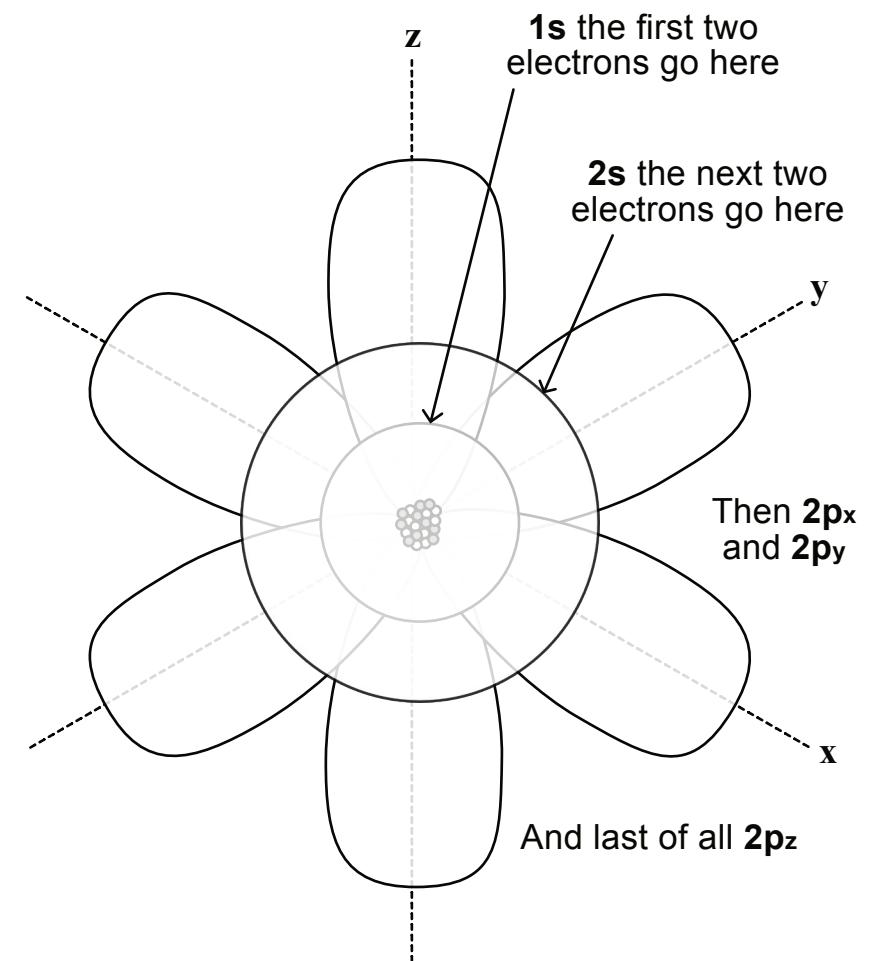
Mix the flour and salt together in a bowl. Heat the water to boiling and add the oil and lemon juice. Then mix all the ingredients together. For best results, mix in a pot over the stovetop until mixture is thick (about 1 minute).

Let sit and cool for a few minutes before kneading. Add another spoonful of flour if the dough is too sticky. Kool-aid drink packets can be used instead of food coloring.



ORBITALS

WHERE AN ELECTRON IS
MOST LIKELY TO BE



~ INSTRUCTIONS ON PAGE 6 ~

SCIENCE MAM

MODELING CLAY ORBITALS CONTINUED...

INSTRUCTIONS:

Shape the colors of clay that represent neutrons and protons into small spheres and put them together to make the nucleus. Remember, the number of protons determines the element! Making models of a hydrogen, helium, lithium, carbon, fluorine, and neon atom. Partially-filled orbitals can be represented by moulding half of the orbital. Use toothpicks to attach the p-orbitals.

HYDROGEN

1 PROTON
0 NEUTRONS
1 ELECTRON



WARNING! VERY REACTIVE
ORBITAL INCOMPLETE

HELIUM

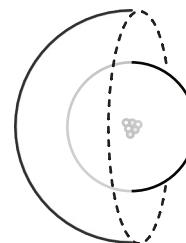
2 PROTON
2 NEUTRONS
2 ELECTRON



CONGRATULATIONS!
YOU ARE REMARKABLY STABLE

LITHIUM

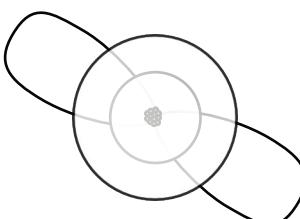
3 PROTON
3 NEUTRONS
3 ELECTRON



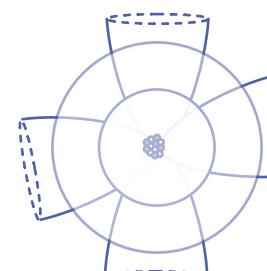
WARNING! VERY REACTIVE
ORBITAL INCOMPLETE

CARBON

6 PROTON
6 NEUTRONS
6 ELECTRON

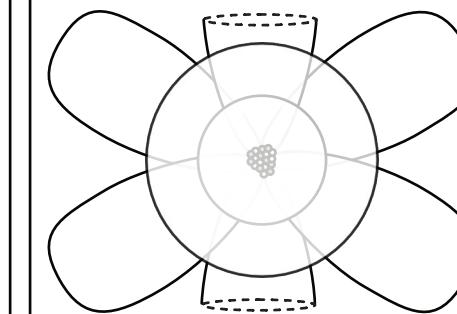


Science mom made a mistake!
With the "half full orbitals" that she
drew to represent an orbital with just
1 electron, carbon should look like this:



FLUORINE

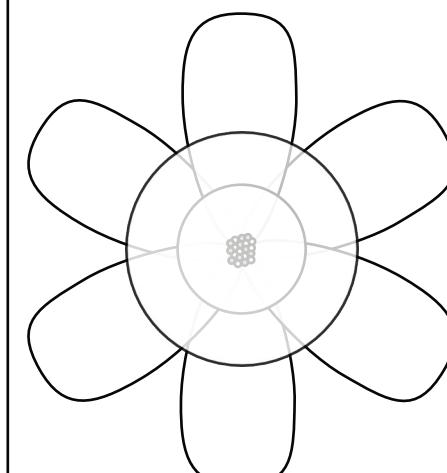
9 PROTON
9 NEUTRONS
9 ELECTRON



WARNING! VERY REACTIVE
ORBITAL INCOMPLETE

NEON

10 PROTON
10 NEUTRONS
10 ELECTRON



CONGRATULATIONS!
YOU ARE REMARKABLY STABLE

THE PERIODIC TABLE COLORING CHALLENGE

1 H	Hydrogen
3 Li	Boron
4 Be	Beryllium
11 Na	Sodium

Certain elements are grouped together because they behave in a similar way. For this coloring challenge, choose a color to represent each family of elements. Then use the number key below to find and color your elements!

2 He	Helium
5 B	Carbon
6 C	Nitrogen
7 N	Oxygen
8 O	Fluorine
9 F	
10 Ne	Neon
13 Al	Silicon
14 Si	Phosphorus
15 P	Arsenic
16 S	Sulfur
17 Cl	Bromine
18 Ar	Iodine

19 K	Scandium
20 Ca	Calcium
21 Sc	Manganese
22 Ti	Titanium
23 V	Vanadium
24 Cr	Chromium
25 Mn	Iron
26 Fe	Cobalt
27 Co	Nickel
28 Ni	Copper
29 Cu	Zinc
30 Zn	Ruthenium
31 Ga	Palladium
32 Ge	Rhodium
33 As	Caesium
34 Se	Silver
35 Br	Technetium
36 Kr	Molybdenum

37 Rb	Yttrium
38 Sr	Zirconium
39 Y	Niobium
40 Zr	Tantalum
41 Nb	Tungsten
42 Mo	Rhenium
43 Tc	Ruthenium
44 Ru	Ruthenium
45 Rh	Ruthenium
46 Pd	Palladium
47 Ag	Silver
48 Cd	Platinum
49 In	Gold
50 Sn	Platinum
51 Sb	Thallium
52 Te	Mercury
53 I	Lead
54 Xe	Bismuth
55 Cs	Hafnium
56 Ba	Tantalum
57 La	Hafnium
58 Ce	Tungsten
59 Pr	Rhenium
60 Nd	Rhenium
61 Pm	Rhenium
62 Sm	Rhenium
63 Eu	Rhenium
64 Gd	Rhenium
65 Tb	Rhenium
66 Dy	Rhenium
67 Ho	Rhenium
68 Er	Rhenium
69 Tm	Rhenium
70 Yb	Rhenium
71 Lu	Rhenium

Nonmetals: These Elements do not conduct electricity. 1,6,7,8,15,16,34

Alkali Metals: All of these react explosively with water. 3,11,19,37,55,87

Alkali Earth metals: These all also reactive elements and especially like to react with oxygen. 4,12,20,38,56,88

Transition metals: These are good conductors of heat and electricity.

And there are a lot of them! 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 72, 73, 74, 75, 76, 77, 78, 79, 80

Metals: These are great conductors heating electricity and in their solid form they can be shiny and ductile. 13, 31, 49, 50, 81, 82, 83

89 Ac	Curium
90 Th	Thorium
91 Pa	Protactinium
92 U	Uranium
93 Np	Neptunium
94 Pu	Plutonium
95 Am	Americium
96 Cm	Curium
97 Bk	Berkelium
98 Cf	Californium
99 Es	Einsteinium
100 Fm	Mendelevium
101 Md	Fermium
102 No	Noelium
103 Lr	Lawrencium

Metaloids: these elements are semiconductors! 5, 14, 32, 33, 51, 52, 84

Halogens: These are very reactive elements. 9, 17, 35, 53, 85

Noble gases: These elements have a full show of electrons and are not very reactive. 2, 10, 18, 36, 54, 86

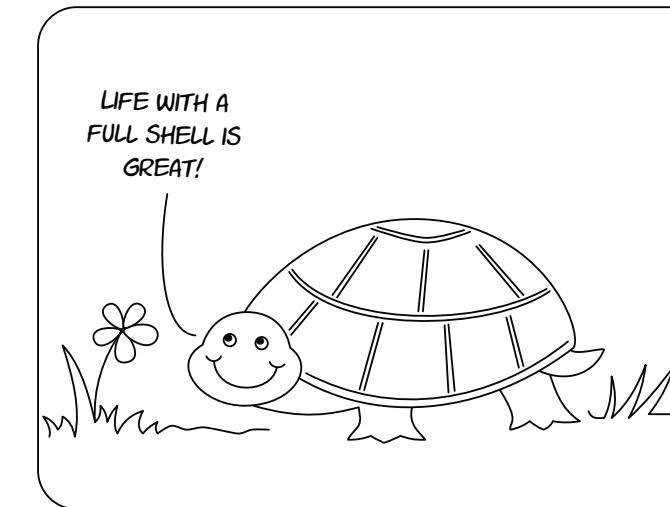
Transactinides: Super big elements with more than 104 protons!

These have been created artificially in laboratories, but are not found in nature. 104-118

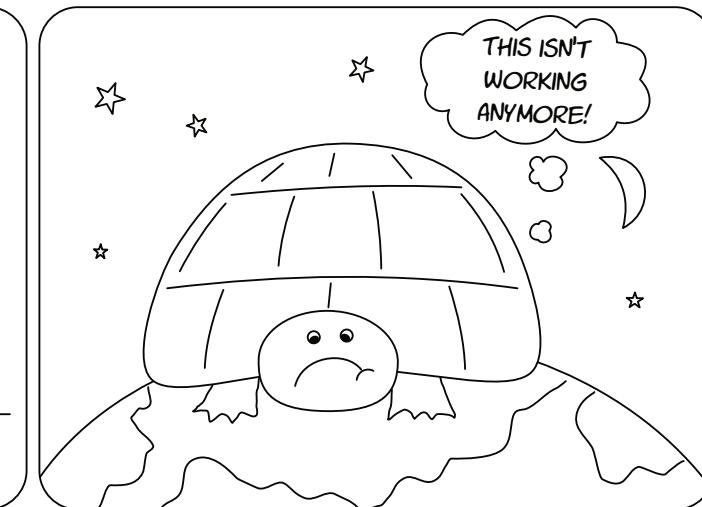
Lanthanides: Called the rare earth elements. 57-71

Actinides: These are all radioactive. 89-103

A FULL SHELL OF ELECTRONS IS LIKE A HAPPY TURTLE - UNLESS IT GETS TOO BIG.



LIFE WITH A FULL SHELL IS GREAT!



THIS ISN'T WORKING ANYMORE!

An element with a full shell is stable. It is not interested in reacting with other elements. But if it gets too large, then that "turtle" is no longer very happy, even though it has a full shell.

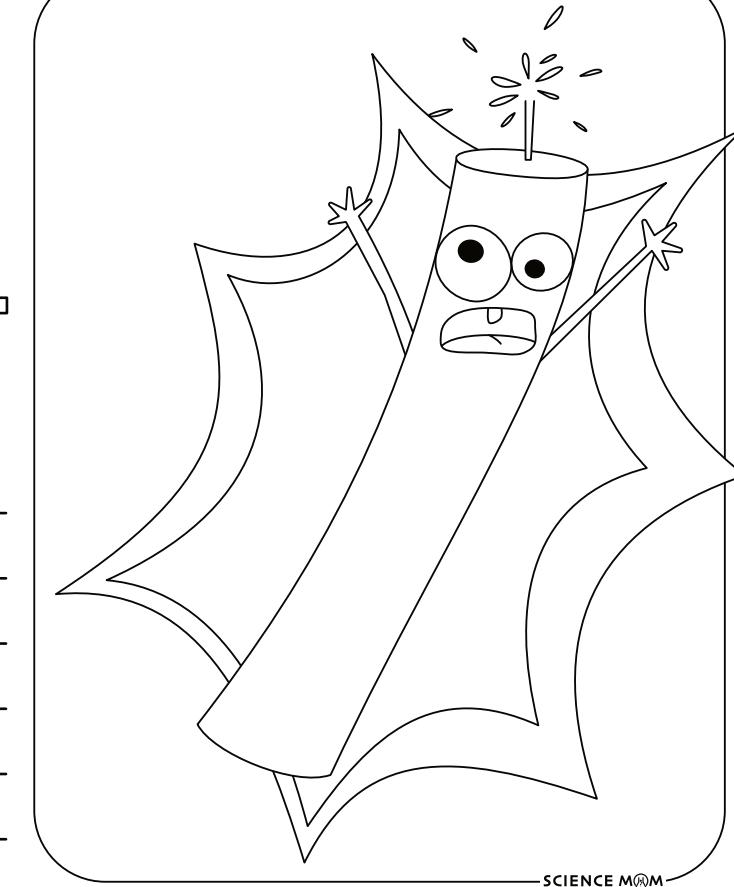
The elements with full shells of electrons are in the column called the noble gases. Next to the noble gases are the halogens. If these elements gain one more electron, then they have a full shell. If the alkali metals lose one electron, then they have a full shell. Both groups or families of elements are very reactive. They want to bond with other elements and fill their shells!

FILL IN THE BLANKS USING THESE WORDS:

reactive	alkali	element	full
metals	halogens	periodic	bond

Your notes:

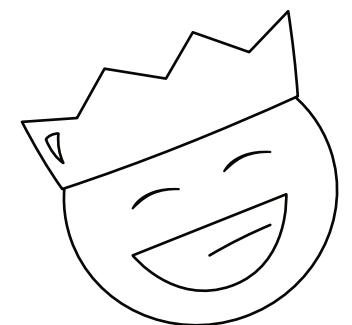
AN ALMOST-FULL SHELL OF ELECTRONS IS LIKE A FIRECRACKER READY TO EXPLODE!



A NOBLE Quest!

The elements in this family are called the “Noble gases.” At room temperature, they are all colorless, odorless, and tasteless. They hardly ever form bonds or react with anything! Can you draw lines to match each element with its fact box?

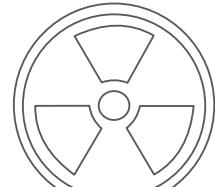
2	He	Helium	4
10	Ne	Neon	20.18
18	Ar	Argon	39.95
36	Kr	Krypton	83.80
54	Xe	Xenon	131.24
86	Rn	Radon	222



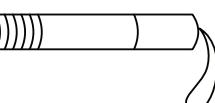
When electricity passes through this colorless gas, it can glow a bright red-orange color. It's often used in signs.



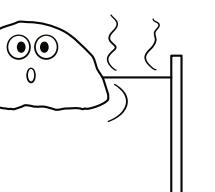
People used to mix this element into paints to make them glow in the dark, but then it was banned from paint because it's radioactive.



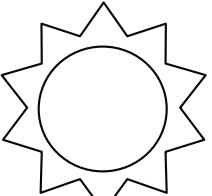
This gas is sometimes used in high-powered lasers.



This gas glows bright white when electricity passes through it. In its (very cold) liquid form, it's so dense that granite would float on it!



Second most abundant element in the universe! Created in our sun and sometimes found in balloons.



This gas, the 3rd most abundant in our atmosphere, makes up 1% of the air you breath.



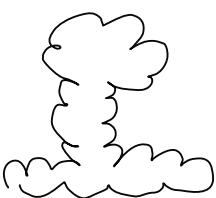
The Halogens

REACTIVE & DANGEROUS

The elements in this family are called the “halogens.” At room temperature, the first two (fluorine and chlorine) are gasses with strong unpleasant smells. Breathing too much of them is toxic and they are all flammable and corrosive (will destroy or damage other substances). Can you draw lines to match each element in this family with its fact box?

9	F	Fluorine	19.0
17	Cl	Chlorine	35.45
35	Br	Bromine	79.80
53	I	Iodine	126.91
85	At	Astatine	210

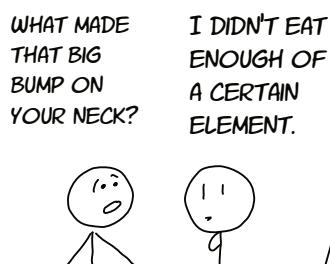
Rarest of the naturally occurring elements, this radioactive element will only be around for a few hours, but while it is, it can do impressive damage. If you had more than few molecules of this element, they'd immediately be vaporized by the heat of their own radioactivity.



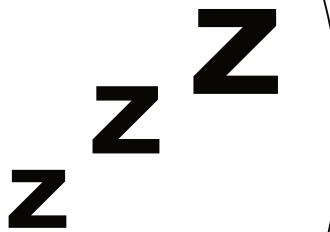
Used to treat water in swimming pools.



Lack of this element in a person's diet can cause a goiter: a huge overgrown thyroid that sticks out from the neck.



Salts of this element were once used as sedatives.



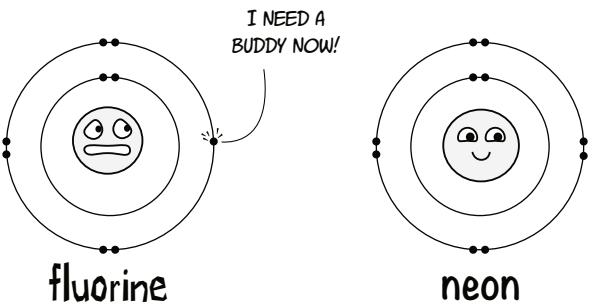
Can strengthen tooth enamel.



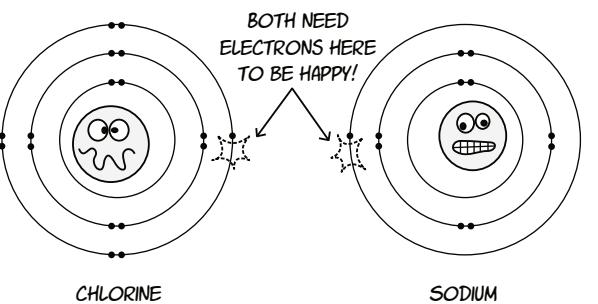
Artwork by MATA DAD! ©

CHEMICAL BONDS

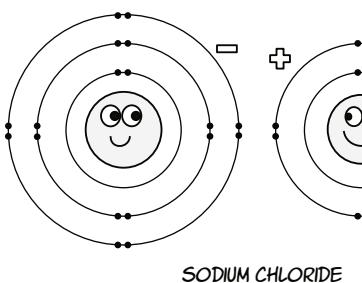
Electrons really like to be in pairs. Fluorine, which is super reactive, has nine electrons, leaving one of them unpaired. Neon, a nonreactive noble gas, has ten electrons, each of them paired in different "shells" or orbitals around the nucleus.



By themselves, chlorine and sodium are both "unhappy" because they have unpaired electrons.

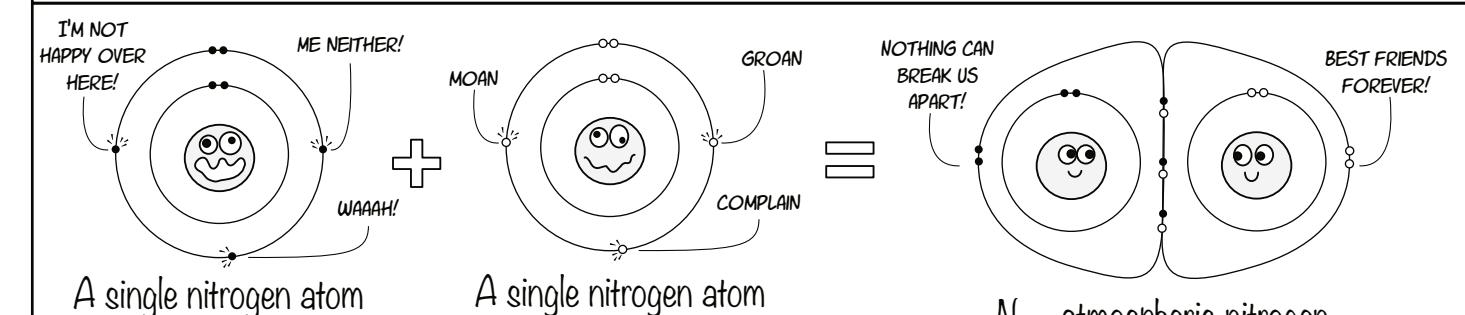
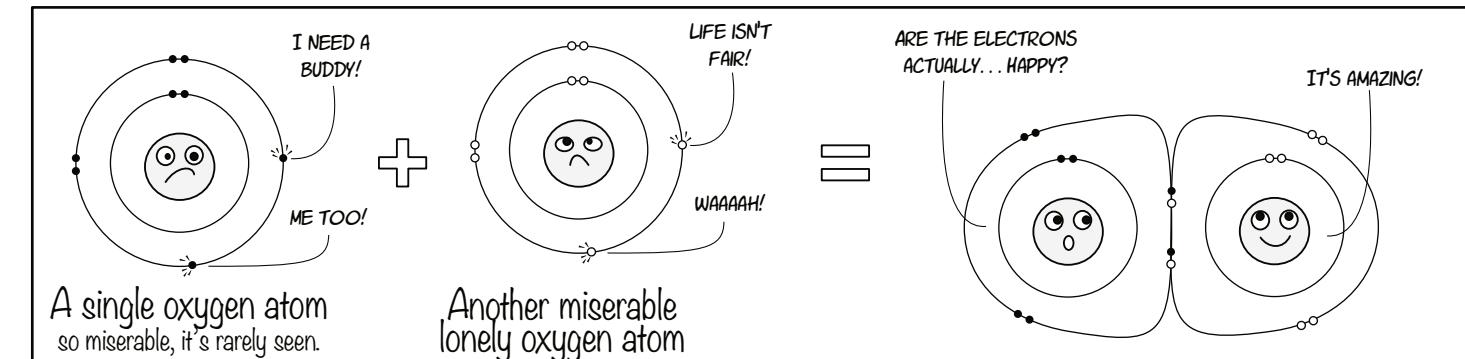


But if sodium gives its lonely electron to chlorine, then they're both happy. They've formed an ionic bond! Other atoms solve the same problem by sharing electrons.

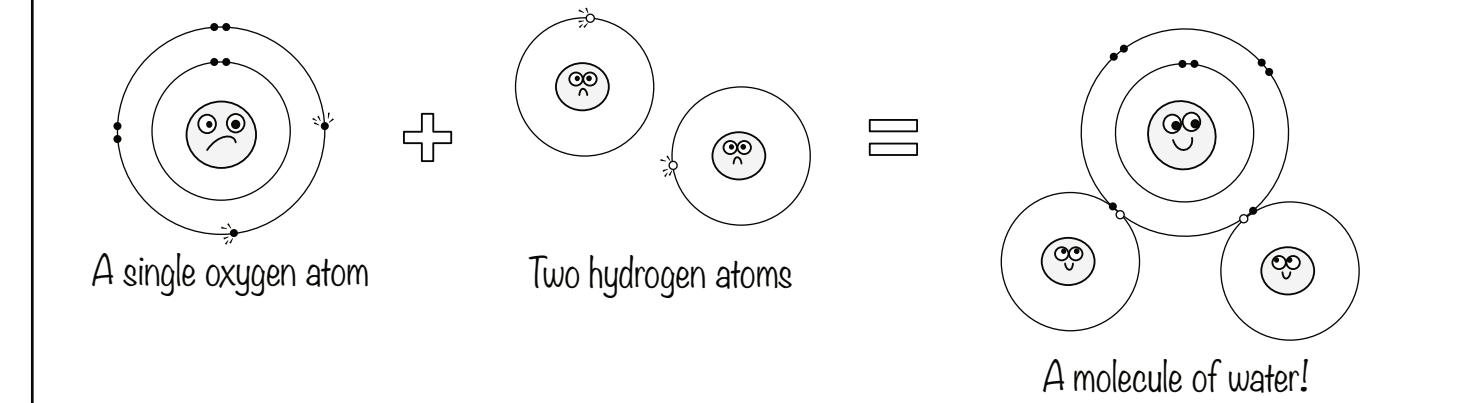


SHARING ELECTRONS MAKES ATOMS HAPPY!

Your notes: _____



One oxygen + 2 hydrogens = H₂O



COVALENT BOND: A CHEMICAL BOND WHERE ELECTRONS ARE SHARED BETWEEN TWO ATOMS. SOMETIMES THE ELECTRONS ARE SHARED EQUALLY, AND OTHER TIMES ONE ATOM (WE'RE TALKING ABOUT YOU, OXYGEN!) WILL BE A BIT GREEDY.

Your notes: _____

Make your own Element Cards!



Choose four elements to study. Research them and draw cards for them on the blank templates on the next page (you can print more pages to make more if you'd like!) Be sure to look up the chemical symbol and atomic number of your element. Research how your element behaves at room temperature and give it a hazard rating too. Then draw an avatar. It can look like anything! Be creative and have fun designing your cards.

NAME →

LEAD

CHEMICAL SYMBOL → Pb 82

YOUR ELEMENT'S AVATAR! IT CAN LOOK LIKE ANYTHING YOU'D LIKE. BE CREATIVE AND HAVE FUN!

IN ITS PURE FORM, IS THIS ELEMENT COMPLETELY SAFE, MILDLY DANGEROUS, TOXIC, OR RADIOACTIVE?

At room temp:

SOLID. The metal is a silvery blue color and can be either shiny or dull.

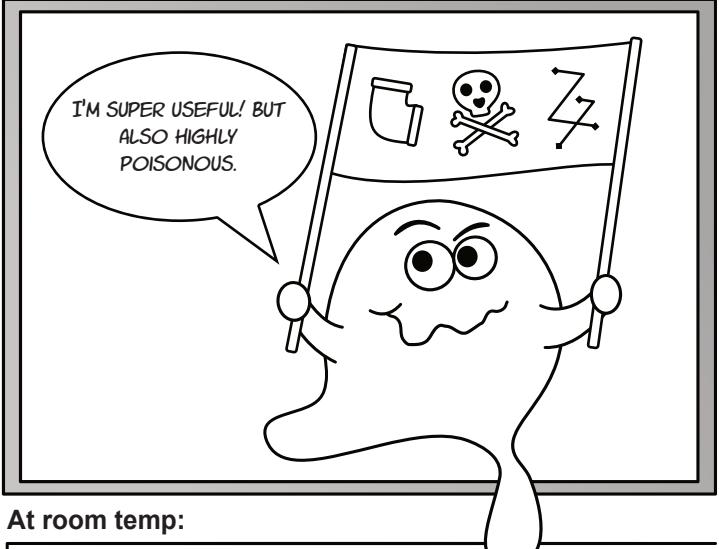
Hazard rating:

Caution! Poisonous. Can cause permanent nerve and brain damage. Take care that old pipes (which contain lead) don't leach it into the water.

Other: Used in plumbing, bullets, and to make radiation shields. Few things are as good as lead at absorbing dangerous radiation.

IS YOUR ELEMENT A SOLID, LIQUID, OR GAS AT ROOM TEMPERATURE?

A NOTE ABOUT HOW HUMANS USE THE ELEMENT, WHERE IT'S FOUND, OR ANY OTHER COOL FACT YOU DISCOVERED.

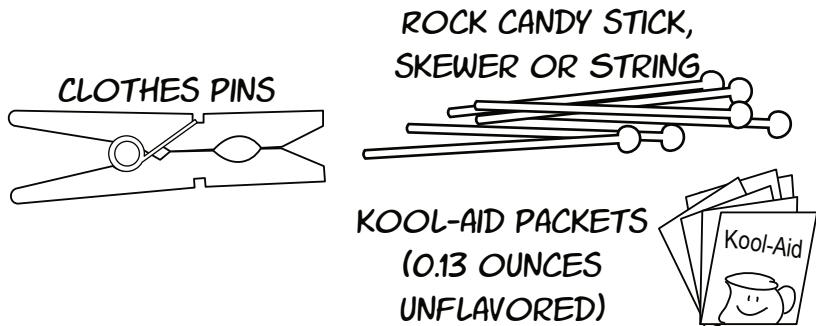
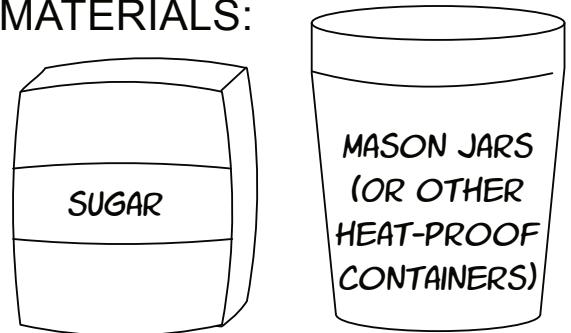


At room temp:	At room temp:
Hazard rating:	Hazard rating:
Other:	Other:
At room temp:	At room temp:
Hazard rating:	Hazard rating:
Other:	Other:

Hands-on Activity

EDIBLE EXPERIMENTS - ROCK CANDY!

MATERIALS:

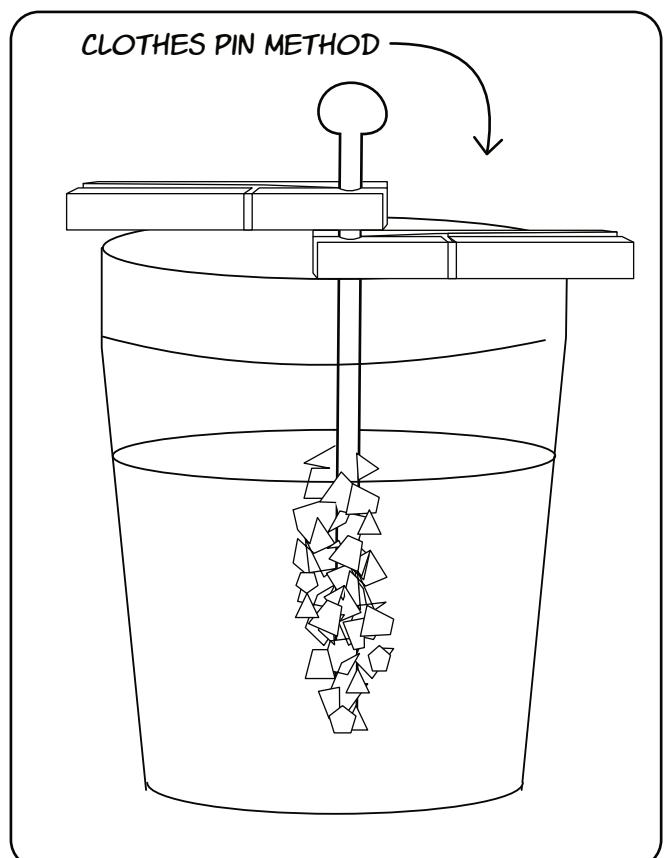
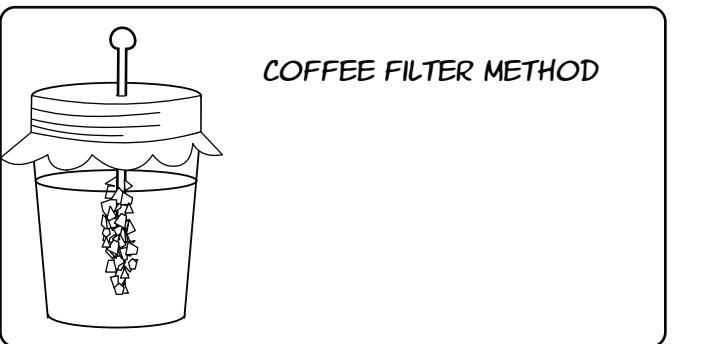


*Don't have Kool-Aid?
No problem! Use food
coloring to color the crystals.*

ROCK CANDY

2 pint sized mason jars
(Or other heat-proof containers)
1 cup water
3 ½ cups sugar
2 Kool-Aid packets

- ① Prepare the sticks or string by getting them wet and rolling them in dry sugar.
- ② Bring the water to a boil, then add the sugar and stir well. Reduce the heat and continue cooking until the solution turns clear and all the sugar dissolves.
- ③ Pour the powder from one Kool-Aid packet into each mason jar.
- ④ Very carefully, pour the sugar solution into the mason jars and stir well to make sure that the Kool-Aid mixes in.
- ⑤ Use the clothes pins or coffee filter to suspend the stick in the center of the jar.
- ⑥ Let the jars sit for 2 to 8 days. Crystal formation takes time, be patient!



EDIBLE EXPERIMENTS CONTINUED ...

The science behind the treat:

When sugar dissolves into water it forms a MIXTURE - the sugar is still there and the water is still there. New molecules have NOT been formed. But the sugar molecules are attracted to the water and visa versa. When the water is HOT, it can hold more sugar than when it is cool. If you add as much sugar as the water can "carry" when it's hot, then as it cools the sugar will "come out" of the water and you'll see crystals form. If the sugar crystals grow slowly, you end up with larger crystals. If the sugar crystals grow quickly, they're smaller.

YOUR DOODLE SPACE

Draw your favorite moment from class or write a cool fact!

Troubleshooting tips:

What if there are no crystals on your stick? First, did you "seed" it by getting it wet and rolling it in dry sugar before-hand? This really helps! Second, sometimes the crystals take DAYS (up to 7 or 10) to form. If your first batch isn't working, you can try again and increase the amount of sugar (add an extra cup). The hardness of your water and measuring error can make a difference. If you don't see crystals after 14 days, probably best to try again with a fresh batch and add some extra sugar this time.

Do you think you could also make salt crystals using the same recipe? Why or why not?

Share your opinion! Any answer works, but here are some potential ideas:

Arguments in favor of salt crystals: salt can also dissolve in water. If hot water holds more salt than cold water, then crystals should form after the solution cools.

Arguments against salt crystals: Salt is a different molecule than sugar.

It may behave differently. You can't dissolve as much salt in water as sugar.

How did your crystals turn out? Did you see a difference between the size and shape of the crystals in different jars? How long did it take before your rock candy started growing?

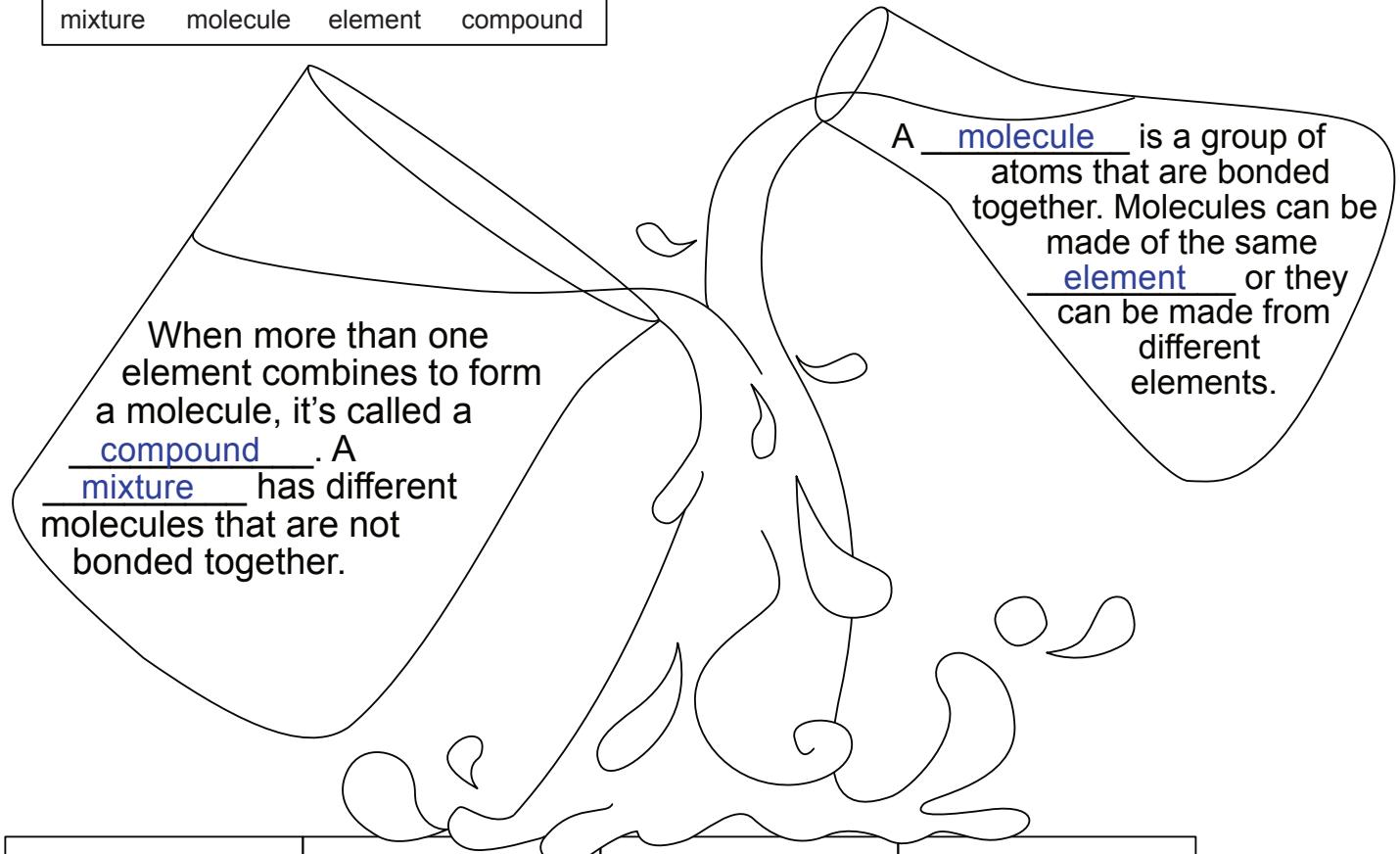
Crystals that form slowly tend to be larger than crystals that form quickly.

Sometimes it takes up to 2 weeks before they form. If you don't see crystals. In a few days time, you can always try a second batch with a higher concentration of sugar.

Element vs Mixture vs Compound

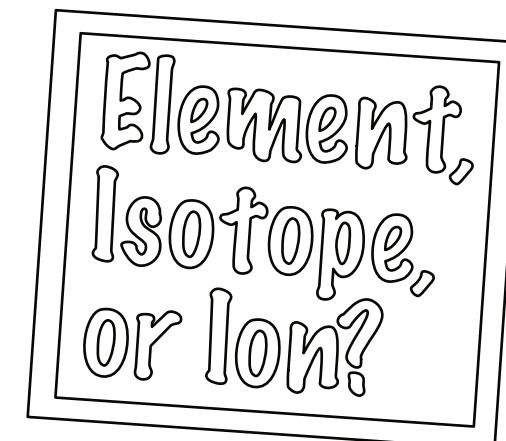
FILL IN THE BLANKS USING THESE WORDS:

mixture molecule element compound



ELEMENT	ELEMENT	ELEMENT	COMPOUND
A MOLECULE OF HELIUM	A MOLECULE OF OXYGEN	A MOLECULE OF GOLD	A MOLECULE OF WATER
element	compound	compound	element
A MOLECULE OF NITROGEN	A MOLECULE OF AMMONIA	A MOLECULE OF VINEGAR	A MOLECULE OF IRON

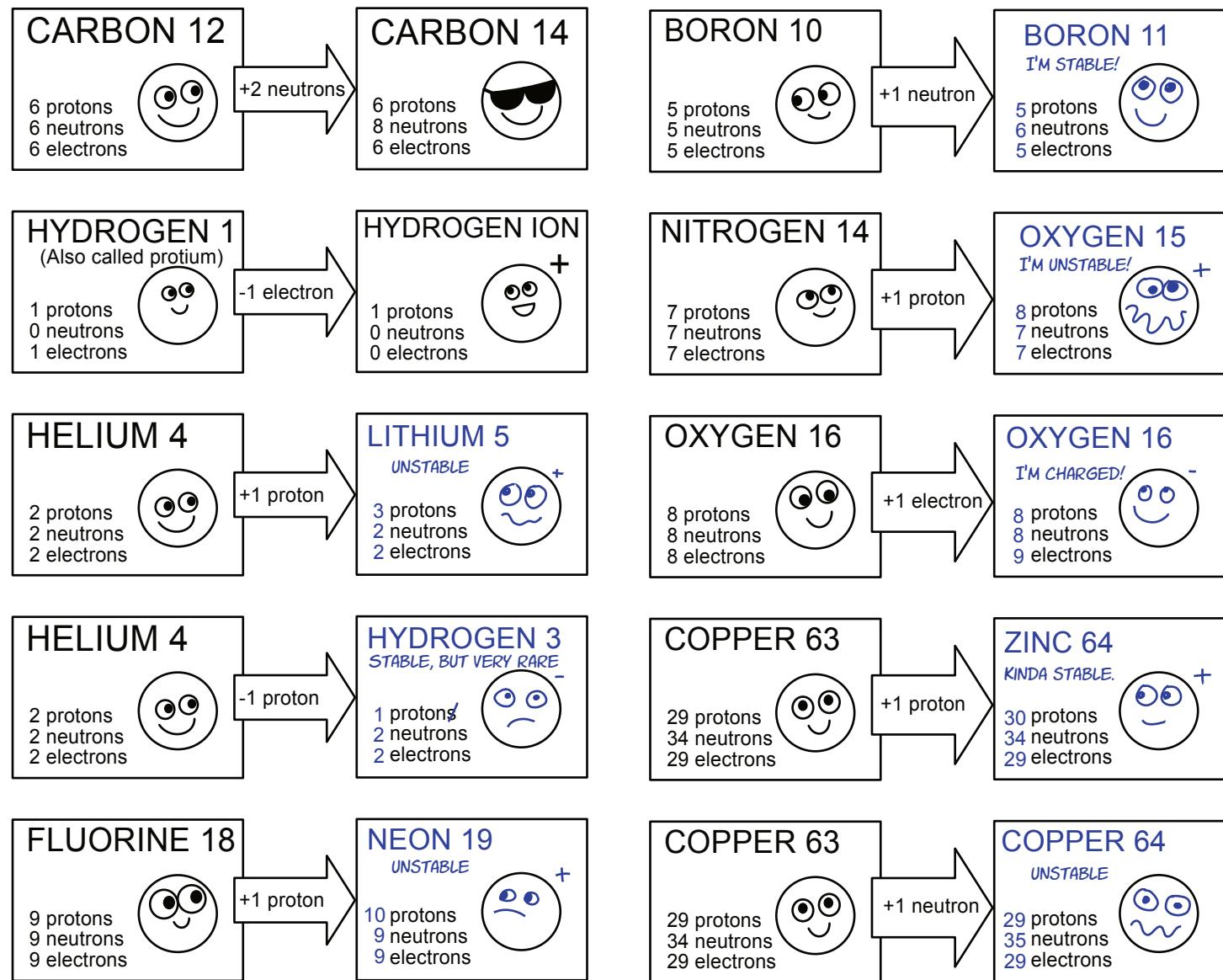
WRITE DOWN WHETHER EACH OF THESE IS AN ELEMENT OR COMPOUND!



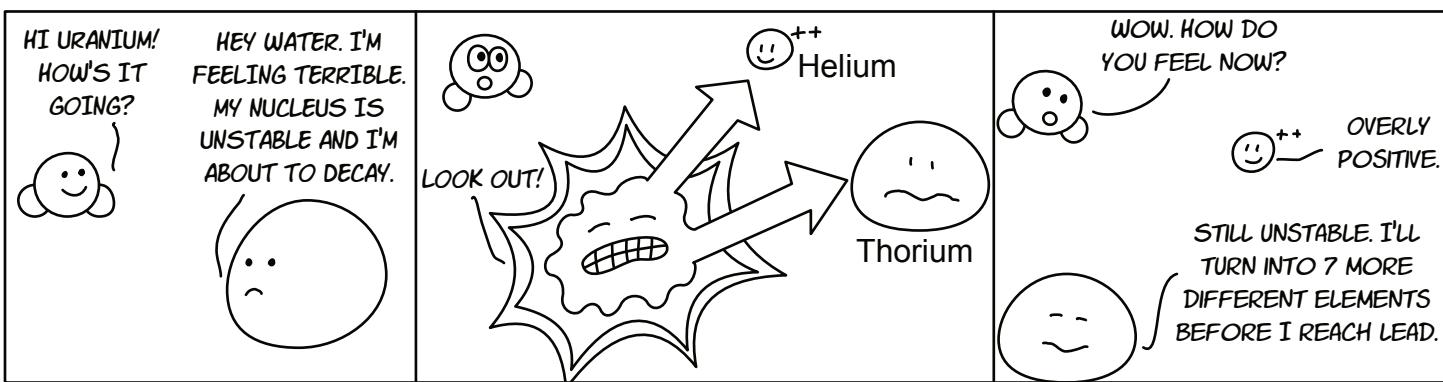
Each of the atoms below is going to gain or lose protons, neutrons, or electrons. Write down what the atom will be after that change!

1 H Hydrogen	2 He Helium
3 Li Lithium	4 Be Beryllium

5 B Boron	6 C Carbon	7 N Nitrogen	8 O Oxygen	9 F Fluorine	10 Ne Neon
13 Al Aluminum	14 Si Silicon	15 P Phosphorus	16 S Sulfur	17 Cl Chlorine	18 Ar Argon
28 Ni Nickel	29 Cu Copper	30 Zn Zinc	31 Ga Gallium	33 As Arsenic	34 Se Selenium
46 Pd Palladium	47 Ag Silver	48 Cd Cadmium	49 In Indium	50 Sn Tin	51 Sb Antimony
78 Pt Platinum	79 Au Gold	80 Hg Mercury	81 Tl Thallium	82 Pb Lead	83 Bi Bismuth
				84 Po Polonium	85 At Astatine
				86 Rn Radon	

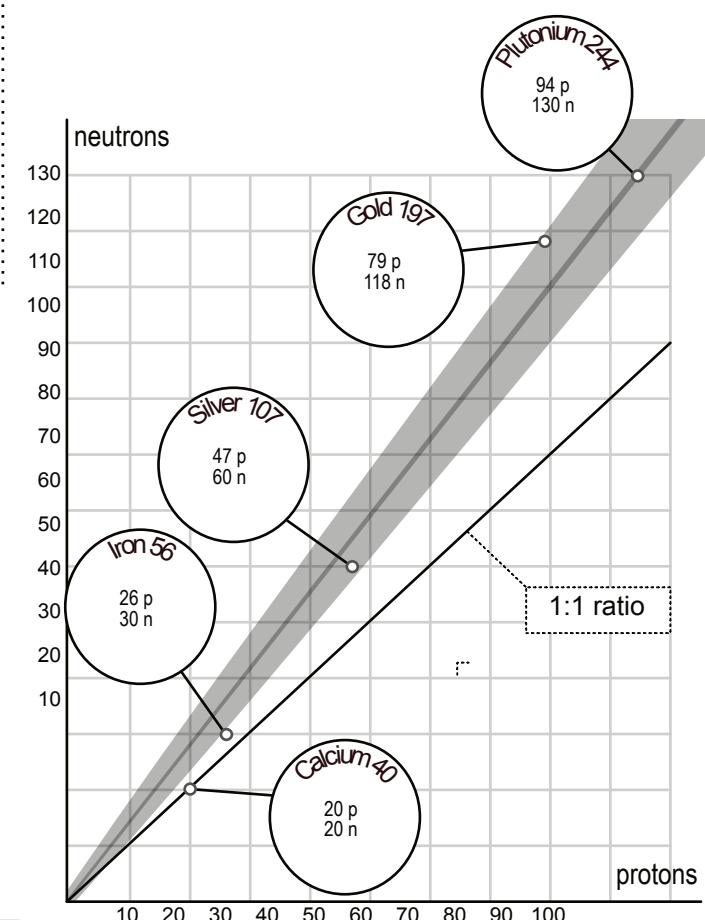


What is RADIOACTIVITY?



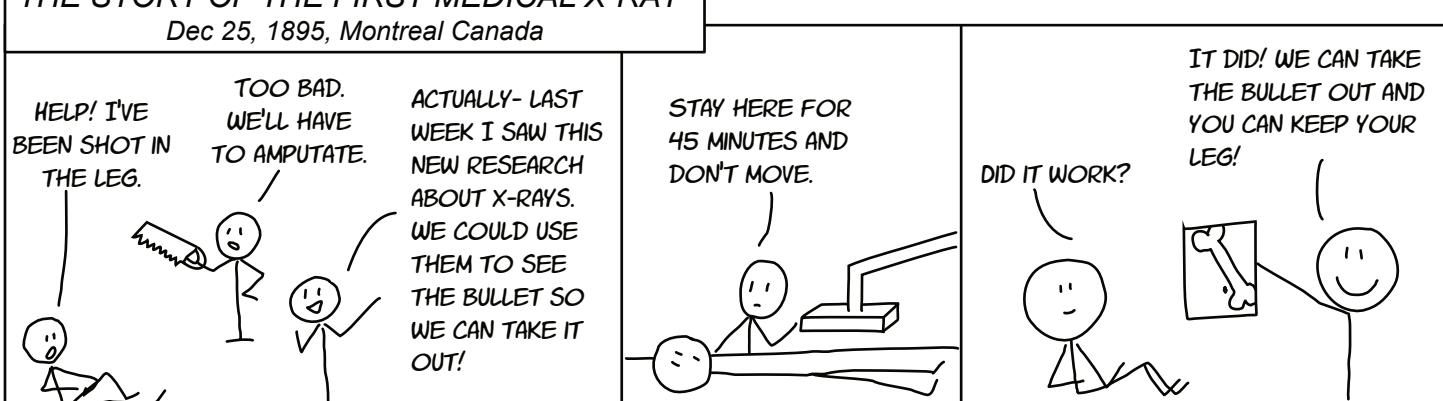
Unstable atoms decay. They split apart to form new elements. You might think that an equal number of protons and neutrons would be the most stable situation, but look at this graph and you'll see that's not the case! Hydrogen is most stable with no neutrons. Larger elements, like gold, need many more neutrons than protons.

Your notes:

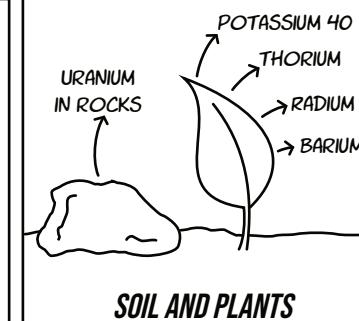
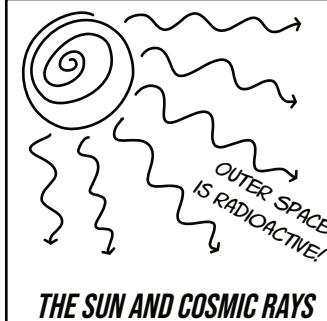


THE STORY OF THE FIRST MEDICAL X-RAY

Dec 25, 1895, Montreal Canada



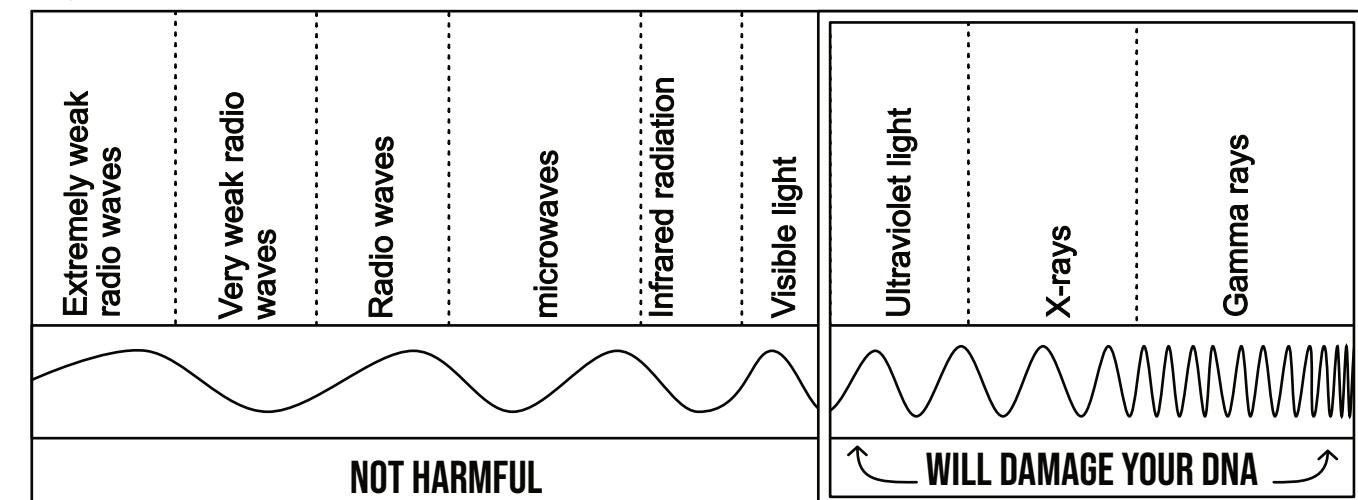
Radiation is NATURAL
THAT DOESN'T MEAN IT'S GOOD FOR YOU.



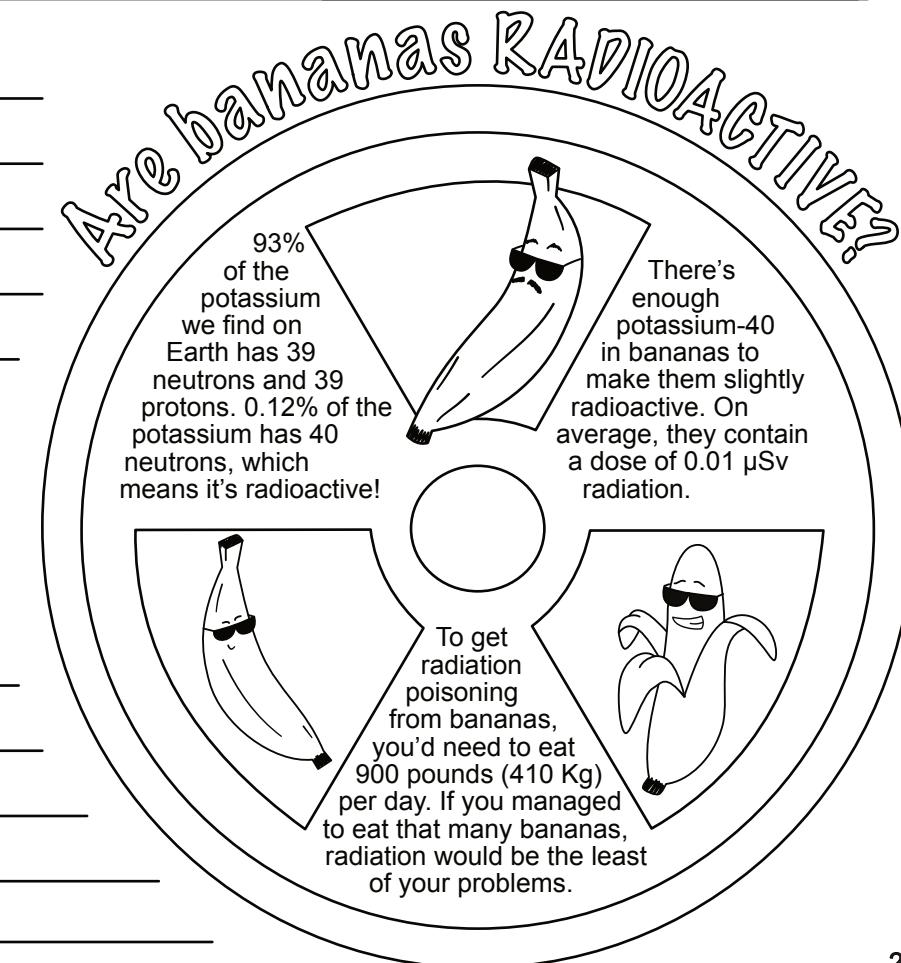
IT'S THE DOSE THAT MAKES THE POISON

ANYTHING CAN BE TOXIC IF THERE IS TOO MUCH OF IT- EVEN WATER OR OXYGEN. WITH RADIATION, THE THING THAT REALLY MATTERS IS HOW MUCH.

All of these types of energy are called "radiation"



Your notes:

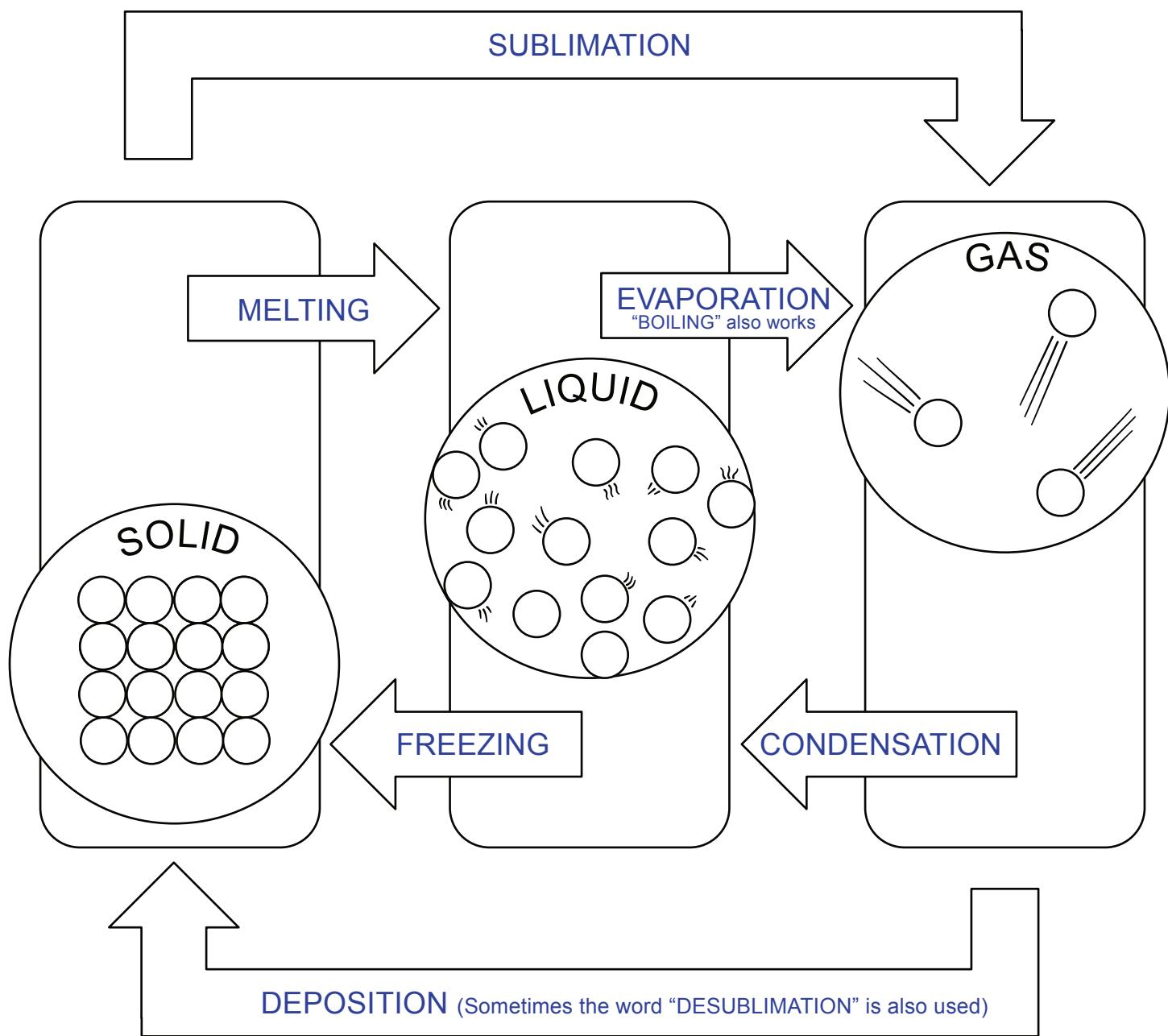


CONSERVATION and states of matter

LABLE THE ARROWS WITH THESE WORDS:

sublimation	freezing
evaporation	
melting	condensation
deposition	

Solids keep their shape and volume. Liquids take the shape of their container, but the volume will stay the same. Gasses are super flexible! They will expand to fill whatever space they are in. Usually, solids are more dense than liquids, and liquids are more dense than gasses, but there is one compound where this rule doesn't hold! Solid water is less dense than liquid water. This is why ice floats.



Popping Predictions!

WHICH WILL WEIGH MORE? A BAG OF POPCORN THAT IS POPPED OR UNPOPPED? WRITE YOUR PREDICTION HERE:

No such thing as a wrong answer here!
Just make a guess and then experiment
to find out if your guess was correct!

YOU CAN TRY THIS YOURSELF BY MAKING A SCALE! ATTACH TWO UNPOPPED BAGS OF POPCORN TO EACH SIDE OF A RULER AND BALANCE IT. THEN POP ONE OF THE BAGS AND REATTACH IT. DOES THE RULER TIP MORE TO ONE SIDE OR THE OTHER? WHICH SIDE IS HEAVIER?

YOUR DOODLE SPACE

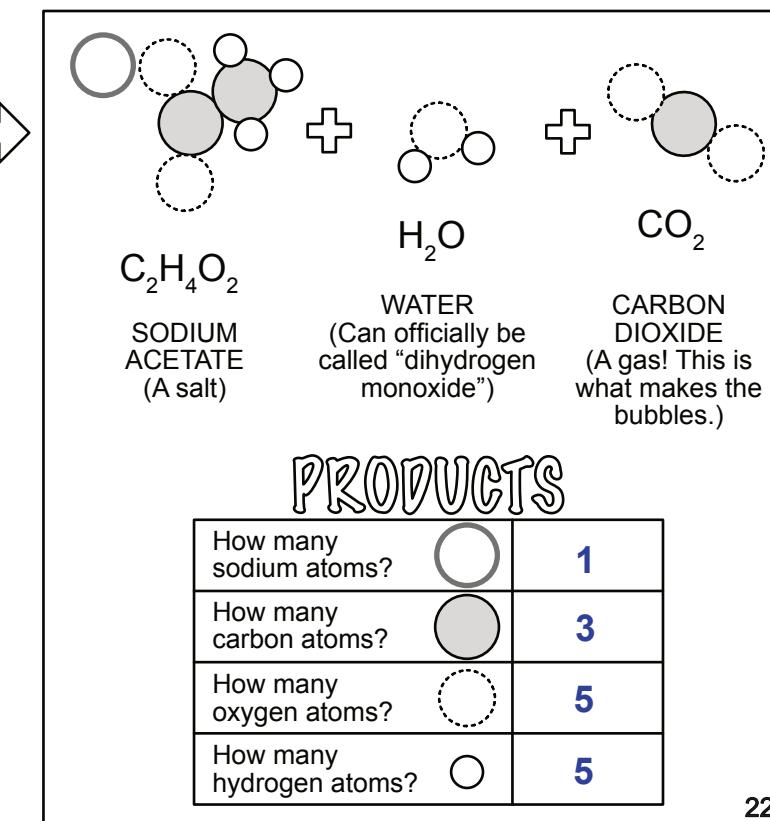
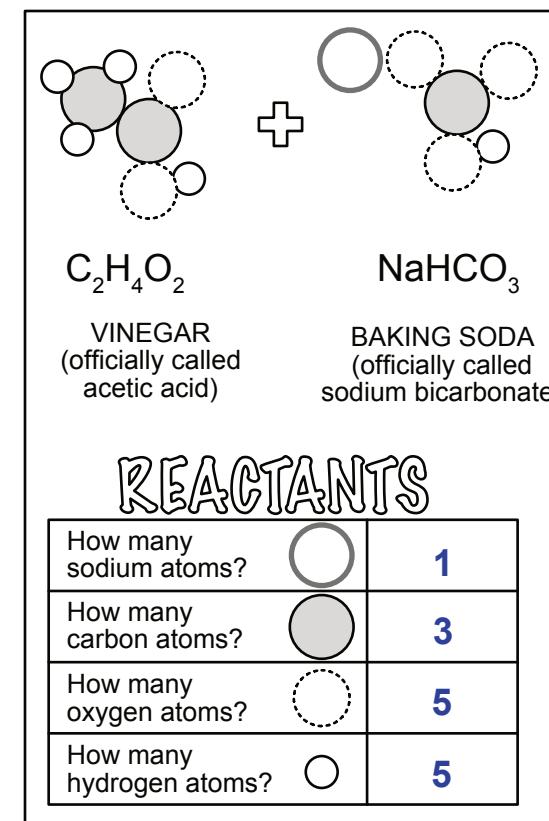
Draw your favorite moment from class or write a cool fact!

Record the weights that Science Mom & Math Dad measure during class:

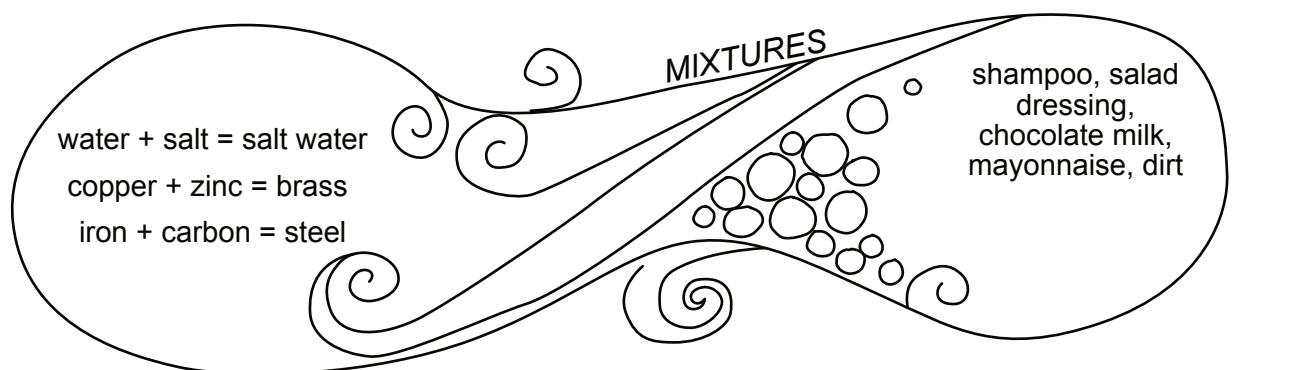
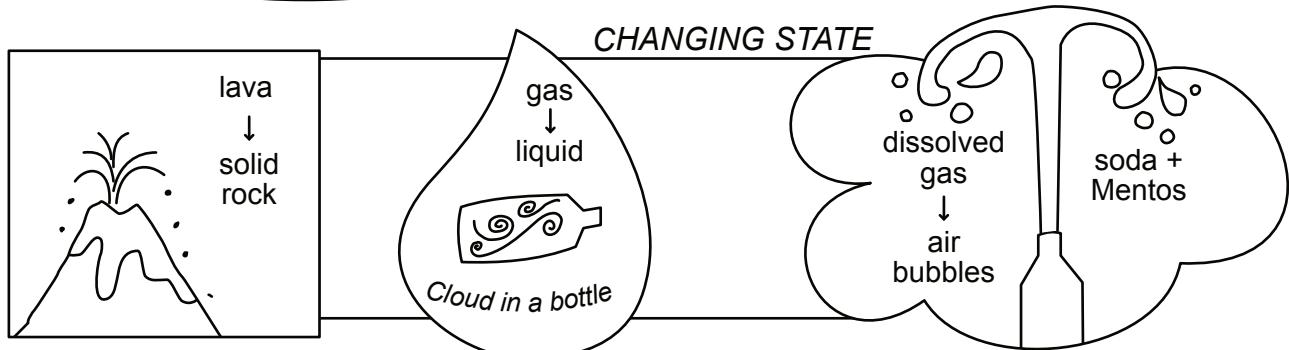
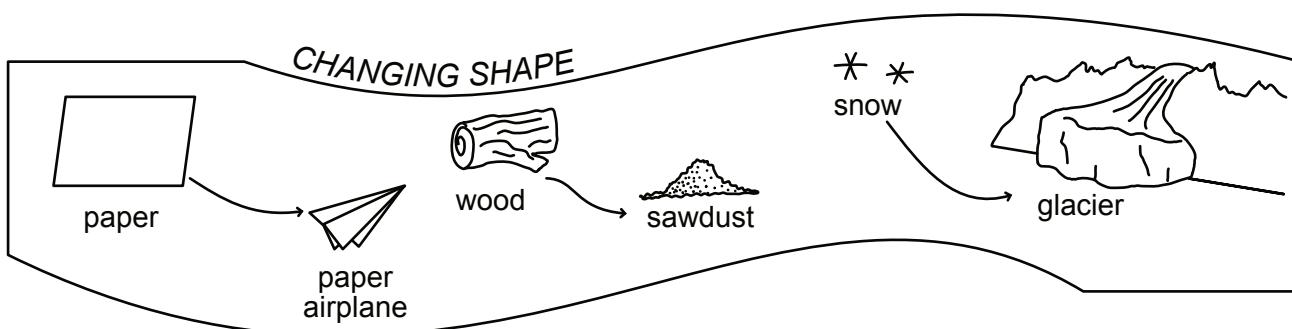
BEFORE POPPING: AFTER POPPING:

Baking soda + vinegar

Count how many of each atom there are in each of the boxes. Record your observations in the charts below!

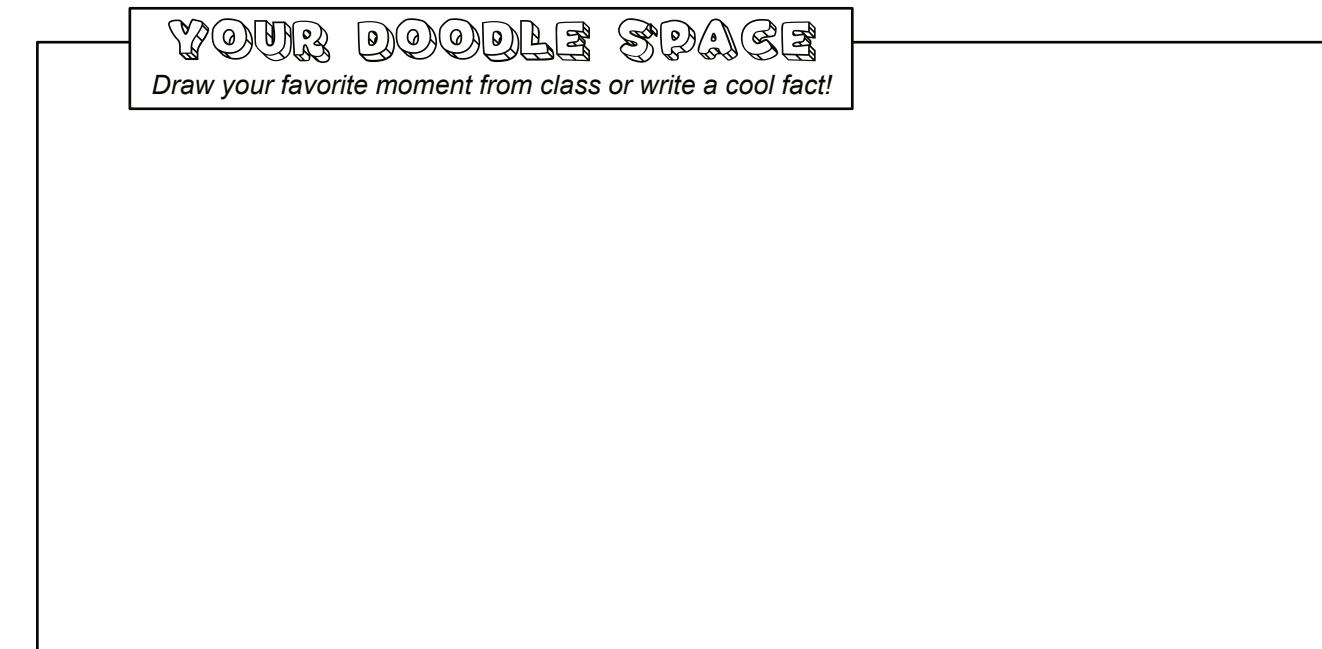


Physical Changes

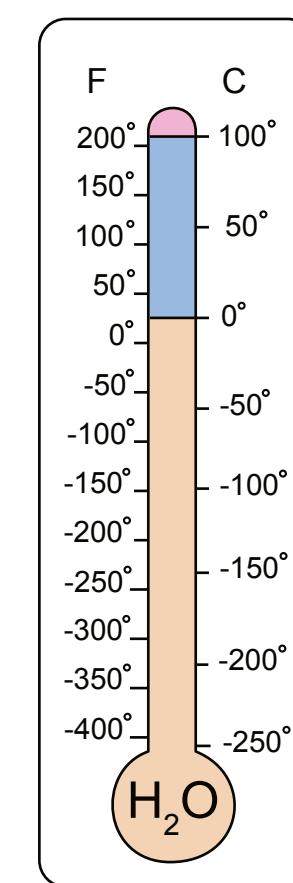
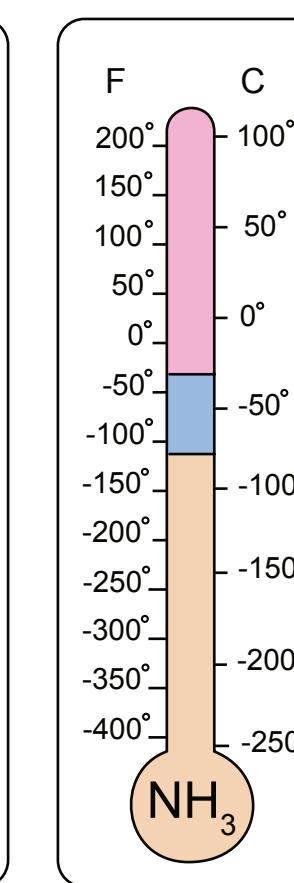
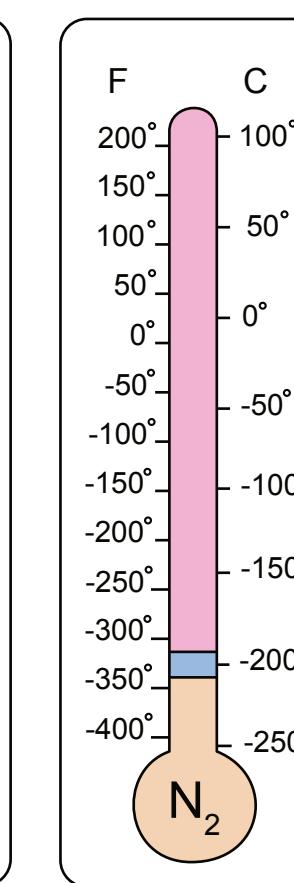
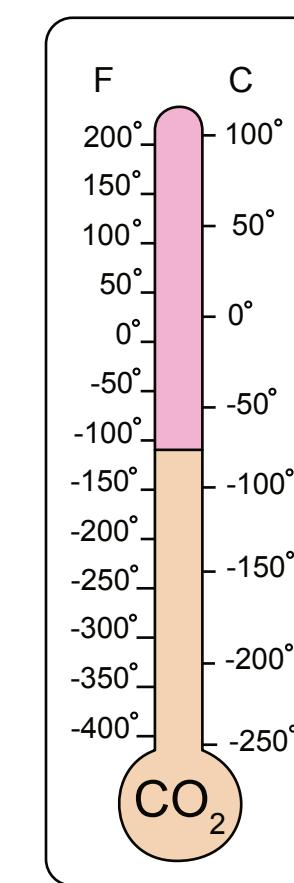
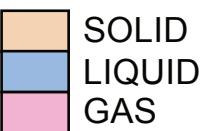


Your notes:

Liquids are rare and actually kind of weird



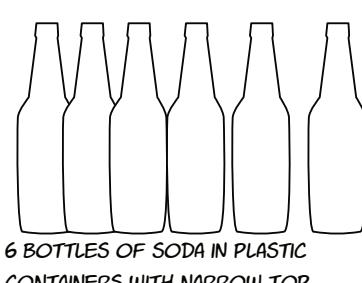
Choose colors to represent solid, liquid, and gas, then color the thermometers to show when the substance will exist in which state of matter. (Hint: CO₂ doesn't exist as a liquid on Earth unless you increase the pressure a lot!)



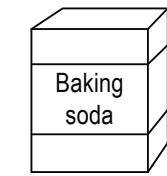
Hands-on Activity

FIZZING FUN!

MATERIALS:



6 BOTTLES OF SODA IN PLASTIC CONTAINERS WITH NARROW TOP



BAKING SODA



3 PACKAGES OF POP ROCKS CANDY



A MEASURING SPOON



A FUNNEL



6 BALLOONS



EYE PROTECTION

First, blow up each of the balloons once or twice to stretch them out, letting the air back out afterward.

Record your observations here:

1 Place a balloon over the top of the bottle so that it is firmly in place. Put on eye protection. Then shake the bottle and record what happens to the balloon.

2 Use the funnel to pour 2 TBL of baking soda in the balloon. Attach the balloon securely around the mouth of the soda bottle and then tip the balloon so that the baking soda pours from the balloon into the bottle.

3 Repeat the procedure with the Pop Rocks in a new balloon added to a new bottle of soda. Record your observations.

4 Mix baking soda and Pop Rocks together in a new balloon and put it over a new bottle of soda. Record your observations.

With the last two bottles, experiment! You get to decide what to try:

5

6

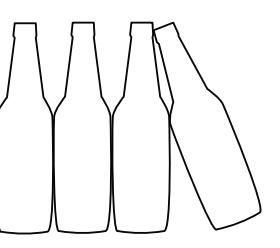
QUESTION: Why did the balloons expand?

Write your answer on another piece of paper!

Hands-on Activity

MORE FIZZING FUN!

MATERIALS:



4 EMPTY BOTTLES



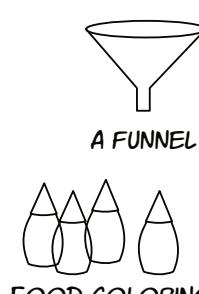
6 ALKA-SELTZER TABLETS



VINEGAR



OIL



A FUNNEL
FOOD COLORING

QUESTIONS:

HOW DID THE TEMPERATURE OF THE WATER AFFECT THE LAVA LAMP? WHICH ONE WAS THE MOST DRAMATIC? WHICH LASTED THE LONGEST?

1 Pour the same amount of water into each of three of your bottles: hot water in one, room temperature water in the second, cold in the third. The level of the water should take up about $\frac{1}{4}$ of the volume of the bottle.

2 Pour the same amount of vinegar into the fourth bottle.

3 Use your funnel to SLOWLY pour vegetable oil into all 4 bottles until they are mostly full. You may want to wait a few minutes for the oil and water to separate after this step.

4 Add 4 drops of food coloring to each bottle. Watch and observe how it interacts with the oil versus the water.

5 Break a seltzer tablet in half and add to each bottle, at the same time if possible. Watch and record your observations, especially how long the tablets took to react.

6 After all the bubbles have stopped, repeat the reaction. Record your observations and answer the questions.

7 With the final two bottles - YOU get to decide what to do! Which experiment will you try? What changes will you make?

HOW DID THE VINEGAR LAMP COMPARE TO THE WATER LAMPS?

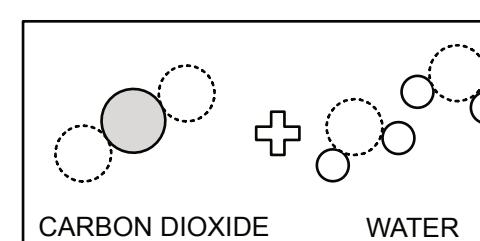
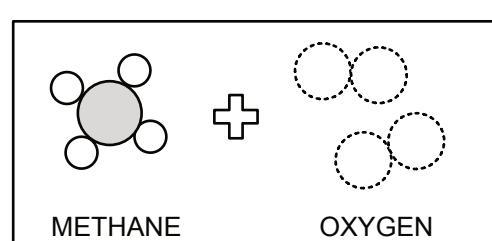
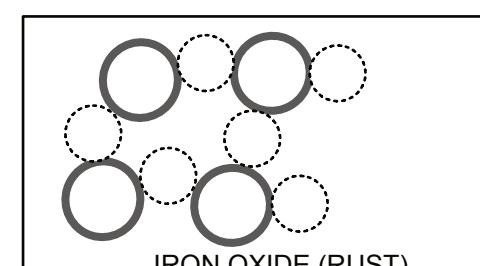
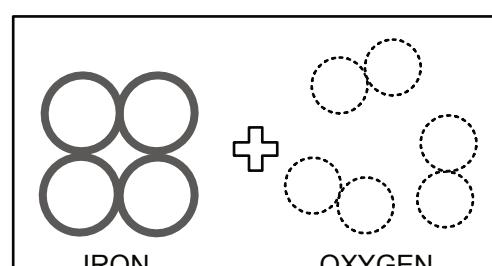
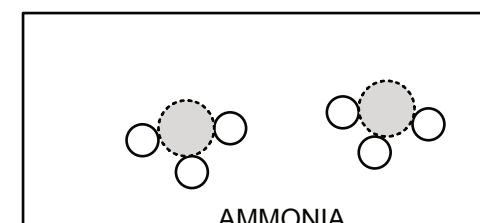
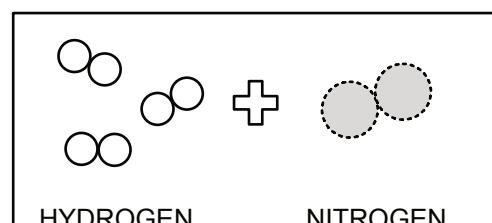
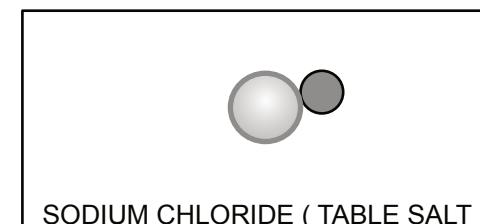
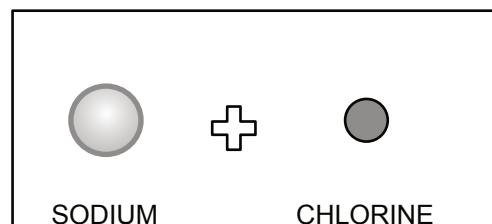
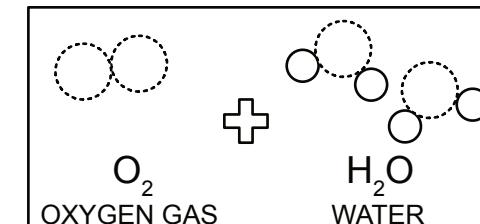
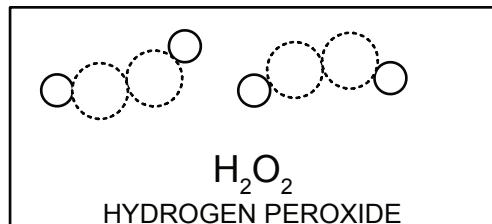
Chemical Reactions

FILL IN THE BLANKS USING THESE WORDS:

products	chemical	reactants
physical	molecules	

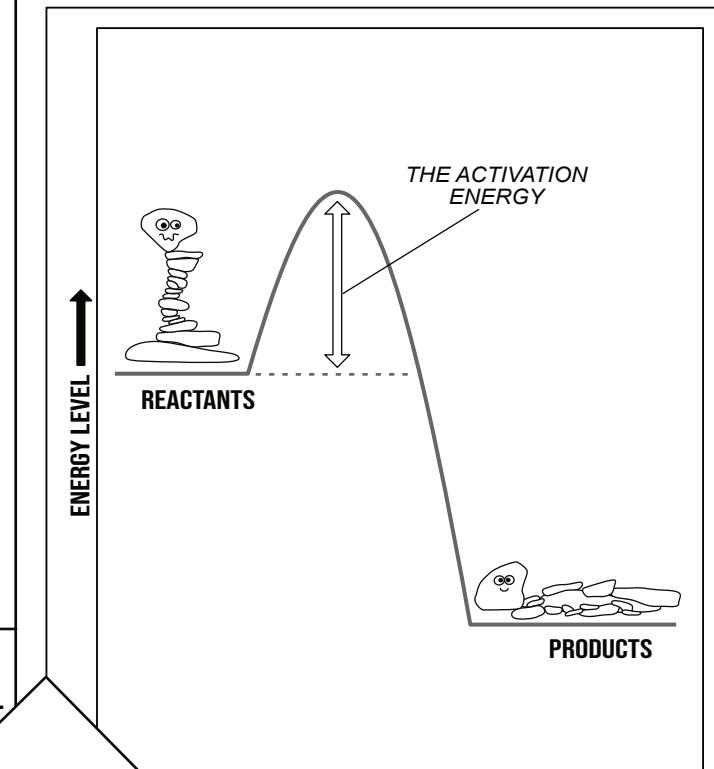
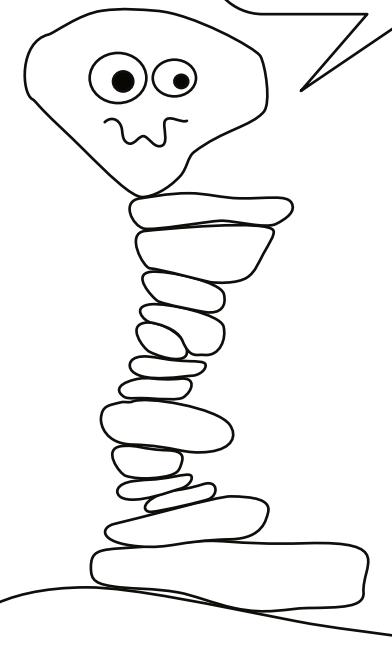
In a chemical reaction, new molecules are formed. The molecules that existed BEFORE the reaction are called the reactants. The molecules that exist AFTER the reaction are called the products.

In a physical reaction, matter might change its shape or state, but no new molecules are formed.



Why do things react?

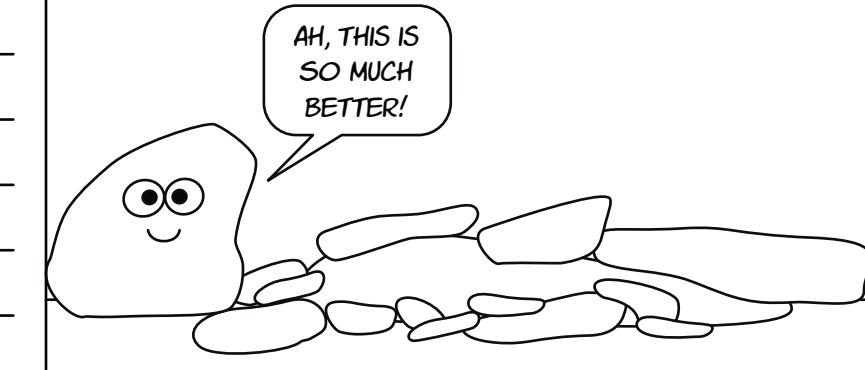
IT MIGHT SURPRISE YOU TO HEAR THIS, BUT I'M NOT ACTUALLY ALL THAT COMFORTABLE IN THIS SITUATION! I'D MUCH RATHER BE A PILE OF ROCKS ON THE GROUND.



LARGE COMPLEX MOLECULES ARE LIKE ROCK STACKS.

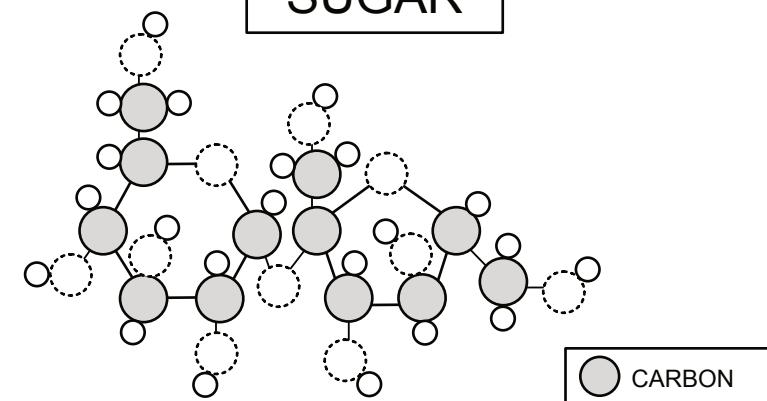
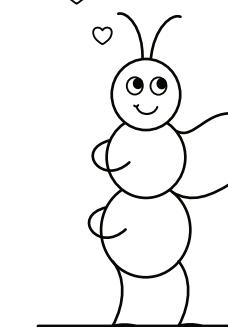
Your notes:

SMALL SIMPLE MOLECULES ARE LIKE PILES OF ROCKS.



BEHOLD, THE GLORY OF A SUGAR MOLECULE!

SUGAR



THAT'S JUST A BUNCH OF CARBON, OXYGEN, AND HYDROGEN.

CARBON
OXYGEN
HYDROGEN

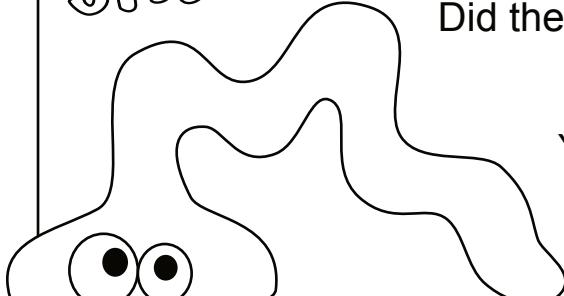
SUGAR SNAKE

What did the sugar turn into? A dark tube of carbon!

Did the reaction create heat?

YES NO ?

Your notes: _____



Iodine clock

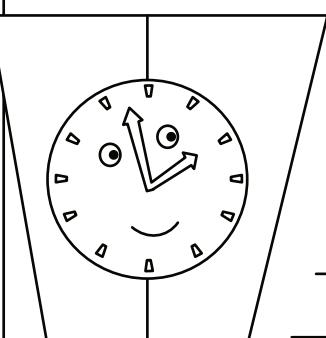
What made the color change? _____

Iodine reacting with starch.

Did the reaction create heat?

YES NO ?

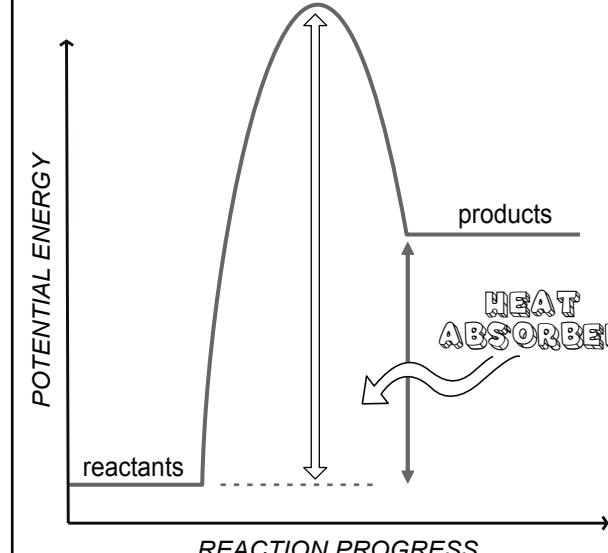
Your notes: _____



How much energy?

THE TOTAL ENERGY ABSORBED IS THE DIFFERENCE BETWEEN THE PRODUCT AND REACTANT ENERGY LEVELS.

THE ACTIVATION ENERGY IS THE ENERGY NEEDED TO START THE REACTION



ENDOTHERMIC REACTION

If complex molecules are like carefully balanced rock stacks that want to turn into rock heaps, then how do the stacks get built in the first place? It takes energy!

If energy is put INTO a REACTION and

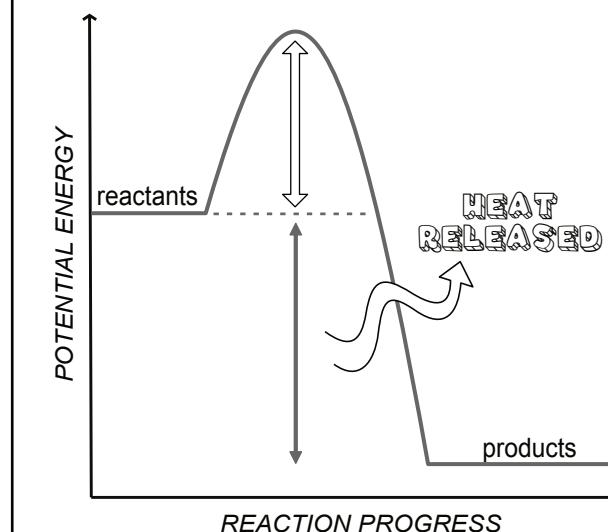
the PRODUCTS have a **higher** energy state than the reactants, this is an ENDOTHERMIC reaction. It **absorbs ENERGY**. Evaporating water or dissolving ammonium chloride in water are examples of these “energy-requiring” reactions. When these reactions happen, the temperature DROPS !

FILL IN THE BLANKS USING THESE WORDS:

rises reaction drops energy
products endothermic determines
reactants exothermic releases

THE TOTAL ENERGY RELEASED IS THE DIFFERENCE BETWEEN THE PRODUCT AND REACTANT ENERGY LEVELS.

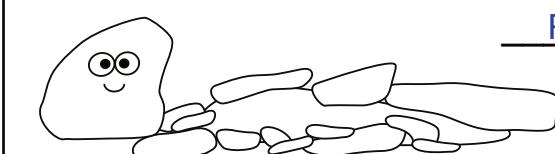
THE ACTIVATION ENERGY IS THE ENERGY NEEDED TO START THE REACTION



EXOTHERMIC REACTION

If a reaction PRODUCES energy, and the products have a **lower** energy state than the REACTANTS, this is an

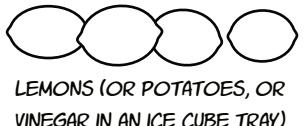
EXOTHERMIC reaction. It **RELEASES** energy. A burning match and rusting metal are examples of these “energy-producing” reactions. When these reactions happen, the temperature RISES !



Hands-on Activity

LEMON BATTERY

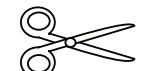
MATERIALS:



LEMONS (OR POTATOES, OR VINEGAR IN AN ICE CUBE TRAY)



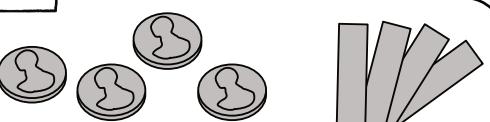
ALLIGATOR CLIPS OR COPPER WIRE



SCISSORS OR KNIFE TO MAKE HOLES IN THE LEMON OR POTATO



LED DIODE



ONE COPPER PENNY PER LEMON OR ONE PIECE OF COPPER FROM A LEMON BATTERY SCIENCE KIT

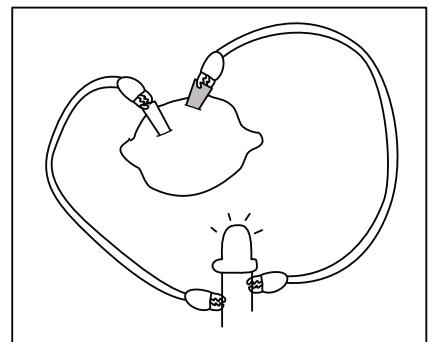


ONE GALVANIZED NAIL PER LEMON OR ONE PIECE OF ZINC FROM A LEMON BATTERY SCIENCE KIT

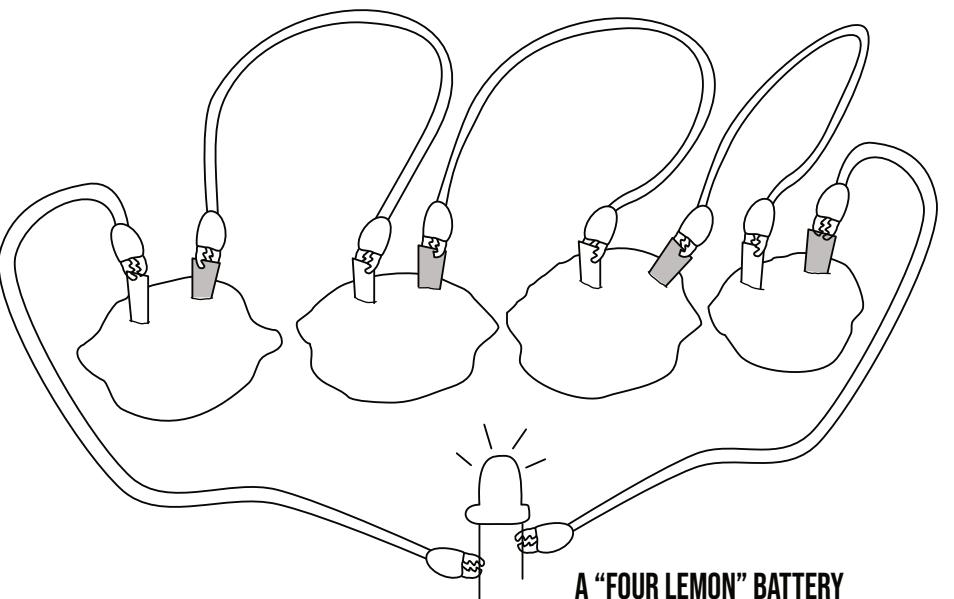
INSTRUCTIONS:

Prepare two lemons or more (The more you have the stronger your battery is. For getting an LED light to light up, we recommend at least two. Potatoes or vinegar in an ice cube tray can be used instead of lemons.)

- 1 Squeeze and roll the lemons for several minutes. The individual segments of the lemon need to break up enough that a current can run from one end to the other.
- 2 Make two slits on either side of the lemon and insert the penny or copper into one slit and the galvanized nail or zinc into the other. Make sure that enough of the metal is sticking out of the lemon that you'll be able to attach the alligator clips or wire. Repeat with the remaining lemons.
- 3 To build the circuit between the lemons, attach one alligator clip around the zinc from the first lemon and connect it to the copper in the next lemon. If using multiple lemons, continue this pattern with each of the lemons.



A "SINGLE LEMON" BATTERY



A "FOUR LEMON" BATTERY

CONTINUED ON NEXT PAGE:

LEMON BATTERY CONTINUED

For electricity to flow through the wires, the circuit needs to form a loop. If you connect the copper in the first lemon to the zinc in the last lemon, then you will have an electric current flowing through the wires - but this current is so small you won't be able to feel it or see it.

- 4 Attach the ends to the LED light or clock you are trying to power. Touch the wire attached to the first penny or copper to the **long leg** of your LED light. Simultaneously touch the wire attached to the nail of the last lemon to the short leg of the LED light. If you need help differentiating the long leg from the short look for a "flat spot" on the bottom edge of light. That is where you will find the short leg.

If your first attempt doesn't work, try adjusting the number of lemons or vinegar cells you are using.

What happens if you try powering the light with 1 lemon versus 2?

2 lemons provide more charge. The light will (most likely) not turn on with 1 lemon, but will light up if two lemons are used.

What would happen if you had attached the copper wire from one penny to another penny and one nail to another nail instead of following the coin-nail-coin-nail pattern?

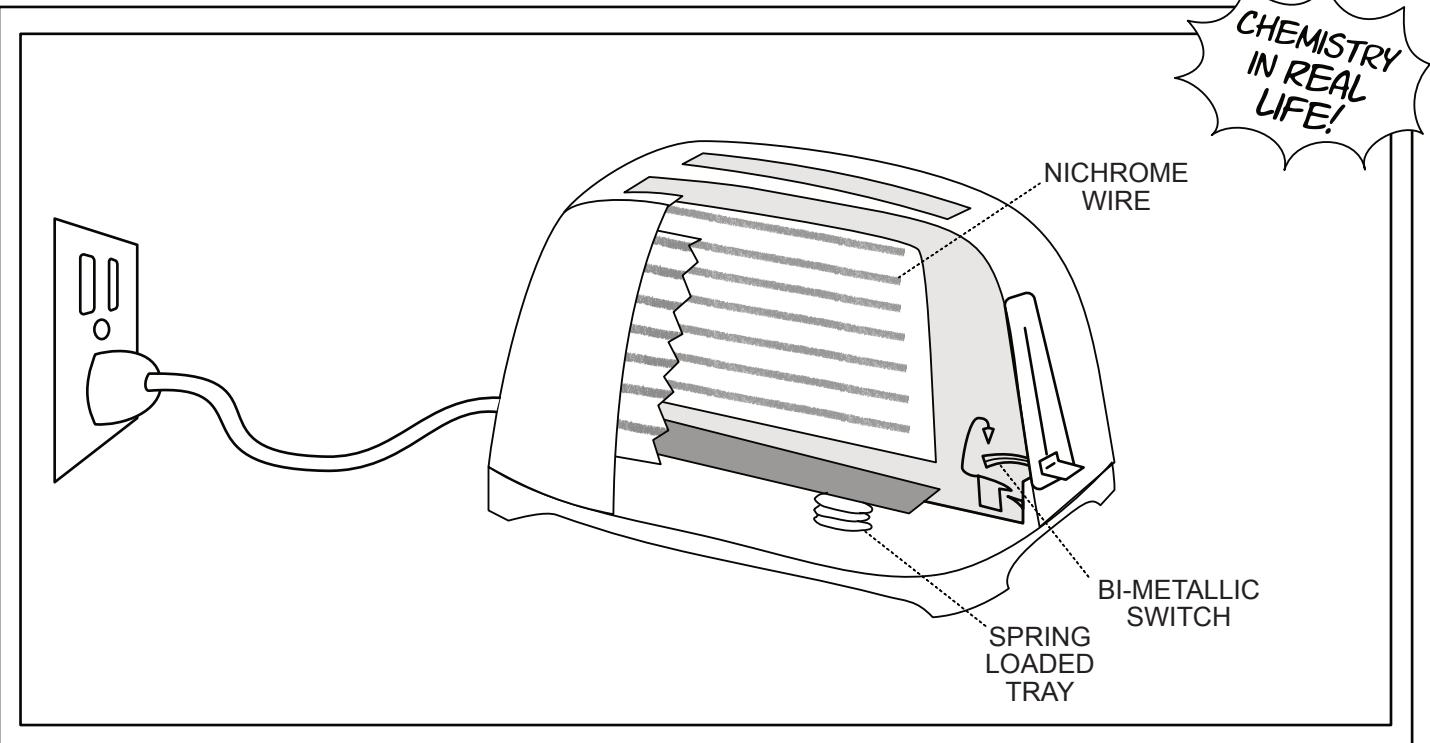
No light! You will only get a battery if the copper is connected to zinc.

What else do you think would serve as a good materials for this experiment? Are there any other conductors (the alligator clips or copper wire) or electron sources (copper and zinc) that you could use?

The copper and zinc were anodes and cathodes in our experiment, and with real life batteries there are lots of different anodes and cathodes. The materials in alkaline batteries (standard AA and AAA batteries) are different from lithium batteries, etc.

Sometimes it can be tricky to get a lemon battery to work. Did you run into any trouble with your experiment? If so, what did you try?

HOW a TOASTER works



FILL IN THE BLANKS USING THESE WORDS:

light heat glow chemical sugars
filaments energy reactions proteins

When the toaster is turned on, ENERGY passes from the outlet to the toaster in the form of electricity. The electric current passes through thin FILAMENTS that are uniformly spaced around the toaster slot. The filaments are specially designed to HEAT up when electricity passes through them. They get so hot that they GLOW bright red! The electrical energy has been converted into heat and LIGHT. The steady supply of heat causes CHEMICAL REACTIONS to happen on the surface of the bread. The heat causes PROTEINS and SUGARS to combine together, forming new molecules that change the color and flavor of the bread, turning it into delicious toast.

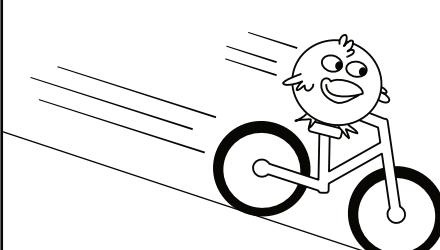
Your notes: _____

ENERGY

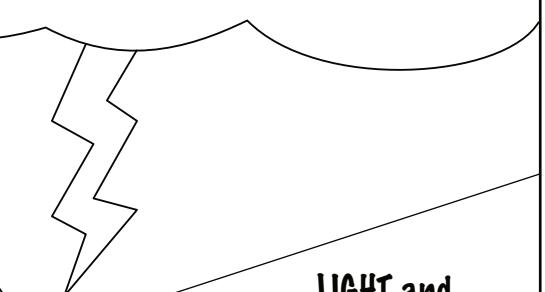
YOUR DOODLE SPACE
Draw your favorite moment from class or write a cool fact!

Chemical reactions can create electricity (this is how batteries work!), light and heat, sound (think fireworks), and movement too. The LAW OF CONSERVATION tells us that energy cannot be created or destroyed, instead it's transferred from one form to another.

MOVEMENT IF IT'S MOVING, THAT'S KINETIC ENERGY.
IF IT COULD MOVE LATER, THAT'S POTENTIAL ENERGY.

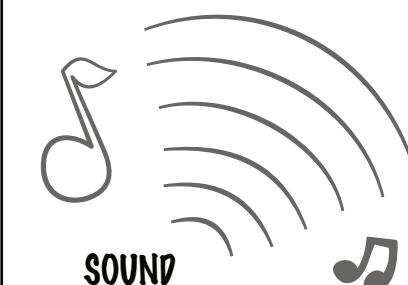
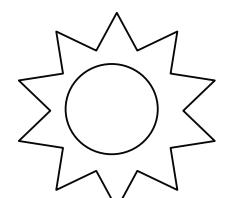


ELECTRICAL THE FLOW OF ELECTRONS!



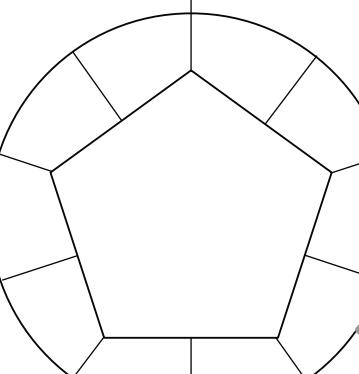
LIGHT and ELECTROMAGNETIC RADIATION

MADE OF PHOTONS! LITTLE PARTICLES OF ENERGY THAT MOVE SUPER FAST.



SOUND

VIBRATIONS! MUST TRAVEL THROUGH MATTER. CANNOT TRAVEL THROUGH EMPTY SPACE.



THERMAL (HEAT)

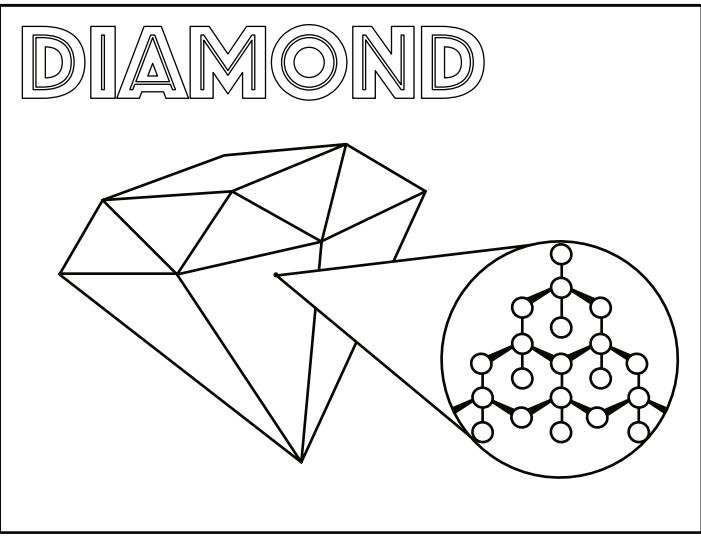
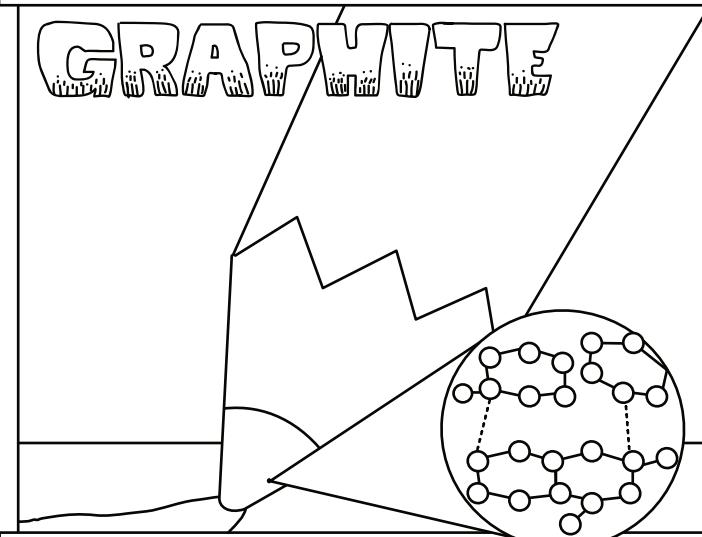
WHEN MOLECULES MOVE FASTER THEY HAVE MORE ENERGY

CARBON THE BUILDING BLOCK OF LIFE!

FILL IN THE BLANKS USING THESE WORDS:

oxygen backbone electrons graphite
four abundant unpaired carbon

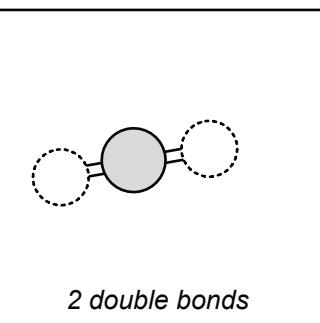
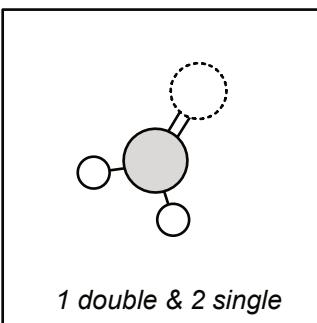
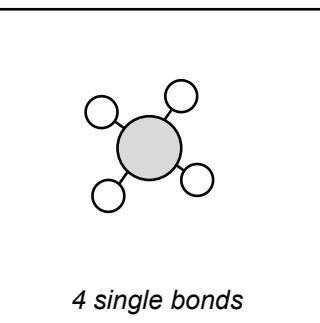
Carbon is the second most ABUNDANT element in the human body. (The most abundant element is OXYGEN.) It's the BACKBONE of all the molecules that cells are made of. Because it has four ELECTRONS that are UNPAIRED, carbon likes to form FOUR bonds with other atoms. Soft black pencil lead called GRAPHITE is made of carbon. The hard clear crystal of a diamond is made of CARBON too.



YOUR DOODLE SPACE

Draw your favorite moment from class or write a cool fact!

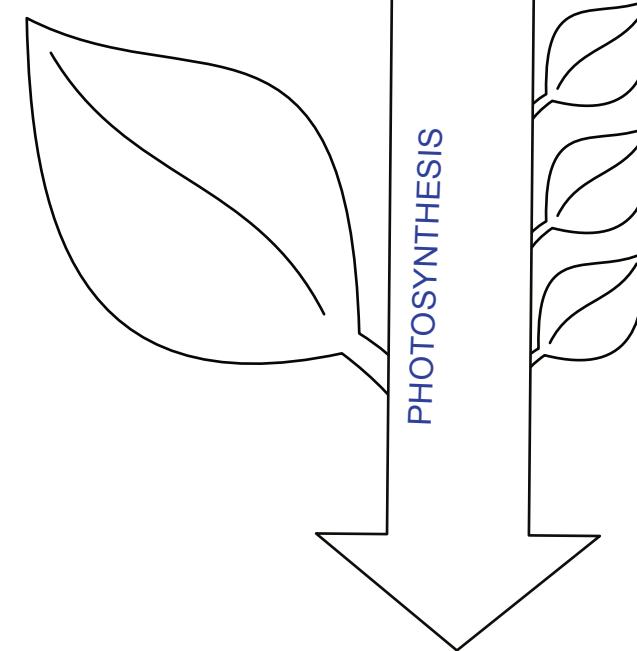
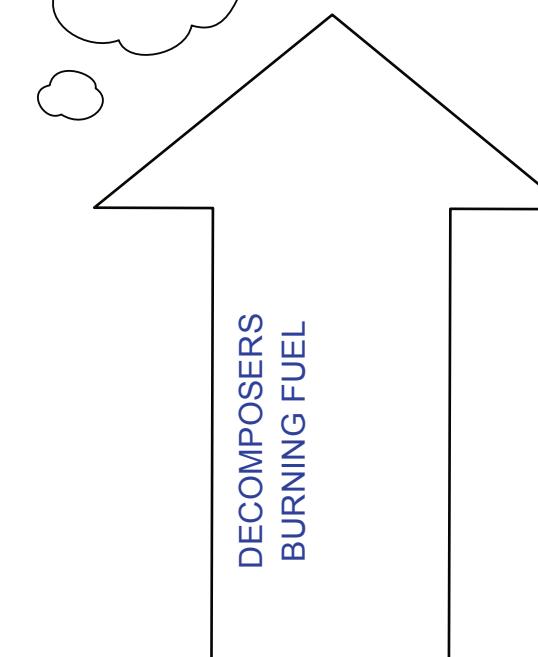
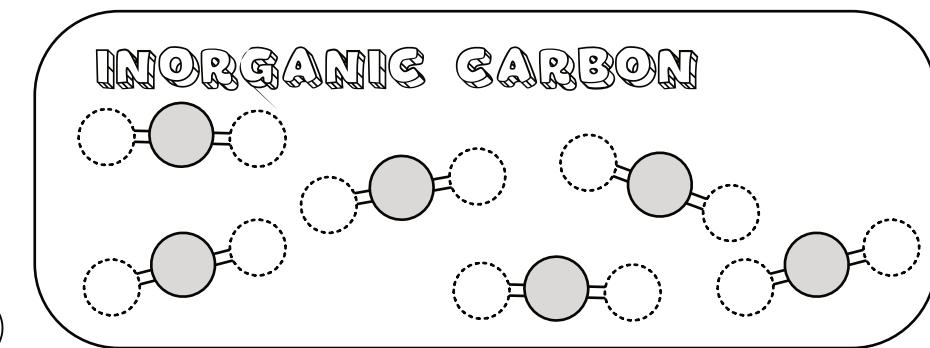
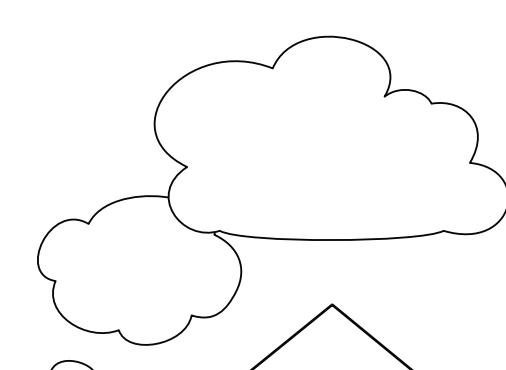
CARBON LIKES TO FORM 4 BONDS:



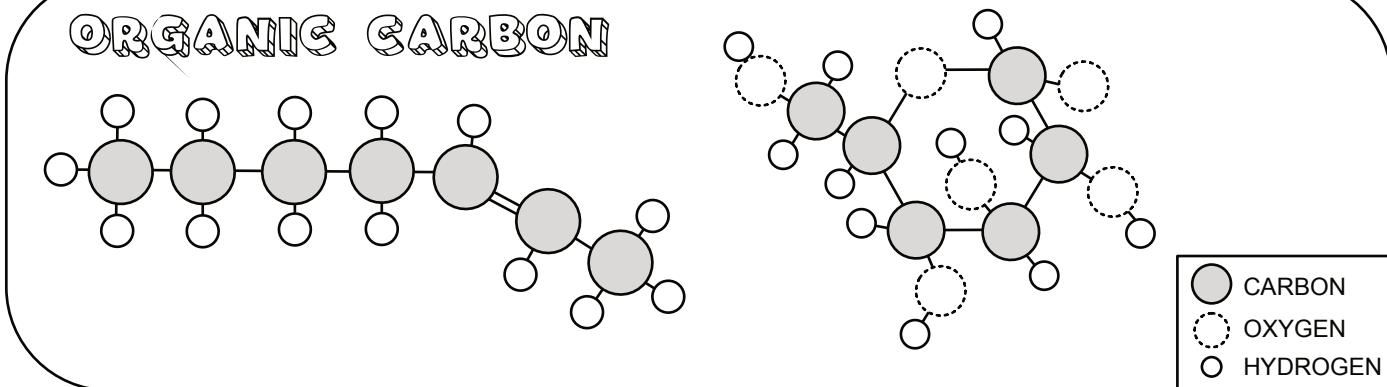
But sometimes it only has three bonds:
CARBON NITROGEN
LOOK OUT! THAT'S CYANIDE, WHICH IS VERY POISONOUS.

The Carbon Cycle

INORGANIC CARBON



ORGANIC CARBON

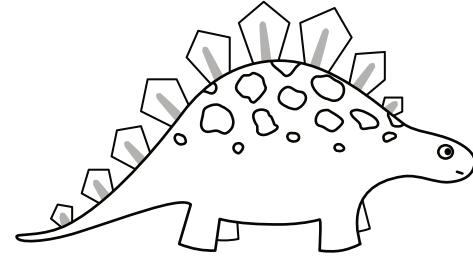


CARBON
OXYGEN
HYDROGEN

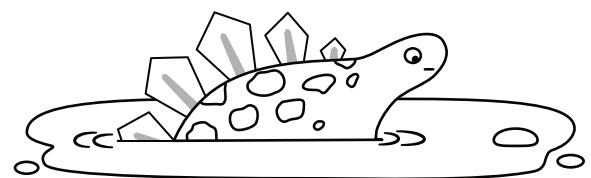
Carbon really just has two forms: carbon dioxide (inorganic) and everything else (organic). When organic carbon is eaten or burned, energy is released and the carbon is converted into carbon dioxide. When algae or plants perform photosynthesis, carbon dioxide is converted back into an organic form. The same carbon atoms can travel in a huge circle from gas to organic matter to gas and back again. This is called the carbon cycle.

WHAT'S A FOSSIL FUEL?

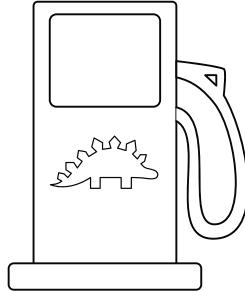
STATES OF DINO-MATTER



SOLID



LIQUID



GAS

During the Carboniferous period, fungi hadn't yet developed the ability to break down cellulose, the main ingredient of wood.

Without these decomposers, an enormous amount of plant material accumulated.

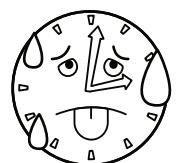


You've probably seen jokes that credit dinosaurs as the source of gasoline, but this isn't quite accurate. Fossil fuels like petroleum, oil, and natural gas come from organic matter that lived during the Carboniferous period, which occurred several million years before the first dinosaurs walked on Earth. The carbon in gasoline once existed in plants, algae, invertebrates, and fish, but not dinosaurs.

How long will fossil fuels last?

The answer is 50 years or forever, depending on who you ask.

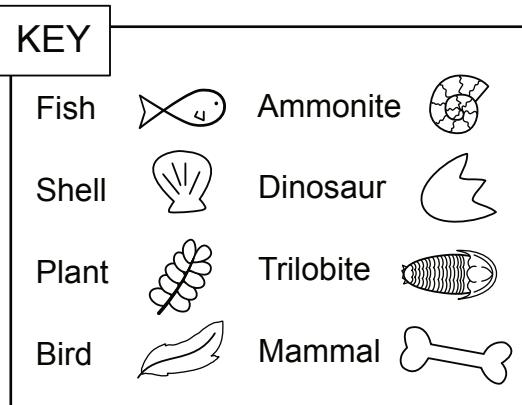
*On this thing more people agree:
the more fuel we burn, the warmer the planet will be.*



YOUR DOODLE SPACE

Draw your favorite moment from class or write a cool fact!

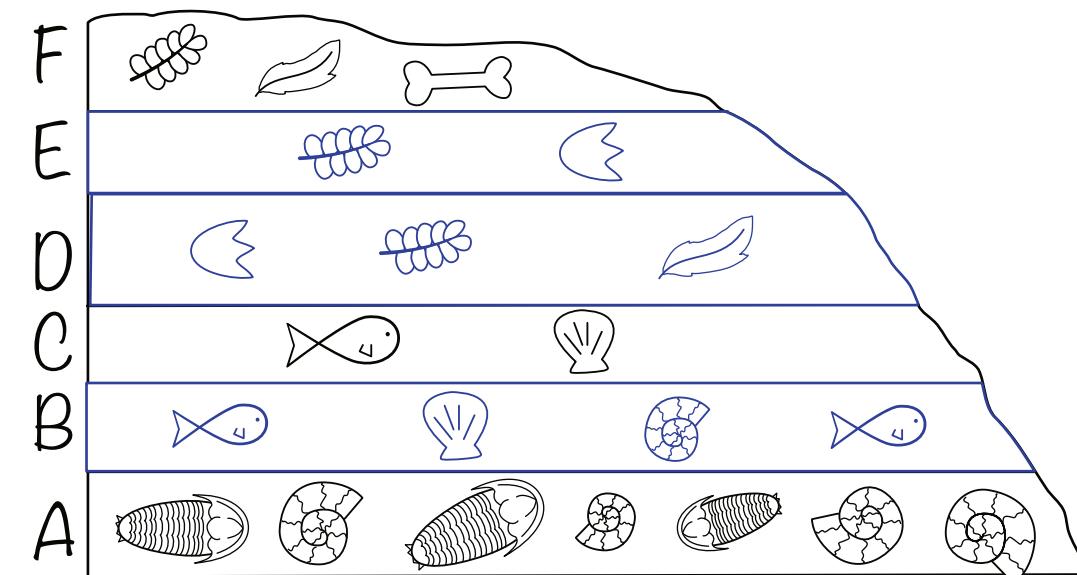
Your notes:



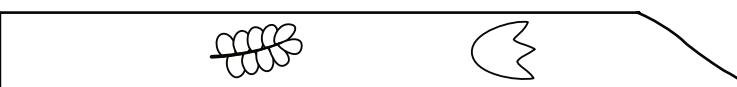
ROCK LAYERS

You have joined a team of stratigraphers and paleontologists who are studying the layers of rock and fossils of this site!

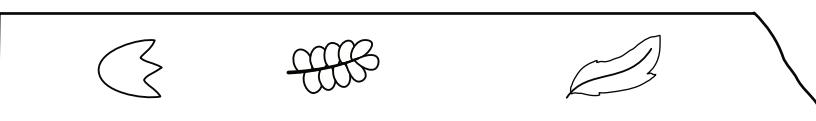
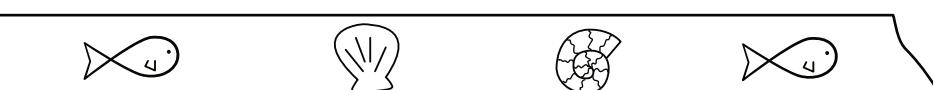
Your job is to complete the timeline and rock layer chart by studying the information available. What do the fossils in each layer tell you about each period of time? According to the timeline, what fossils would you find in each missing layer?



Cut out the rock layers and timeline boxes below. Can you paste them over the correct question marks?



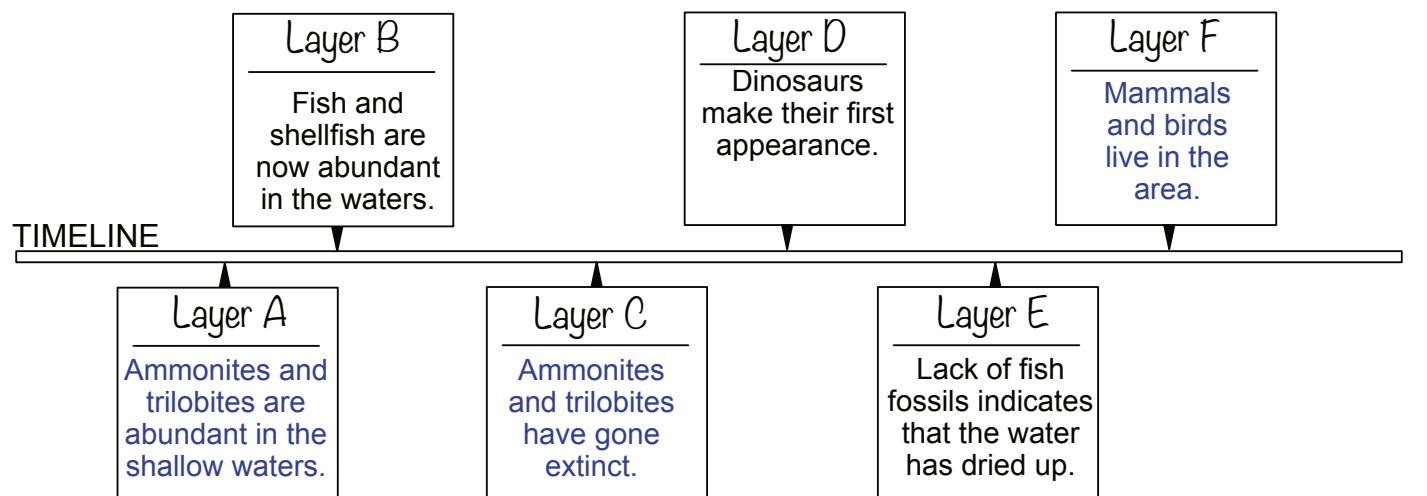
Ammonites and trilobites are abundant in the shallow waters.



Mammals and birds live in the area.

Ammonites and trilobites have gone extinct.

ROCK LAYERS continued...



Which is the oldest layer? Layer A with the ammonites and trilobites

What layers indicate that water was present? What evidence do you have to support this?

Layers A, B, and C because all of the animal fossils in those layers are animals that lived underwater.

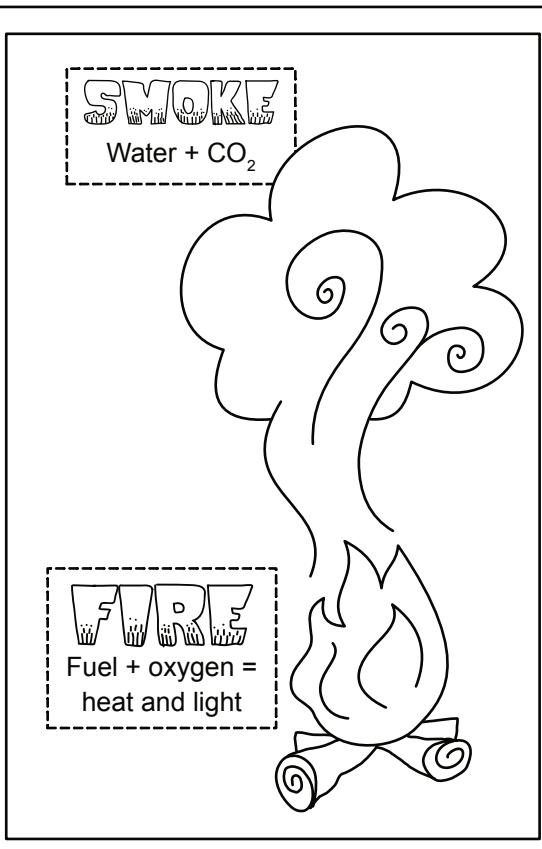
Why weren't mammal bones found in layer B?

Layer B is so old that mammals didn't yet exist!



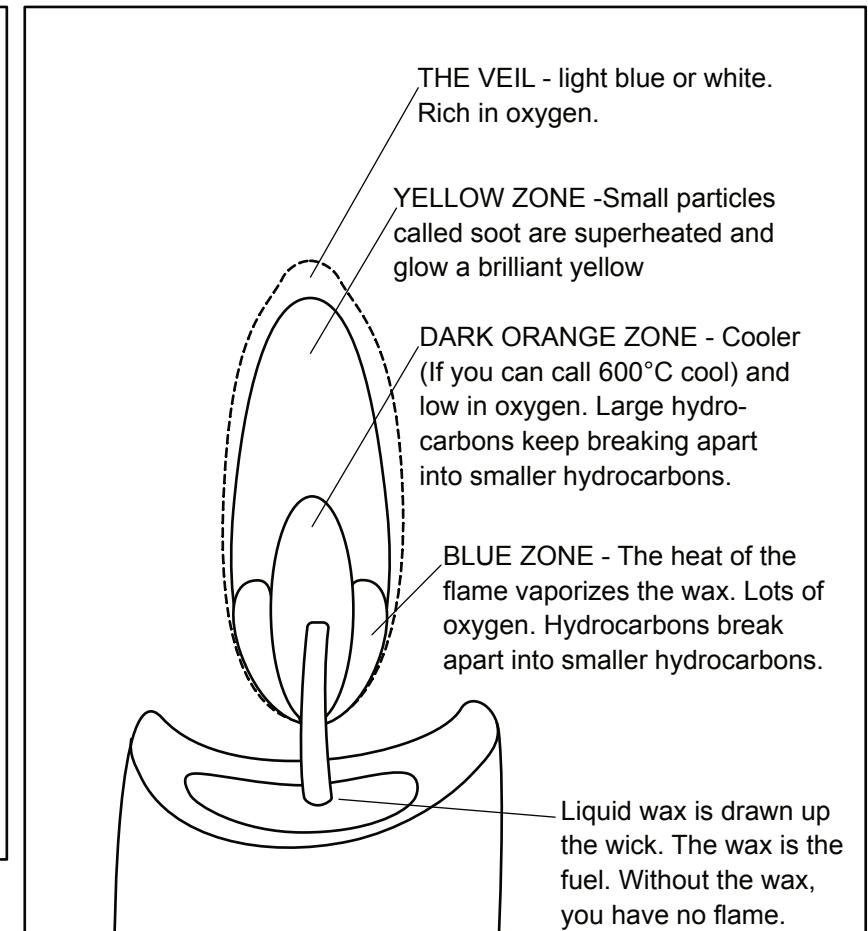
Cut out the rock layers and timeline boxes on the other side of this paper and see if you can match them over the correct question marks!

What is FIRE? All about combustion



FILL IN THE BLANKS USING THESE WORDS:

oxygen combustion water
hydrocarbons carbon



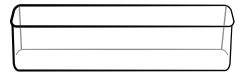
Fire is the result of a chemical reaction called COMBUSTION. Three things must be present for fire: OXYGEN, fuel, and heat. When a fuel like wood meets oxygen, the HYDROCARBONS in the wood combine with oxygen to form CARBON dioxide and WATER. Water is one of the main ingredients of smoke. It is also the main ingredient of clouds. If a forest fire gets large enough, it can produce a pyrocumulus cloud: a cloud so big that it makes rain and lightning.

Your notes: _____

Hands-on Activity

BUILD A LEVEE

MATERIALS:



TUPPERWARE OR GLASS CONTAINER



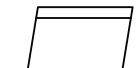
WATER



FINE-GRAINED BUILDING MATERIAL (SUCH AS 1 CUP FLOUR MIXED WITH 1 TBSP COCOA POWDER)



DUCT TAPE OR ELECTRICAL TAPE



PLASTIC BAG



(OPTIONAL) SMALL TOYS TO REPRESENT THE TOWN

INSTRUCTIONS:

1 First, arrange a small pile of "large particle size" material in the center of your Tupperware container. Slowly pour in 1/2 cup of water on one side of your levee and observe what happens. Does the water stay on one side of the levee or does it leak through to the other side?



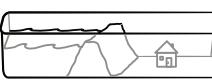
2 Next, prepare your "small particle size" material. If using flour and cocoa powder, mix one cup of flour with 1 tbsp of cocoa powder and 1/2 cup hot water. Add the water slowly and mix well, kneading it into a stiff dough.



3 Form half of your dough into a levee and arrange some small objects on the other side to represent the town. If desired, you can press some of the large particle-size material into the sides of the levee to reinforce it.



4 Slowly pour water on the side of the Tupperware that is opposite of your town and observe. It should be keeping all the flood waters away from the town!



5 Make your levee fail. You could create a small hole with a toothpick, or keep adding water until the water pours over the top.

6 Dry out your container and use the other half of the dough to make a new levee!

A FEW FACTS ABOUT LEVEES

A levee is more than a big pile of dirt, although at first glance that's pretty much what it looks like!

For a levee to work well, it has to be made out of the right material and have the correct slope. In general, finer materials such as clay and silt will do a better job of holding back water than coarse materials like sand, gravel, or rocks.

There are two main ways that levees can fail: one is by being overtopped (the water flows over the top of the levee and then begins to erode it) The other is by breaching (basically a hole forms in the levee and then a big portion of it breaks). Before a levee breaches, there will often be a "sand boil." Water will begin flowing through a weaker spot in the levee and out the other side.

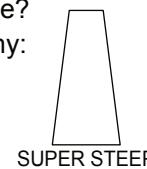
If you live in the United States, you might think that cities along the Mississippi River are the only ones that have levees. But there are levees in all 50 states and more than 40% of the US population lives in a county with at least one levee. When they work, we hardly notice them. When they fail, the flooding can be catastrophic.

BUILD A LEVEE CONTINUED...

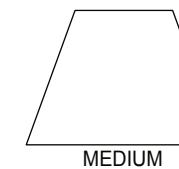
Would your flour levee hold the water back indefinitely/forever or would the water eventually leak through? What could you do to make this levee stronger?

The water would eventually leak through. Adding in cement or other material to make it water proof would help the levee last longer.

Which slope would make the strongest levee? Super steep, medium, or broad? Explain why:



SUPER STEEP



MEDIUM



BROAD / GENTLE SLOPE

A broad/gentle slope creates a better levee because there is more earth or other material blocking the water.

Pretend you are in charge of building two real-life levees, what are some different considerations to take into account for designing an urban vs rural levee? Would you need to do anything differently for the urban levee (protects a city area with stores, houses, and other buildings) versus an agricultural levee (protects fields)?

Fields of land can recover from flooding easily, but houses and buildings receive a lot of damage (or are washed away entirely). There is less risk of damage if a rural levee breaks.

What are some other natural earth process that affect humans? What kind of designs and solutions have we come up with to cope with them?

Earthquakes: Engineering buildings to be able to withstand shaking.

Tsunamis: posting signs for tsunami evacuation areas and moving schools, nursing homes, and other vulnerable buildings to higher ground.

Wildfires: prescribed burns or controlled logging to reduce fuel loads in forests.

Hurricanes/severe storms: weather forecasting and evacuation orders.

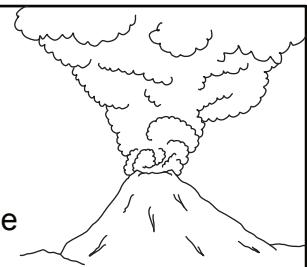
The chemistry of LAVA

Oxygen and silicon are the most abundant elements in lava.

They combine to form silica, and the amount of silica determines what type of lava you have!

Lots of silica produces pale rocks like rhyolite. When melted, this type of lava is super thick and tends to be explosive, like the eruption of Mount St Helens.

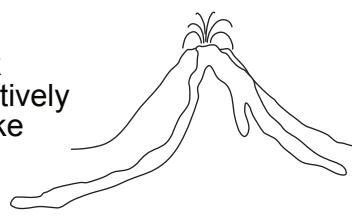
Low silica makes dark basalt rock and is relatively runny when melted, like the slowly oozing pahoehoe lava in Hawai'i.



HIGH SILICA

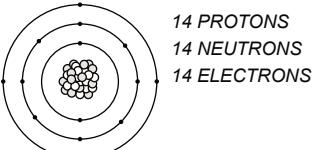
VS

LOW SILICA



Silicon

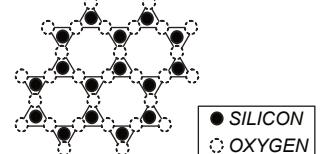
Element



The second most abundant element on Earth after oxygen. Very rarely found in pure form, it loves to bond with oxygen. Widely used in electronics, especially computer chips.

Silica

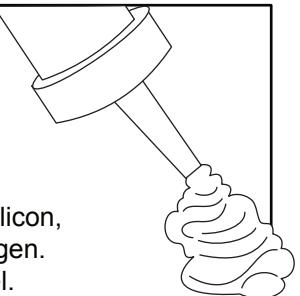
Compound



A compound of silicon and oxygen, most often a crystal of SiO_2 . Quartz is silica. The mineral is also found in sand, glass, and many other rocks.

Silicone

Compound



A polymer (long chain) of silicon, oxygen, carbon, and hydrogen. Can be a solid, liquid, or gel.

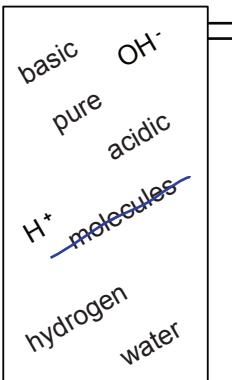
How hot is lava?

It all depends on the type of rock and what minerals it contains. Liquid rock (usually called lava) can be as cool as 700 °C and as hot as 1,200 °C. That's 1300 - 2200° Fahrenheit!

Your notes:

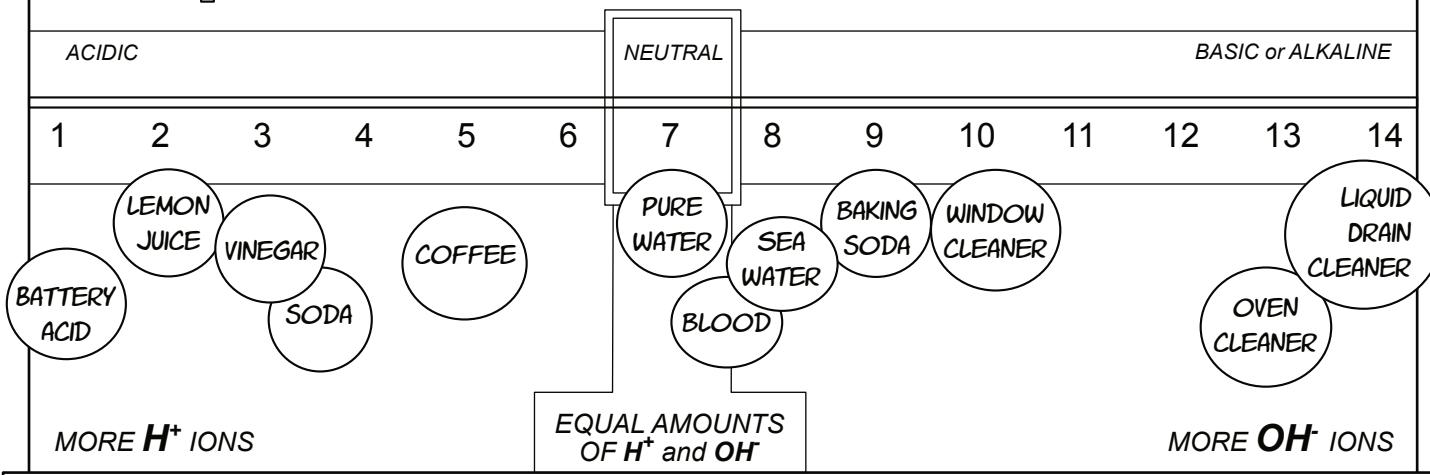
ACIDS & BASES

FILL IN THE BLANKS
USING THESE WORDS:



pH stands for "potential of HYDROGEN" or "power of hydrogen." It is a scale used to measure how ACIDIC or basic a solution is. At room temperature, PURE WATER is neutral with a pH of 7. At neutral pH, the amount of hydrogen ions (H^+) equals the number of hydroxide ions (OH^-). In an acidic solution, there are more H^+ ions than OH^- ions. In a BASIC solution, there are more OH^- ions than H^+ ions.

The pH scale



YOUR DOODLE SPACE

Draw your favorite moment from class or write a cool fact!

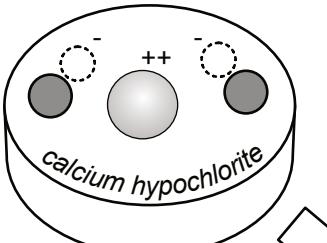
YOUR DOODLE SPACE

Draw your favorite moment from class or write a cool fact!

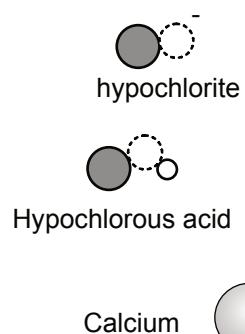
Your notes:

Why do we CHLORINATE SWIMMING POOLS?

HYPOCHLORITE AND HYPOCHLOROUS ACID ARE THE DISINFECTANTS THAT ELIMINATE HARMFUL BACTERIA, ALGAE, AND FUNGAL DISEASES FROM A SWIMMING POOL.

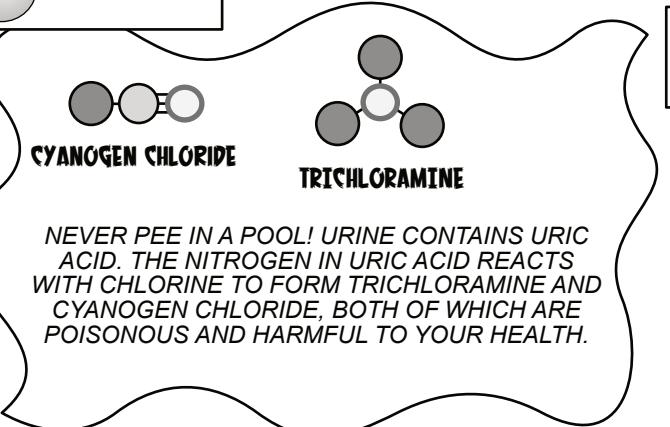


CARBON
OXYGEN
HYDROGEN
CHLORINE
NITROGEN
CALCIUM



The chemistry of swimming pools is fascinating! To keep a pool safe for people but inhospitable to bacteria and algae, the pH, salts, water hardness, and chlorine levels have to be just right.

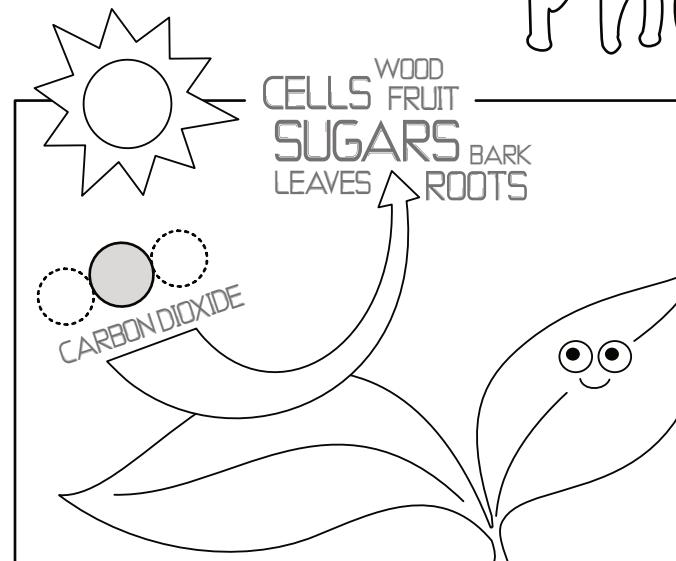
As UV light shines down, water evaporates, and people swim in the water, chemical reactions happen and everything changes! You don't need a degree in chemistry to keep your pool healthy – but you do need to check its chemicals frequently to maintain the right balance!



Your notes:

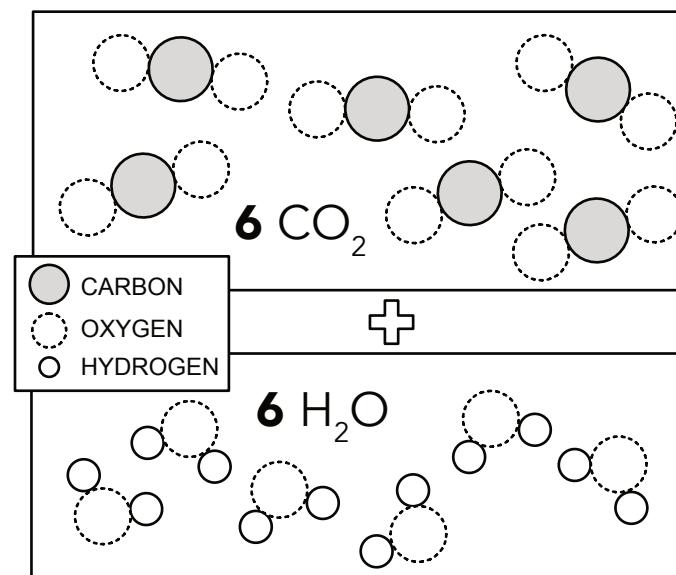
YOUR DOODLE SPACE
Draw your favorite moment from class or write a cool fact!

Photosynthesis



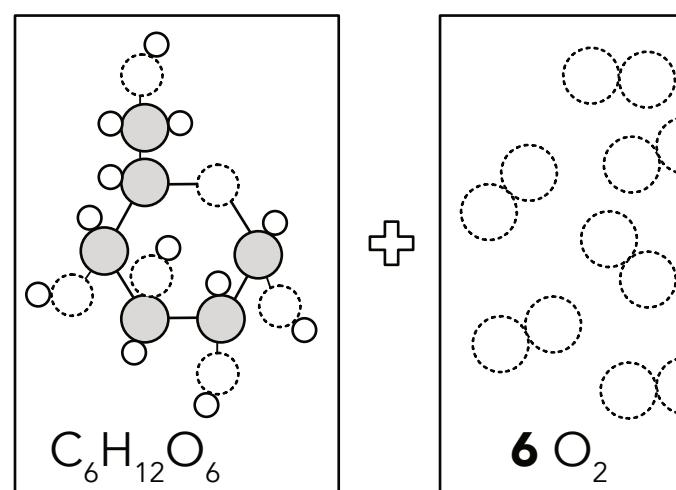
YOUR DOODLE SPACE
Draw your favorite moment from class or write a cool fact!

THE CHEMICAL EQUATION FOR PHOTOSYNTHESIS



A lot of people think that plants grow out of soil – that atoms in the soil becomes the plant. Actually, most of the plant comes from AIR. More than 98% of the plant's mass comes from carbon dioxide and water.

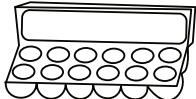
Your notes:



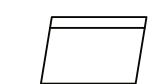
Hands-on Activity

FRANKENSEEDS!

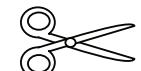
MATERIALS:



EGG CARTON



ZIPLOCK BAGS



SCISSORS OR KNIFE TO CUT
THE EGG CARTON



PAPER TOWELS



AT LEAST 6 TYPES
OF SEEDS FROM
YOUR KITCHEN



EMPTY BREAD OR
PRODUCE BAG



WATER

Choose six types of seeds from your kitchen and make predictions about which ones will sprout and which ones will not. If you expect that they will sprout, draw pictures of what you expect your plants to look like. Will they have two small round leaves or will they look more like a blade of grass? Will the seed split when it germinates? What shape will the leaves have?

- 1 Cut your egg carton in half so that you have two containers, each with six pockets.
- 2 Moisten two paper towels with water. Place a wet paper towel along the inside of each of the egg carton halves. Then put your seeds in the cartons. Arrange the cartons to be as identical as possible with three types of each seed in each pocket.
- 3 Next get two more paper towels wet and place them inside two ziplock bags. Place three of each of your seeds on these paper towels as well.
- 4 Cover the egg cartons with empty produce bags or bread bags to ensure that they stay moist. Place one in the fridge and one by a window.
- 5 Tape one of your plastic bags to a window so that it gets some sunlight. Place the other plastic bag in a different location. You can choose to put it in the fridge (cold and dark) or to place it somewhere that has less light.
- 6 Check on your seeds everyday and record your observations. Make sure the paper towels do not dry out (add water as needed) and that the seeds do not get too wet (they should not be covered in water).
- 7 After one week, move the seeds that were in the fridge to a location with light and warmer temperatures. After 2 weeks compare your predictions to the results that you observed.

Is it a seed?

yes no

Rice	
Popcorn	
Bean	
Basil	
Peppercorn	
Peach pit	
Pinecone	
Cashew	
Peanut	
Tapioca pearls	
Hazelnut	
Almond	
Rosemary	
Nutmeg	
Coconut	
Fig	



IF YOU'RE CARVING PUMPKINS FOR HALLOWEEN, THEIR SEEDS WOULD BE GREAT TO USE IN YOUR EXPERIMENT!

FRANKENSEEDS CONTINUED...

Label your 6 types of seeds A through F. Two or three days after you plant your seeds, start tracking whether or not they have germinated. Put an x in the box on the first day you see germination (a small rootlet coming from the seed). Draw a leaf on the first day you see green cotyledons or leaves growing from your seed! After two weeks, move the seeds from your fridge to a windowsill. Keep them moist and keep tracking their progress (another piece of paper will be needed to continue your chart).

WEEK ONE CARTON FROM THE WINDOWSILL:

	SUN	MON	TUE	WED	THURS	FRI	SAT
A							
B							
C							
D							
E							
F							

CARTON FROM THE FRIDGE:

	SUN	MON	TUE	WED	THURS	FRI	SAT

WEEK TWO SUN MON TUE WED THURS FRI SAT

	SUN	MON	TUE	WED	THURS	FRI	SAT
A							
B							
C							
D							
E							
F							

SUN MON TUE WED THURS FRI SAT

	SUN	MON	TUE	WED	THURS	FRI	SAT

How long did the seeds take to sprout? Which seeds sprouted and which seeds did not? Why do you think the seeds did not sprout?

If the seeds are alive they should sprout within 3-7 days if they are in a moist and warm environment.

Some grains (like white rice) have had parts of the seed removed and because of that they cannot sprout. If the seed has been roasted or cooked, it will not sprout.

Why do plants need water?

All living things need water, but plants also use water in photosynthesis.

Why do plants need air?

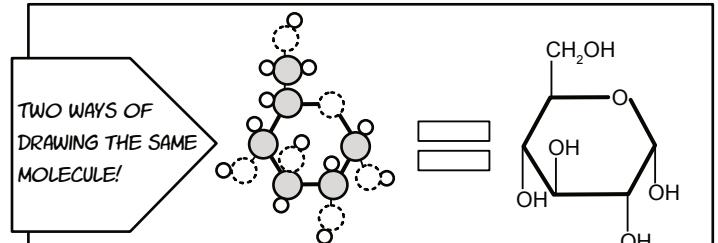
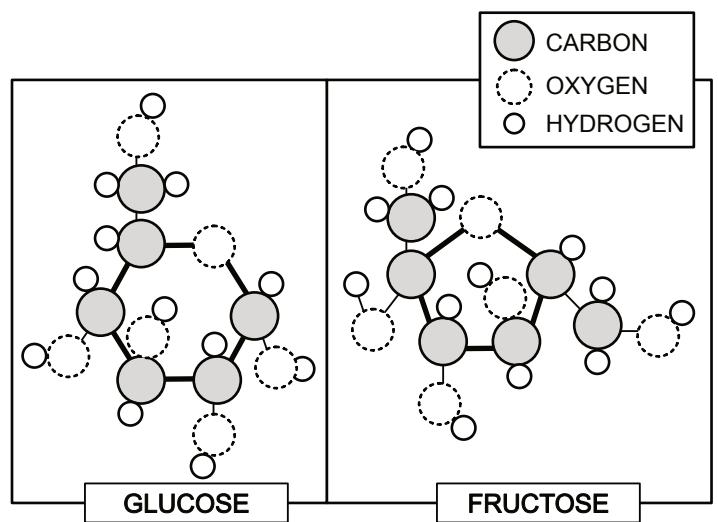
Air is where plants get their carbon from! They convert CO₂ into sugars.

Why do plants need soil?

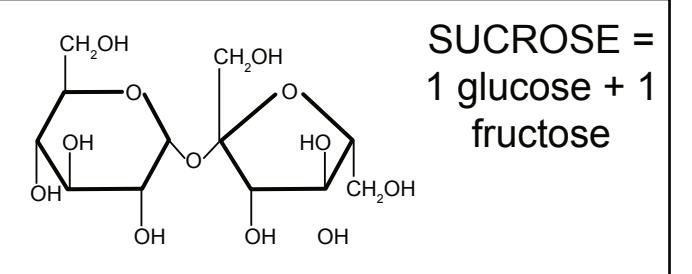
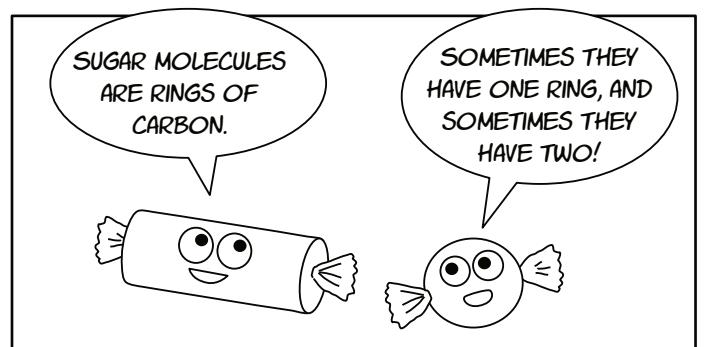
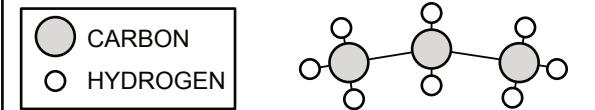
They actually don't! Most plants can be grown without soil. But the soil provides a place for them to grow as well as nutrients.

SUGARS

YOUR DOODLE SPACE
Draw your favorite moment from class or write a cool fact!



People got tired of drawing out all the hydrogens and carbons, so they came up with a great idea: stick figure carbon chains! \diagup = 3 carbons & 8 hydrogens.
Drawn out with circles for atoms, it would look like this:



HFCS EXPLAINED:

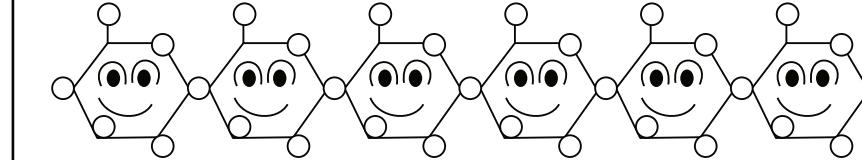
HFCS stands for High Fructose Corn Syrup, an artificial sweetener made by converting glucose to fructose. Why would people designing special chemical reactions to increase the amount of fructose in corn syrup? Because glucose doesn't taste very sweet! Pretty much all of the taste and sweetness of regular sugar (sucrose) comes from the fructose. Increasing the amount of fructose increases the sweetness.

Your notes: _____

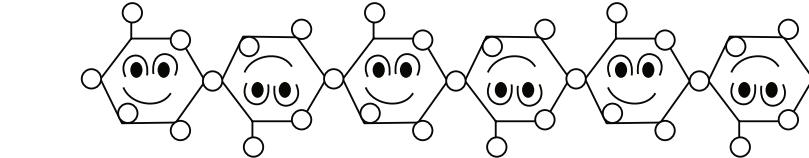
Why can't we eat wood?



Can you spot the difference between starch and cellulose?



String glucose together like this, and you get **starch**—A big ingredient in things like potatoes and corn and rice and wheat.



String glucose together like this, and you get **cellulose**—the main ingredient in things like leaves and straw and wood.

A termite can eat a piece of wood and get energy from it. A cow can eat grass and get energy from that. But if you eat wood or grass it's called *fiber*. Your body can't digest it and it passes straight on through. Have you ever wondered why? Why can you live for weeks on a diet of potatoes, but not newspapers or twigs?

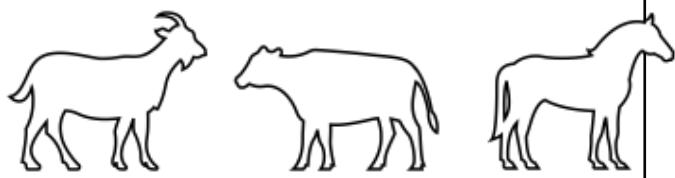
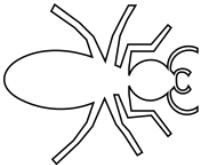
Cellulose and starch are both polymers made of the same building unit: glucose. The difference between them is HOW the glucose molecules are linked together. In starch, all the molecules are facing the same way. We call this an alpha linkage. In cellulose, every other glucose is flipped upside down. We call this a beta linkage. When you eat starch, your body can break that alpha linkage apart so each of your cells can eat the glucose. But beta linkages are tricky. They can only be broken by bacteria and fungi. NOT A SINGLE ANIMAL can do it. So then how in the world do termites eat wood? How do horses cows, goats, and sheep eat grass? (Look at the next page to find out!)

Your notes: _____

The Termite

Termites have special bacteria living in their stomachs that digest cellulose for them, breaking it apart into glucose. Give a termite an antibiotic, and it would starve to death no matter how much wood it ate.

The termite can only digest wood with the help of its special "termite gut microbes."



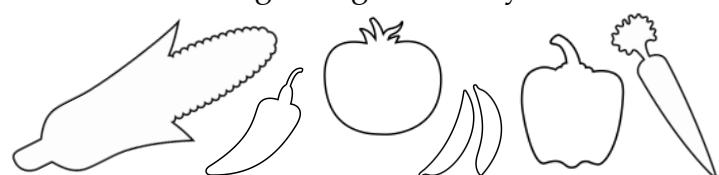
The Herbivores

Herbivores also digest grass with the help of bacteria. Some herbivores (cows) have 4 stomachs to provide even better homes for those important little microbes. Others, like the camel and hippopotamus, have 3 stomachs. And horses have just 1, plus a long "water gut" that provides the perfect place for the bacteria to do their work.



Why fiber is important

We can't digest cellulose, but does that mean we don't want to eat it? Not so fast! If you were able to digest absolutely *everything* you ate, well, that would be a bit of a problem. How would you get rid of things your body didn't want, like extra cholesterol in your blood? If you have enough fiber, the fiber binds to the extra cholesterol and takes it out with the trash. If you don't have enough fiber, the cholesterol is reabsorbed into the bloodstream. Too much cholesterol can cause a heart attack. And that's just one of the many benefits of having enough fiber in your diet.



YOUR DOODLE SPACE

Draw your favorite moment from class or write a cool fact!

FILL IN THE BLANKS USING THESE WORDS:

oils carbon hydrogen
fats hydrophobic determines

LIPIDS AKA fat & oil

Lipids are fats and OILS. Chemically, they are very long strands of carbon and HYDROGEN. How long the strand is and what types of bonds it has (single or double) DETERMINES what type of oil or fat it is. But all FATS and oils are mostly made of just two atoms: CARBON and hydrogen. Because these long strands don't have any charged areas, they are HYDROPHOBIC which means water fearing. This is why oil and water don't mix together!

LOOK HOW MUCH MORE CARBON WE CAN STORE WHEN WE GET RID OF ALL THE OXYGENS!

WOWZA!

BUT NOW THIS MOLECULE DOESN'T LIKE WATER VERY MUCH.

DON'T WORRY.
THE FEELING IS MUTUAL.

Your notes: _____

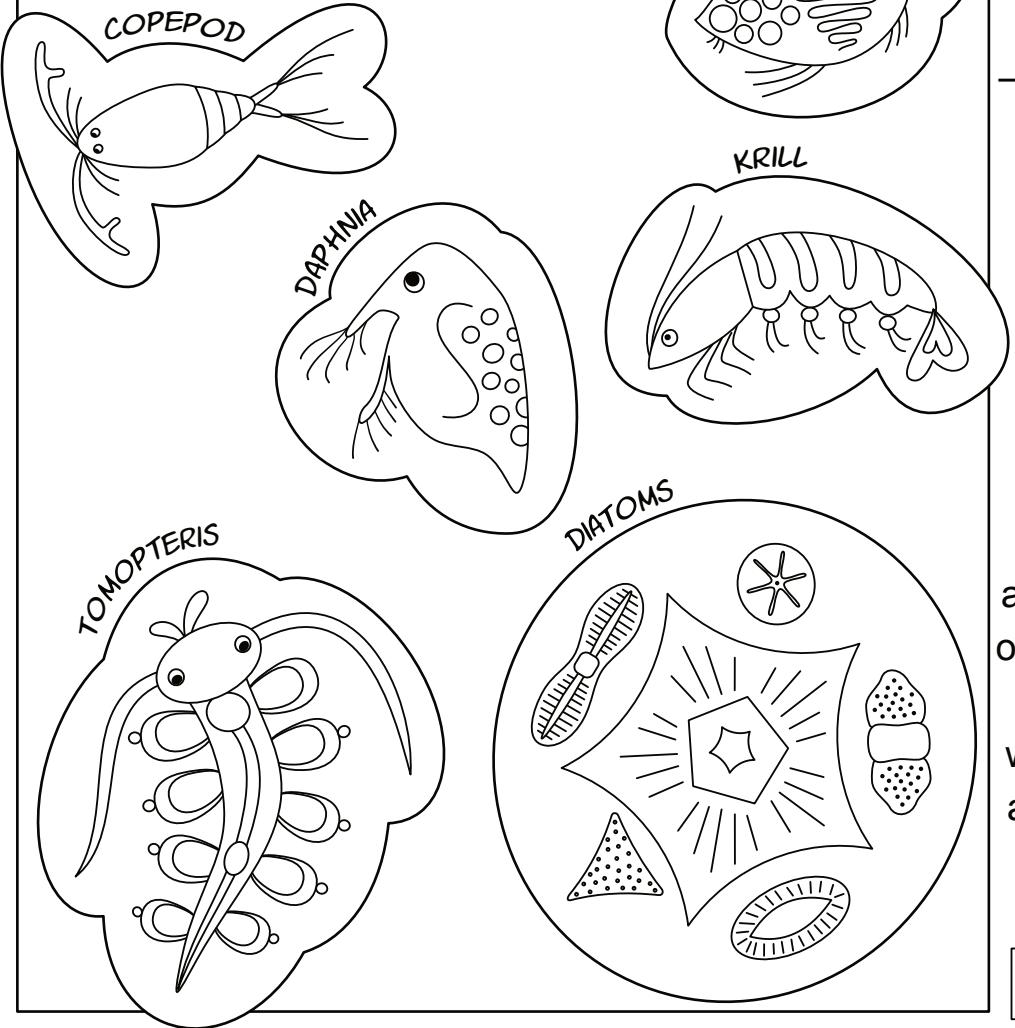
YOUR DOODLE SPACE

Draw your favorite moment from class or write a cool fact!

Your notes: _____

PLANKTON

small but mighty!



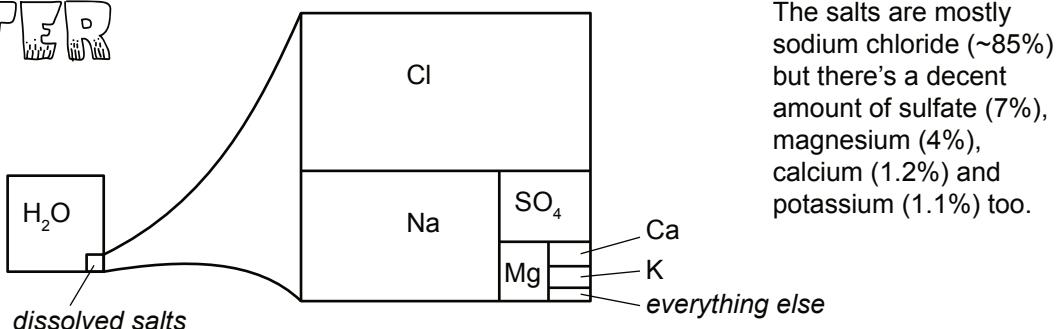
Plankton are the microscopic organisms floating in seawater or FRESH water. They can be plants, animals, viruses, or fungi! PHYTOPLANKTON, like diatoms, are photosynthetic. ZOOPLANKTON, like copepods or krill, are small animals that eat other plankton. All animals on Earth depend on plankton because they produce most of the world's OXYGEN and absorb large amounts of _____.

FILL IN THE BLANKS ABOVE USING THESE WORDS:

zooplankton phytoplankton
oxygen fresh CO₂

SEAWATER

96.5% water
3.5% dissolved salts



Your notes: _____

Hands-on Activity

Plant propagation

MATERIALS:

A TUBER (SUCH AS A POTATO)
A ROOT VEGETABLE (CARROT)
A PINEAPPLE
CUPS
TOOTHPICKS
WATER

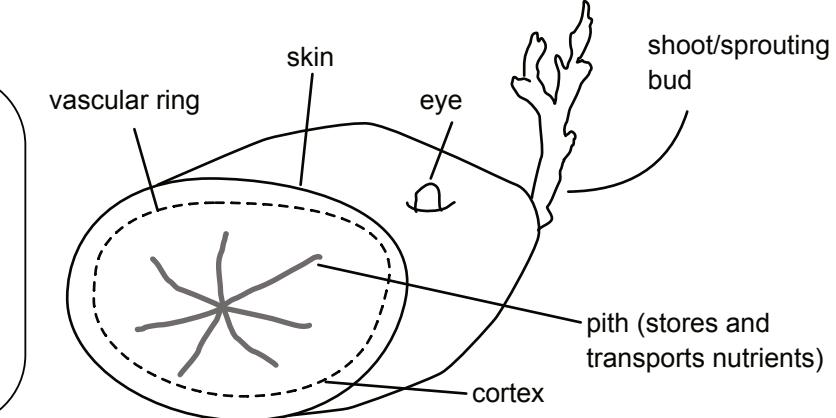
A leaf is very different than a root, and those differences come from the cells and how they behave. Not all plant cells can grow into roots or leaves or a new plant. But certain cells called meristems can! Try regrowing plants from foods in the kitchen to learn more about these amazing meristems and different types of plants.

I CAN TURN INTO ANYTHING!



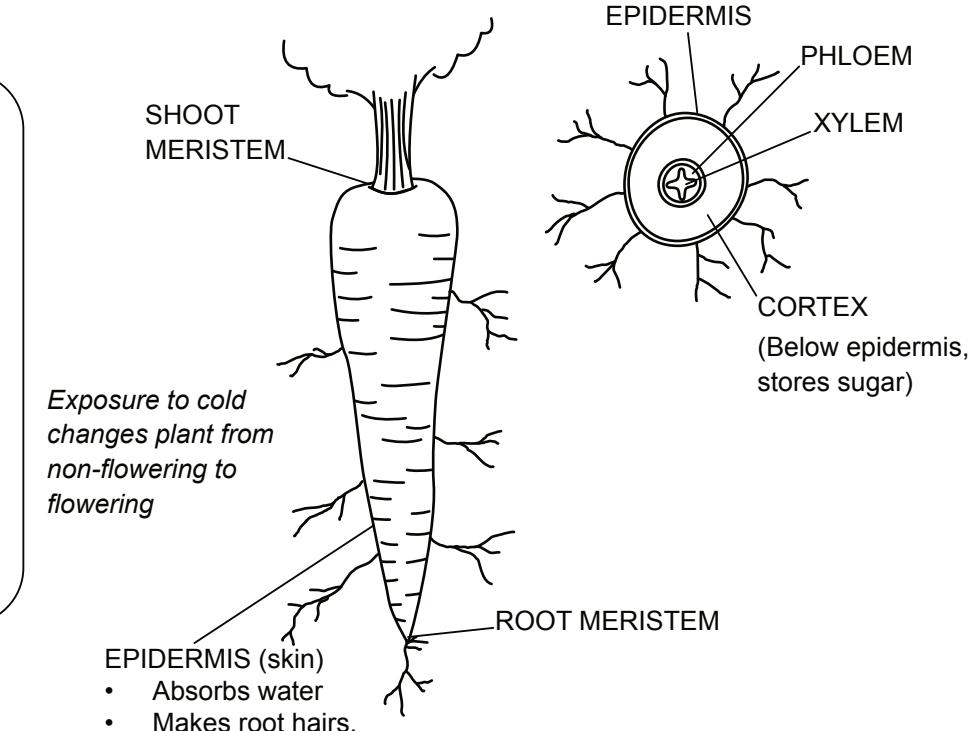
TUBERS

In a tuber like a potato, sweet potato, turmeric, or ginger, there are small "eyes" or nodes where a new shoot and root can grow. If you cut a potato or other tuber and place toothpicks in it so that it is half submerged in water, a shoot and roots will grow from the node.



ROOTS

Root vegetables like beets, carrots, turnips, rutabagas, parsnips, or onions can regrow from the top of the vegetable. Select a vegetable with some green at the top. Place the top in a cup that is partially filled with water. Use toothpicks to suspend it so that the bottom part is wet but the top is exposed to air. The plant will regrow from the top but it won't grow a new root vegetable -- only the leaves and potentially flowers and seeds.

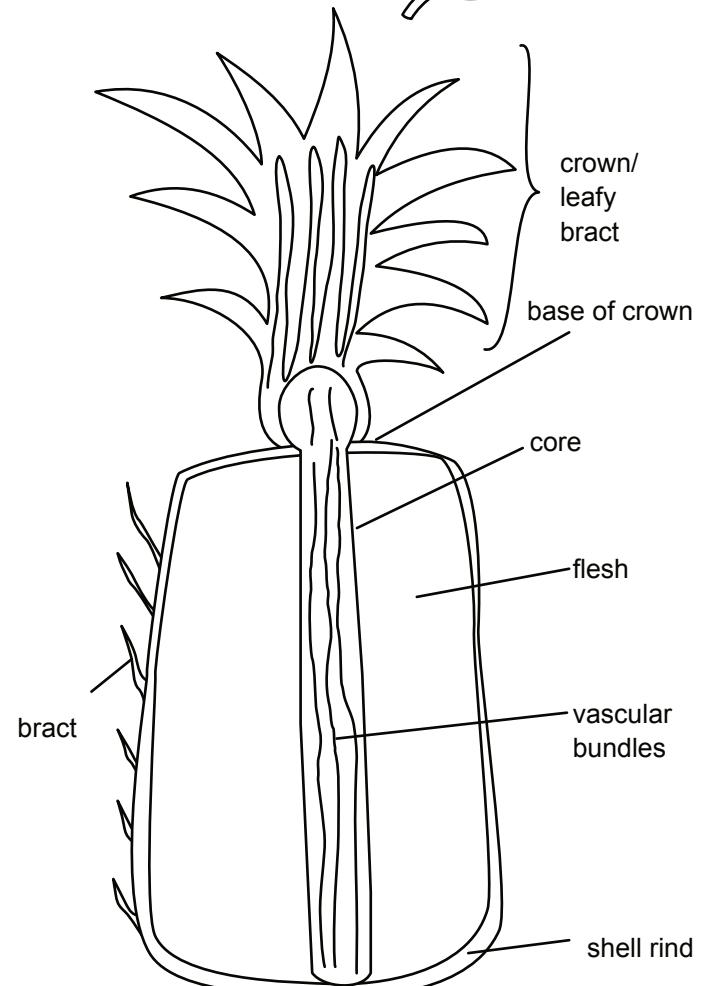
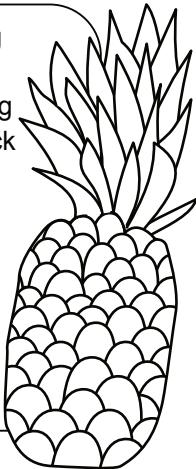


Hands-on Activity



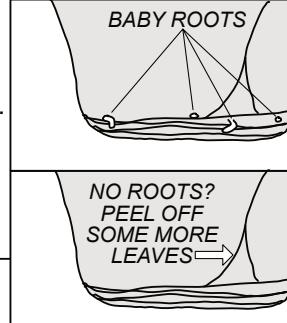
PINEAPPLES!

Pineapples are a very interesting fruit because they have a full miniature pineapple plant growing on top of the fruit! If you peel back the leaves from the top of a pineapple, you will see tiny little rootlets. Place this top of the pineapple into a cup half full of water. Soon roots will emerge. Congrats! Your new pineapple plant is growing.

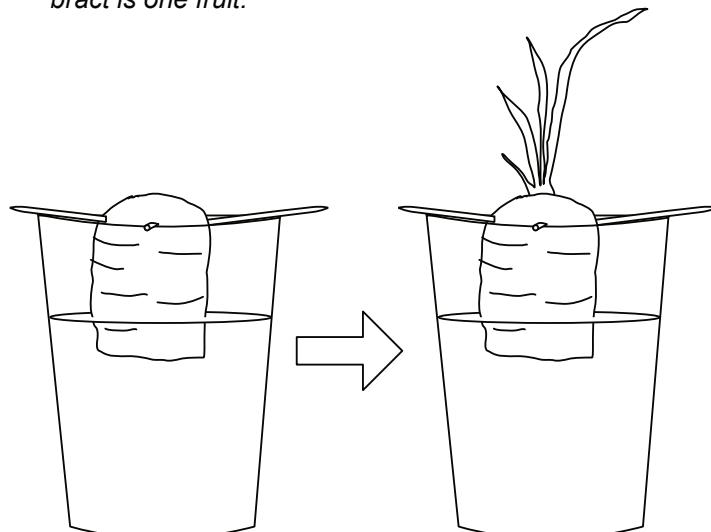


A pineapple is a "sorosus." That's greek for heap. It's a cluster of berries that all grew together! Each bract is one fruit.

- 1 Cut off the pineapple top.
- 2 Pull off fruit and first two layer of leaves from the base.
- 3 Look closely. Do you see tiny little nubs of roots? Yes? Put your pineapple in a cup with some water. No? Keep removing leaves until you find the small nubs of roots.



You can also try: an avocado pit, basil leaves, the base of a bok choy, cabbage leaves, celery base, cilantro stems, garlic, green onions, mushroom stocks, onion base, or romaine lettuce base.



BIOLUMINESCENCE

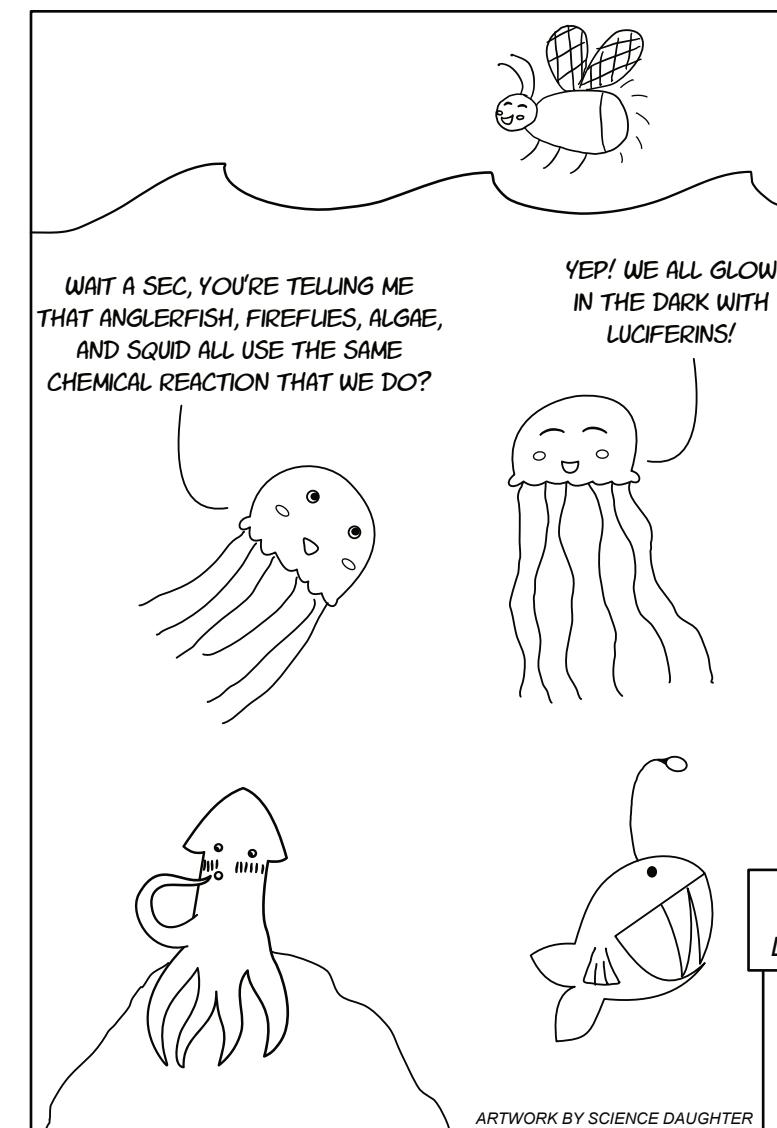
When living animals make light it is called BIOLUMINESCENCE. Certain types of insects, fish, invertebrates, and algae can create LIGHT using a special CHEMICAL reaction. While there are several different types of chemicals are used, the main idea is that OXYGEN provides energy for a chemical reaction that creates light. The ANIMAL can control when the reaction starts and stops, creating FLASHES of light to communicate, lure in prey, or escape from predators.

FILL IN THE BLANKS ABOVE USING THESE WORDS:

light	animal	bioluminescence
chemical	oxygen	flashes

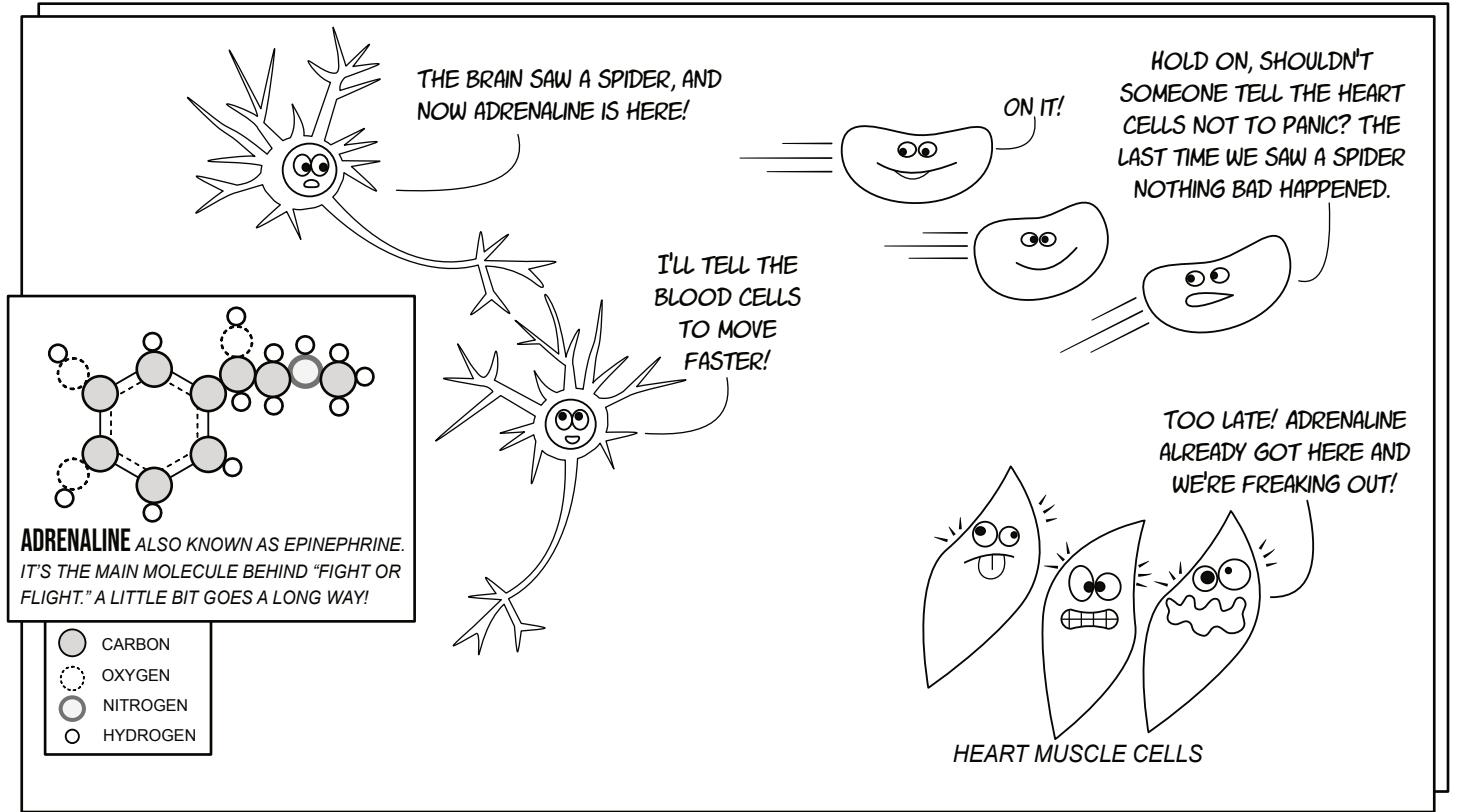
YOUR DOODLE SPACE

Draw your favorite moment from class or write a cool fact!



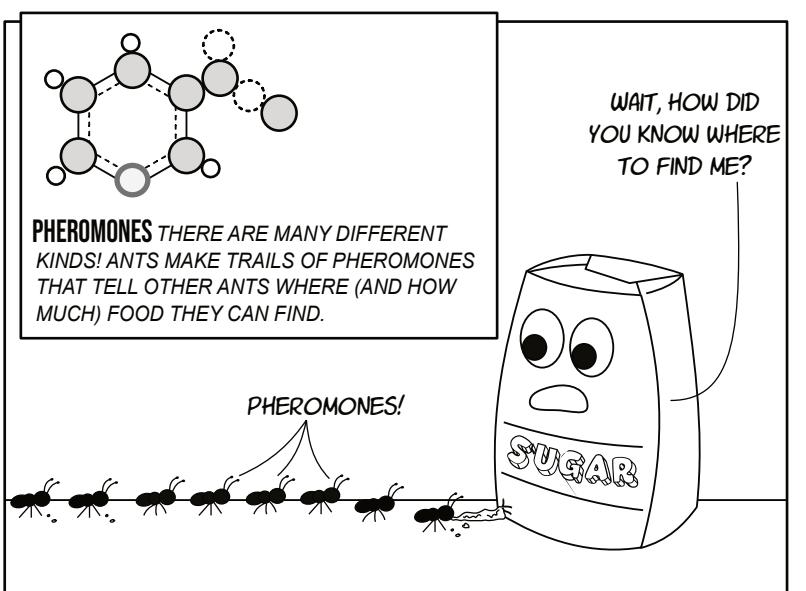
Your notes: _____

From CELLS to COLONIES



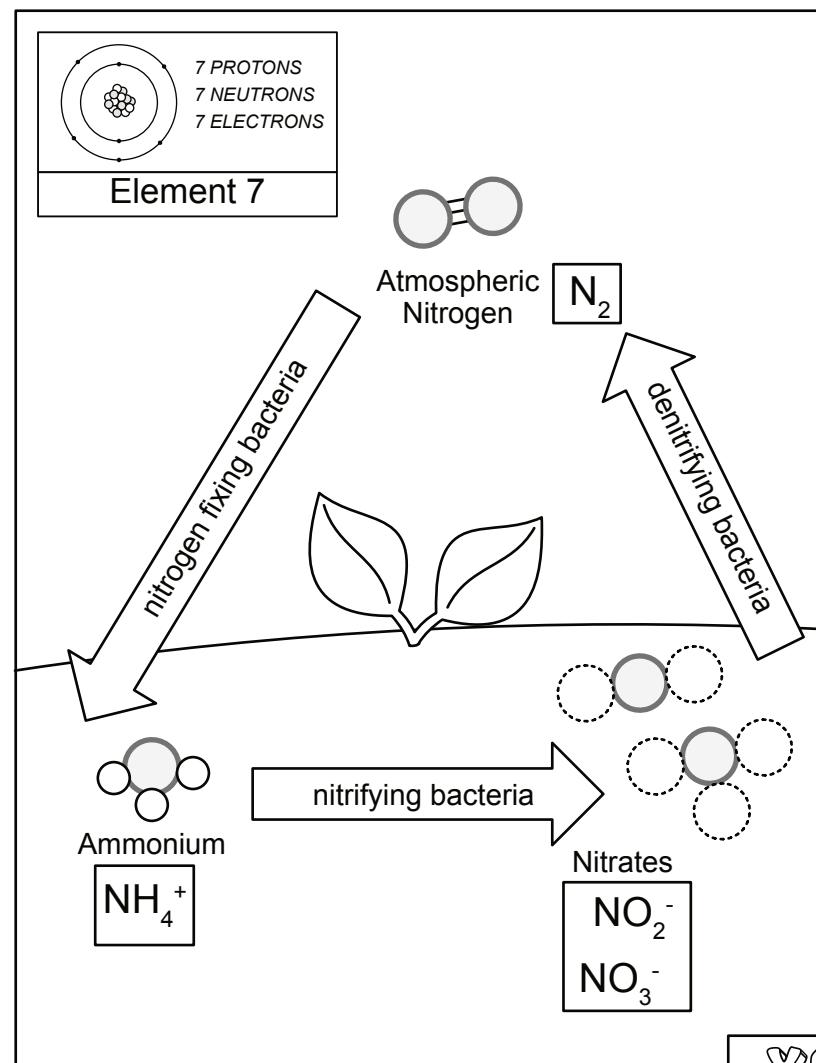
CHEMISTRY IS EVERYWHERE!

How does a nerve cell learn to send signals, or a blood cell to carry oxygen? How does one ant tell the rest of the colony where to find food? The answer to both questions comes down to chemistry! Chemical reactions power the life of the cell, and control how it communicates with other cells. And it's not just cells that communicate with chemicals - insect colonies do too!



Your notes: _____

NITROGEN Essential nutrient & most of our air



Nitrogen is an essential element used to make PROTEINS and DNA. Every ANIMAL and plant needs it, and 78% of Earth's ATMOSPHERE is nitrogen. So you might think that it would be easy to get, but the nitrogen in the air is N_2 . It's two atoms bound with a very strong TRIPLE bond and that bond is very hard to break! No animals can do it. No plants can do it.

Only BACTERIA can change atmospheric nitrogen into a form that PLANTS and animals can use. We call this "fixing" nitrogen.

FILL IN THE BLANKS ABOVE USING THESE WORDS:

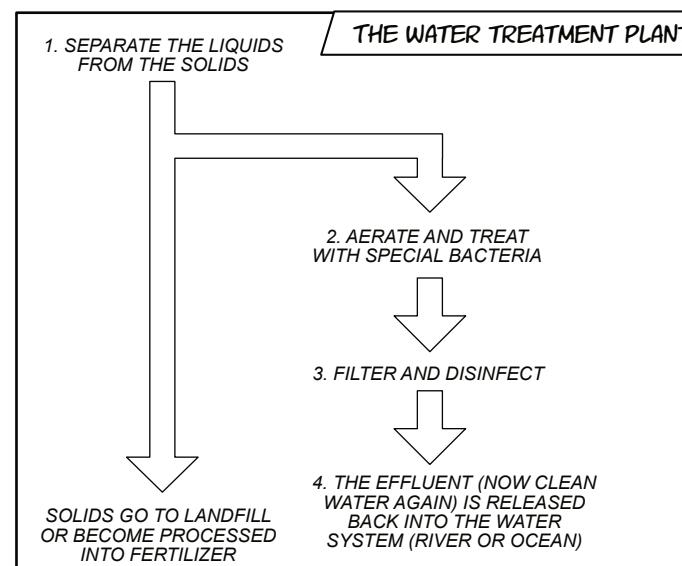
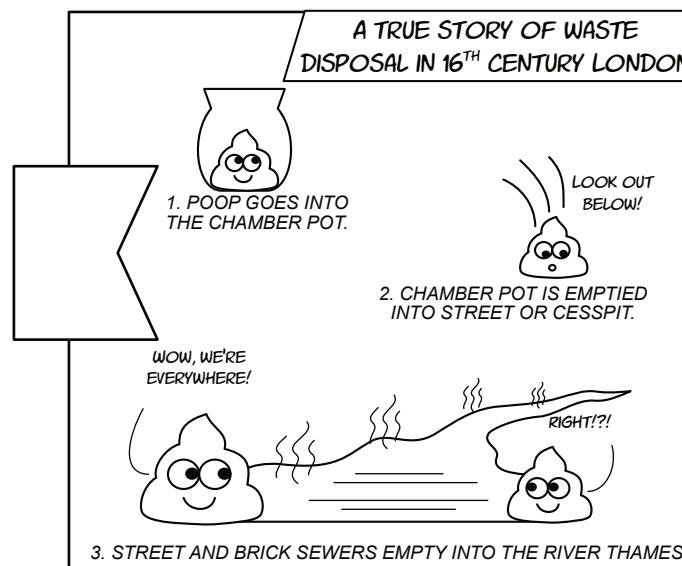
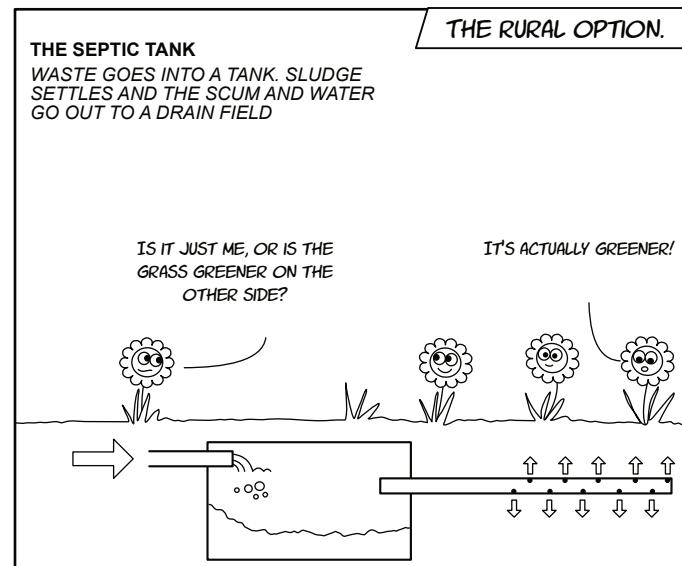
bacteria	proteins	animal
triple	plants	atmosphere

YOUR DOODLE SPACE

Draw your favorite moment from class or write a cool fact!

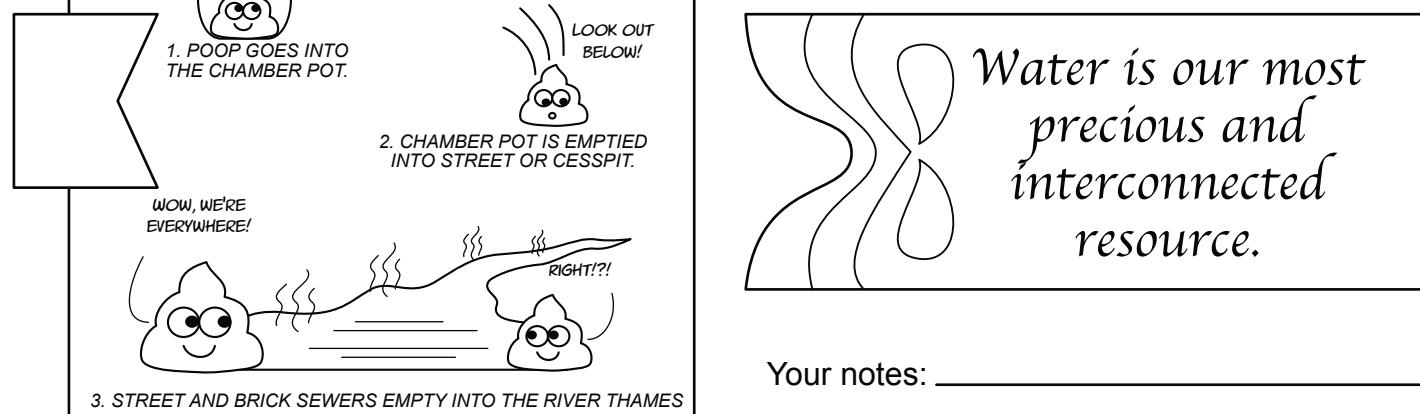
Your notes: _____

Water Reclamation



YOUR DOODLE SPACE

Draw your favorite moment from class or write a cool fact!

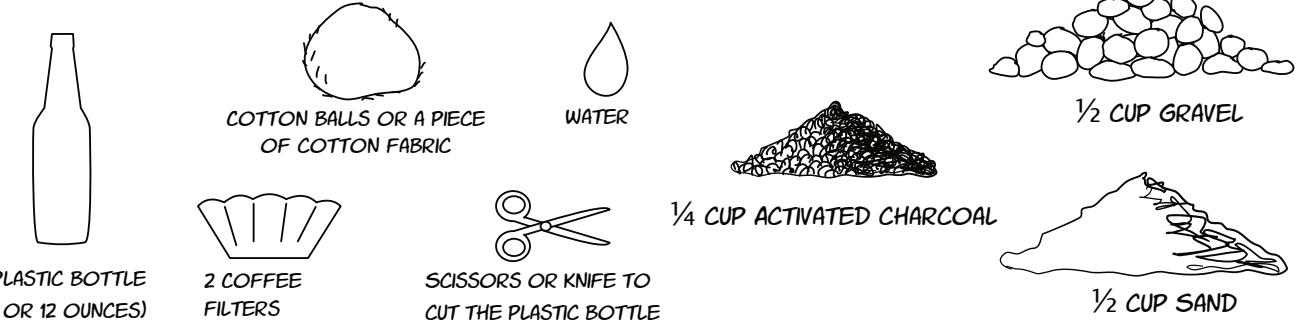


Your notes:

Hands-on Activity

DIY water filter

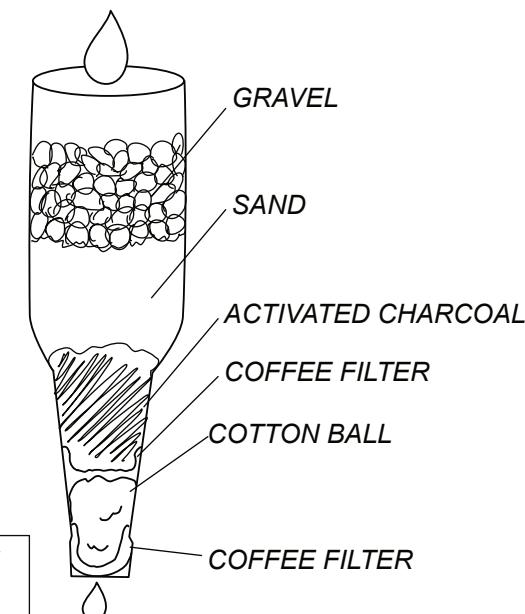
MATERIALS:



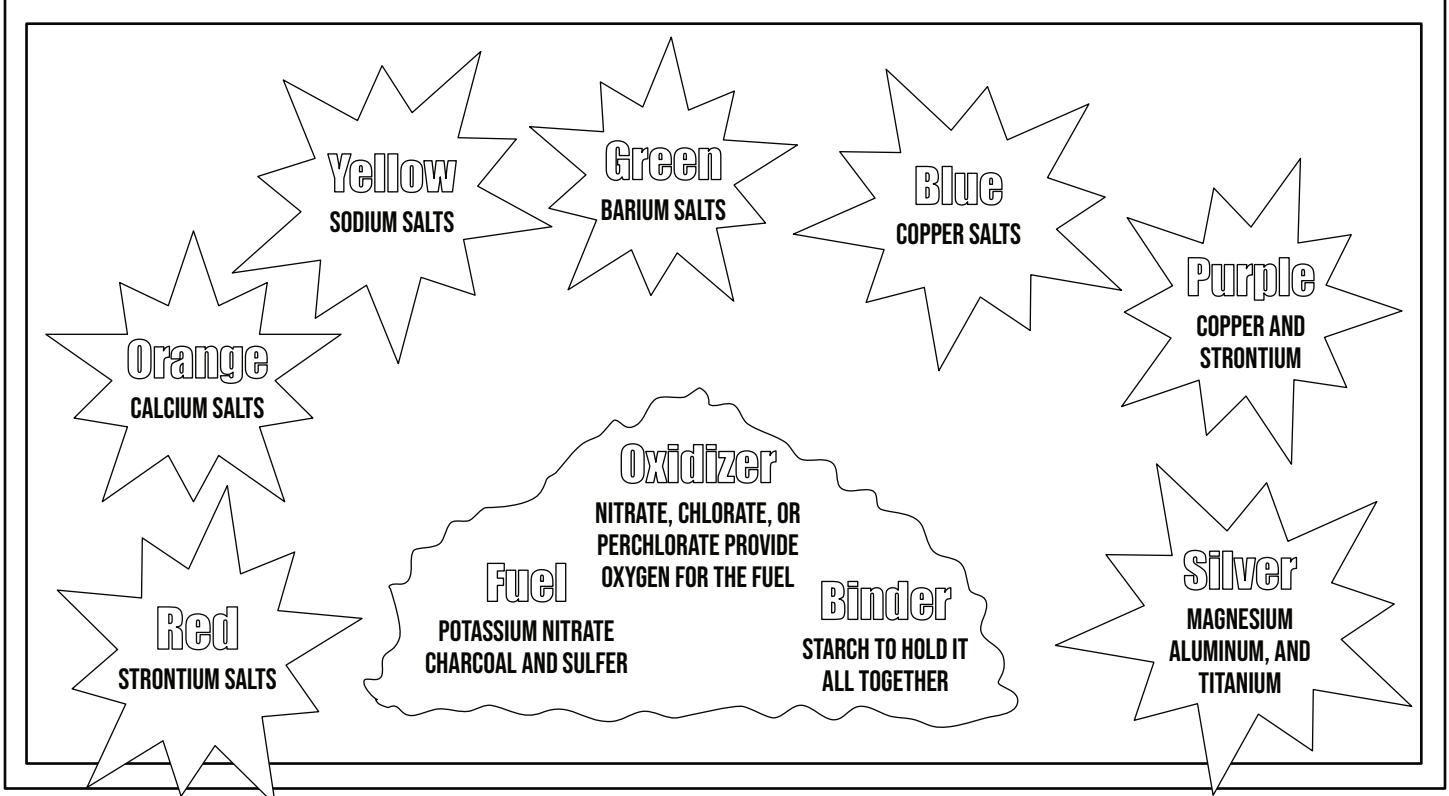
INSTRUCTIONS:

- 1 Carefully use scissors or knife to cut off the bottom of the water bottle to create a tall funnel.
 - 2 Trim one of the coffee filters into four smaller circles.
 - 3 Place one or two cotton balls on top of two of the coffee filter circles. Carefully place them in the neck of the water bottle. If they flip and turn sideways simply turn the bottle upside down and shake them back out and then try again. It may help to use a chopstick or wooden skewer or straw.
 - 4 Once you have your coffee filter circles and cotton balls in place, put the remaining coffee filter circles on top to make a "coffee filter cotton ball sandwich." This is the lowest layer of filtration.
 - 5 Next, carefully pour 1/4 cup of activated charcoal onto a coffee filter and lower it into the bottle. Then fold the coffee filter over the top of the charcoal to completely enclose it.
- Run a little bit of water through the filter to help the two lower layers compress and make sure that they are pressed against the sides of the bottle.
- Next add 1/2 cup of sand, then add the final layer of 1/2 cup of gravel.
- 6 Experiment by running different liquids through your filter. Start with relatively clean water such as the leftover water from cooking vegetables. If you run it through your filter, does it still smell like vegetables or have color to it? Or did the filter clean the water?
 - 7 Next, add some food coloring to your water or go outside and get some mud. See how your filter does cleaning that water.

Warning! Only drink water that you know is safe to drink!
While this filter is similar to modern filtration systems, it is small enough that contaminants can overwhelm it and "sneak" through.



FIREWORKS and lab safety



FILL IN THE BLANKS USING THESE WORDS:

safety chemical reactions
pressure safe

Fireworks are controlled CHEMICAL REACTIONS. These explosive devices delight us with their bright colors on holidays around the world, and they're also a good reminder of the importance of SAFETY precautions. Can chemistry be a lot of fun? Absolutely. Can a little knowledge be a dangerous thing? Sometimes! Make sure you think ahead about what might happen during a reaction. If your future chemistry experiment will produce a gas, be extra careful because PRESSURE might build up. Always wear safety glasses, and make sure to clean up after yourself when your experiments are done! Keeping your laboratory space clean and organized isn't just good manners. It keeps you and your equipments SAFE.

Your notes: _____

The end

of our course... Hopefully the beginning of many more adventures in science!

We hope you enjoyed this chemistry course! These doodle notes were all drawn by Science Mom (with help from Math Dad, Science Daughter, and Science Moms Liza, Krista, and Emily). If you enjoyed this course, we think you'd also enjoy Theodore Gray's three books: Elements, Reactions, and Molecules.

Last but not least, we have two "go the extra mile" activities, which you'll see on the next few pages. If you complete either of these activities, take a picture of your work and send it to us at jenny@science.mom or tag us on social media.

Twitter: @jennyballif
Facebook: @TheScienceMom
Instagram: @the.science.mom

Work hard, grow smart, and stay curious!
-Science Mom

MEMORIZE THE PERIODIC TABLE CHALLENGE

1		Can you memorize the periodic table? Practice filling in this chart (print extra copies!) and see if you can learn the entire table. Color in the different families too!																															
3	4																																
11	12																																
19	20	21																															
37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54																
55	56	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118

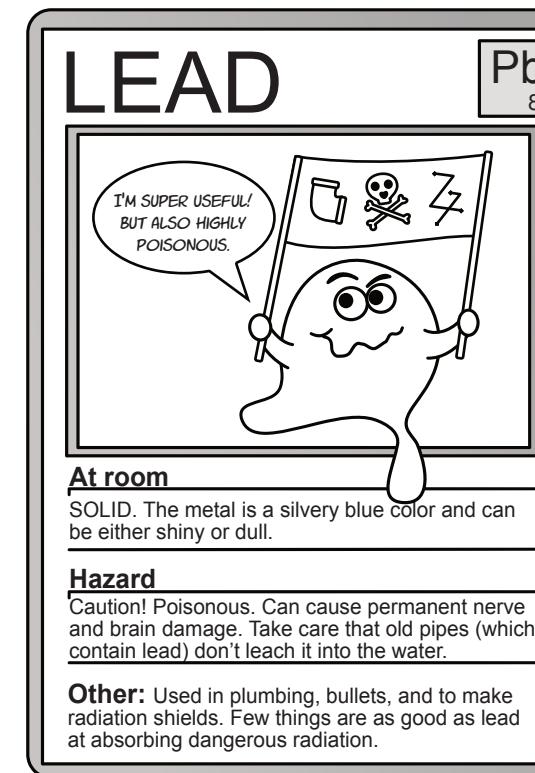
57	58	59	60	61	62	63	64	65	66	67	68	69	70	71
89	90	91	92	93	94	95	96	97	98	99	100	101	102	103

Nonmetals	Metaloids
Alkali Metals	Halogens
Alkali Earth metals	Noble gases
Transition metals	Transactinides
Metals	Lanthanides
	Actinides

MAKE A FULL DECK OF ELEMENTAL TRADING CARDS

Remember the element trading cards from page 13 and 14? You made 4 of them, now here's a super challenge. Can you create a FULL DECK with all 118 known elements?

Print out extra copies of these templates or make your own! If you complete this epic challenge, email us. We'd love to see your work!



At room temp:	
Hazard rating:	
Other:	

At room temp:	
Hazard rating:	
Other:	

2																																	
3	4																																
11	12																																
19	20	21																															
37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54																
55	56	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118

At room temp:

Hazard rating:

Other:

At room temp:

Hazard rating:

Other:

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