



6th Grade Science Lab Report

First Name	Last Name	Block <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 1 2 3 4	Date
Group Members (if applicable)		Assignment Title Investigating Air Lab 63	

Warm Up-Anticipation Guide: Air			
Before	After	Question	Directions: Mark if you agree (+) or disagree (—)
		1. Air is made up of nothing.	
		2. It can be hard to compress the air in a small container, such as a plastic syringe.	
		3. The air that I breathe out is the same as the air that I breathe in.	
		4. Wind is the movement of air.	

Background Research: Composition of Air		
Gas	Inhaled Air	Exhaled Air
Nitrogen	78%	78%
Oxygen	21%	16%
Carbon Dioxide	0.04%	4%
Water Vapor and other <u>trace</u> (small amount) gases	1%	2%

Steps of the Scientific Method		
1. State the Problem		
2. Hypothesis	Independent Variable-(X-axis) (I can change this!) 	IF _____,
	Dependent Variable-(Y-axis) (stays constant) 	THEN _____ _____.
3. Experiment	Control	Materials: GOGGLES! 1 dropper bottle of BTB (Bromthymol Blue) indicator liquid, 1 cup of water, 1 plastic syringe, 1 SEPUP tray, 1 stir stick
	Procedures (list steps)	
	1. Observe the air around you. Think about color and odor. 2. Refer to Lab 63: Investigating Air procedures 1-20 on pages on E-67 and E-68.	

4. Record and Analyze (draw tables/charts to record data in this space)	Air Investigations:																				
	Table A: What is air?		Observations																		
	Observing air																				
	Air on my arm																				
	Holding the tip tightly																				
	Holding and releasing the tip																				
	<table border="1"> <tr> <td> Table B: Is Air Always the Same? </td> <td> Initial Color </td> <td> Final Color </td> </tr> <tr> <td> Control (Cup A) </td> <td></td> <td></td> </tr> <tr> <td> Classroom air (Cup B) </td> <td></td> <td></td> </tr> <tr> <td> Air from lungs (Cup C) </td> <td></td> <td></td> </tr> </table>			Table B: Is Air Always the Same?	Initial Color	Final Color	Control (Cup A)			Classroom air (Cup B)			Air from lungs (Cup C)								
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Analysis Questions	<table border="1"> <tr> <td>How can you describe air?</td> <td colspan="2"></td> </tr> <tr> <td>Is air always the same?</td> <td colspan="2"></td> </tr> <tr> <td>Look at Table A above, would you change any of your answers? How?</td> <td colspan="2"></td> </tr> <tr> <td>Do your observations from part A provide evidence that air is a substance? Why or why not?</td> <td colspan="2"></td> </tr> <tr> <td>Look at your results from Part B. Is the air that comes out of your lungs the same as your classroom air? Explain.</td> <td colspan="2"></td> </tr> <tr> <td>Is air a substance or is it just empty space? Support your answer with evidence from this investigation.</td> <td colspan="2"></td> </tr> </table>			How can you describe air?			Is air always the same?			Look at Table A above, would you change any of your answers? How?			Do your observations from part A provide evidence that air is a substance? Why or why not?			Look at your results from Part B. Is the air that comes out of your lungs the same as your classroom air? Explain.			Is air a substance or is it just empty space? Support your answer with evidence from this investigation.		
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5. Conclusion	Did your data support or refute your hypothesis?																				
	What would you do to improve the experiment in the future?																				
	What did you learn about this topic?																				

Lab 63



Gators Investigating Air