

Lesson 2: Exploring Five White Powders

This is the second lesson where the data table is provided in the Student Guide (page 28). The students are expected to copy it. Once the students use their data tables, they might find it valuable to reflect on the quality of their tables. Did they have adequate room to record observations? What would they do differently? In Sample 1, the student does not have ample room in her table for the many descriptive observations she makes. Also note, the model table in the book does not contain a title; however, all student tables should be titled and dated.

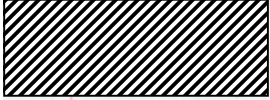
Sample 1

Powder	Before Mixing	Water	+
salt	grainy noise white lots light shine no strong smell	sinks to the bottom grains from chunk.	
corn starch	sticks falls apart no strong smell lumpy white powdery no sound	Looks like milk + water	
baking soda	powdery lumpy different look no sound no strong smell it feels like ice cream	looks like glue	
alum	grainy shiny white noise no strong smell	water goes to the top grains from still shiny	
Talcum powder	strong smell white powder no sound smooth do sticky paste glue	like ^{wet} cement paste	

The student includes phrases to describe her observations. For example, she writes: “sinks to the bottom,” “looks like glue,” and “like wet cement.”

Sample 2

In this sample, the student uses the entire page and has sufficient room for her observations. Most of the observations are one-word; however, they are relatively clear. Like Sample 1, a title and date have been omitted.



Powder	Before Mixing	Water
Salt	grainy rough cubes lightest	Sank down cloudy flat
Corn Starch	chunky little rocks smooth	milky lighter at gloopy top gloppy
baking Soda	slipery powdery snow	Sank down cloudy flat
talcum powder	dull soft smoothest	bubbly powders going up gloopy milky cloudy
Aulm	sparkly stick shiny / heaviest	flat bubbles water on top