

This is a graded assignment contributing to ALT 7 inquiry. Everyone should aim to improve on this summary compared to earlier ones. For example if you earned a “2” on the Flame Lab Summary, examine the rubric closely and work to meet the requirements for a “3” or “4.”

**Step 1:** Re-read the Lab Handout Introduction **and** then read the text book pages 451-453.

**Step 2:** Answer #1-6 on next page. Incorporate what you learned from Step 1 and doing the lab.

**Step 3:** Review the Rubric below and then write your summary to meet it. Use your answers to the questions to inform a novice reader about the lab. A paragraph or two is ideal. Do not just string together your answers to the questions. You need to include transition words and sentences that tie the ideas together and make it easy for your reader to follow.

Here is a sample outline:

1. A topic sentence that grabs the reader’s attention and introduces precipitation reactions.
2. A few sentences describing background information.
  - a. The primary goal of the experiment.
  - b. Explanations of the scientific principles involved (double replacement reactions, precipitation, solubility)
3. Observations from the lab to support your claims about the scientific principles.
4. A concluding sentence.

### Rubric the Precipitate Lab Summary

Students earning a “2” or “1” may revise one time to raise proficiency to a “3.”

Report Aspects	4 “Highly Proficient”	3 “Proficient”	2 “Nearly Proficient”	1 “Beginning Proficient”
<b>Writing Style:</b>	<input type="checkbox"/> Summary has a strong & unique topic sentence. <input type="checkbox"/> Summary has a closing sentence that relates well with the topic sentence. <input type="checkbox"/> Summary is communicated in a well-written paragraph (or two) including complete sentences, correct spelling, grammar and punctuation.	<input type="checkbox"/> Summary has a relevant topic sentence. <input type="checkbox"/> Summary has a closing sentence that relates well with the topic sentence. <input type="checkbox"/> Summary is communicated in a paragraph (or two) including complete sentences, correct spelling, grammar and punctuation with only minor errors.	<input type="checkbox"/> Summary has a fairly relevant topic sentence. <input type="checkbox"/> Summary has a closing sentence that may or may not relate well with the topic sentence. <input type="checkbox"/> Summary is communicated in a paragraph (or two) including sentences, spelling, grammar and punctuation with some errors.	<input type="checkbox"/> Summary may or may not have a topic sentence. <input type="checkbox"/> Summary has a closing sentence that does not relate with the topic sentence. <input type="checkbox"/> Summary is communicated in a paragraph (or two) but includes sentence fragments, poor spelling, poor grammar and punctuation.
<b>Concepts:</b> <input type="checkbox"/> precipitate <input type="checkbox"/> double replacement reaction <input type="checkbox"/> Soluble/solubility	<input type="checkbox"/> The chemistry concepts are all included and are accurately defined.	<input type="checkbox"/> The chemistry concepts are defined with minor error.	<input type="checkbox"/> The chemistry concepts are defined with some error.*	<input type="checkbox"/> The chemistry concepts are defined with major error.*
<b>Evidence:</b> <b>Concepts</b> are supported or explained with evidence from the lab and reading.	<input type="checkbox"/> The paragraph body includes very strong evidence and several examples to support explanation.	<input type="checkbox"/> The paragraph body includes evidence and at least one example to support explanation.	<input type="checkbox"/> The paragraph body includes some evidence and examples to support explanation.*	<input type="checkbox"/> The paragraph body includes evidence and examples to support explanation but is not relevant.*

\* may be met with correct responses to the supplied page of questions

**Key Question: Which substances precipitate from aqueous solutions?**      Period \_\_\_\_ Date \_\_\_\_\_

Tip: If you have trouble with the hook, write it after doing #2-5.

1. Write a sentence or two that could introduce the idea of precipitation reactions to someone not in this class. Think of an example in everyday life. This is your “hook.”

---

---

---

2. Explain precipitation reactions. What is a precipitate?

---

---

3. Briefly explain the procedure you followed during lab. How did the ions come into contact with one another? How did we know a precipitate was formed? (Include evidence from the lab.)

---

---

---

4. Give an example of two ions that formed a precipitate. Write the name and formula for the example you choose.

---

---

---

5. What causes a precipitate to form? Is it soluble in water?

---

---

---

6. Write a sentence to conclude your introduction. This should tie back to your first sentence or “hook.”

---

---

