

1. Which illustration below represents
 - a. solute particles in a solid state in water?
 - b. solute particles in an aqueous state?



2. What variables are controlled in all five beakers of Model 1?

Same amount of solvent(water), same temperature, same solute, stirred for 2 hours

3. Count the particles present in each beaker of Model 1. Fill in the table to show the number of dissolved solute particles and the number of solid solute particles.

Refer to table.

4. Consider the beakers in Model 1.
 - a. Which beakers represent **unsaturated** solutions?

A & B

- b. Which beakers represent **saturated** solutions?

C, D & E

5. Beakers A–E in Model 1 are depicted as representing five different or separate solutions. They could also be considered as five “snapshots” of the same beaker over time. In other words, if additional measured quantities of solute were stirred into beaker A in small increments over time, then beakers B–E would result.

- a. When a small amount of additional solute is added to an unsaturated solution, what happens to the number of dissolved particles? Provide specific evidence from Model 1 to support your answer.

The particles dissolve. If we look at beaker A and we add more solute it becomes like beaker B which has more particles dissolved.

- b. When a small amount of additional solute is added to a saturated solution, what happens to the number of dissolved particles? Provide specific evidence from Model 1 to support your answer.

The particles settle out to the bottom, this is like going from beaker C to D.

- c. Predict what would happen if a small amount of additional solute were stirred into beaker E in Model 1.

Nothing would happen, more solute would settle to the bottom.

6. Have each person in your group provide an example of the word “saturated” as it is used in an everyday context. Summarize the meaning of the word in the space below.

Some examples: a soaked sponge, soil after a heavy rain, adding sugar to iced tea

Definition: something that has the maximum amount of a substance in it.

Pogil Activities For High School Chemistry Solubility

ML Yell

A decorative graphic element consisting of a light blue horizontal bar with a rounded right end, and a red circular gradient shape partially visible behind it.

Pogil Activities For High School Chemistry Solubility:

POGIL Activities for High School Chemistry High School POGIL Initiative,2012 **Solubility and Solutions** Irene Cesa,2004-01-01 *Mixtures and Solutions* Hugh Westrup,2015 **I've Got the Solution! Types of Solutions and Factors That Affect Substance Solubility Grade 6-8 Physical Science** Baby Professor,2024-01-04 Explore the fascinating world of solutions in science with this engaging book which is ideal for middle school students educators and homeschooling families It delves into the nature of solutions and solubility covering how substances dissolve and the factors influencing this process From everyday examples like soda and the Earth s atmosphere to exploring temperature pressure and intermolecular interactions roles in solubility this resource is a must have for enriching the STEM curriculum **Global Reconciliation on Infinite Dilution Activity Coefficient and Solubility Limit Phase Equilibria Measurements** Muralidhar Satuluri,2003 Solubility ,2010

The book delves into Pogil Activities For High School Chemistry Solubility. Pogil Activities For High School Chemistry Solubility is an essential topic that needs to be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Pogil Activities For High School Chemistry Solubility, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:
 - Chapter 1: Introduction to Pogil Activities For High School Chemistry Solubility
 - Chapter 2: Essential Elements of Pogil Activities For High School Chemistry Solubility
 - Chapter 3: Pogil Activities For High School Chemistry Solubility in Everyday Life
 - Chapter 4: Pogil Activities For High School Chemistry Solubility in Specific Contexts
 - Chapter 5: Conclusion
 2. In chapter 1, this book will provide an overview of Pogil Activities For High School Chemistry Solubility. This chapter will explore what Pogil Activities For High School Chemistry Solubility is, why Pogil Activities For High School Chemistry Solubility is vital, and how to effectively learn about Pogil Activities For High School Chemistry Solubility.
 3. In chapter 2, this book will delve into the foundational concepts of Pogil Activities For High School Chemistry Solubility. The second chapter will elucidate the essential principles that must be understood to grasp Pogil Activities For High School Chemistry Solubility in its entirety.
 4. In chapter 3, the author will examine the practical applications of Pogil Activities For High School Chemistry Solubility in daily life. The third chapter will showcase real-world examples of how Pogil Activities For High School Chemistry Solubility can be effectively utilized in everyday scenarios.
 5. In chapter 4, this book will scrutinize the relevance of Pogil Activities For High School Chemistry Solubility in specific contexts. The fourth chapter will explore how Pogil Activities For High School Chemistry Solubility is applied in specialized fields, such as education, business, and technology.
 6. In chapter 5, this book will draw a conclusion about Pogil Activities For High School Chemistry Solubility. This chapter will summarize the key points that have been discussed throughout the book.
- This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Pogil Activities For High School Chemistry Solubility.

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