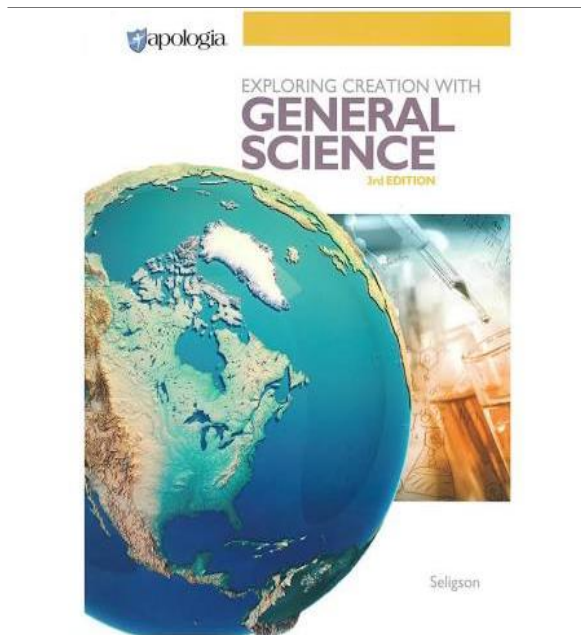


LJ-GS3

Apologia "Exploring Creation With General Science" 3rd Edition Lapbook Journal



This Lapbook Journal has been specifically designed for use with the book, "Exploring Creation with General Science" 3rd Edition by Apologia Science.

Designed by
Cyndi Kinney
of Knowledge Box Central
with permission from Apologia Science



Exploring Creation With General Science 3rd Edition Lapbook Journal

Copyright © 2020 Knowledge Box Central

www.KnowledgeBoxCentral.com

ISBN #'s

Ebook: 978-1-62472-711-5

CD: 978-1-61625-712-2

Printed: 978-1-61625-713-9



Publisher: Knowledge Box Central

[Http://www.knowledgeboxcentral.com](http://www.knowledgeboxcentral.com)

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior permission of the publisher, except as provided by USA copyright law.

The purchaser of the eBook or CD is licensed to copy this information for use with the immediate family members only. If you are interested in copying for a larger group, please contact the publisher.

Pre-printed format is not to be copied and is consumable. It is designed for one student only.

All information and graphics within this product are originals or have been used with permission from its owners, and credit has been given when appropriate. All information and graphics within this product are originals or have been used with permission from its owners, and credit has been given when appropriate. These include, but are not limited to the following: www.edu-clips.com, Creative Clips by Krista Wallden, Sonya DeHart Graphics From The Pond, The Cher Room, Dorky Prints, Erin Cobb I'm Lovin Lit, Ashley Hughes, Chikabee, Daily Art Hub, Glitter Meets Glue Designs, Ramona M Graphics, Teaching In The Tongass, The Painted Crow, Zip-A-Dee-Do-Dah, Dancing Crayon Designs Sticky Foot Studios, Oh So Random, Painted Crow, Candy Class, Whimsy Clips, Pink Cat Studio, Alina V Design, Melonheadz, My Happy Place, Ta-Doodles Illustrations, Chirp Graphics, TeachPal, Doodle Dad Designs, Kb3 Teach, Dorky Prints, Creating4 the Classroom, KatrinaZ Teaching and Creating, Paula Kim Studio and Art Explosion Clipart.



Knowledge Box Central
www.knowledgeboxcentral.com

Welcome to our Lapbook Journal for
Apologia's "Exploring Creation With General Science" 3rd Edition

We are very pleased to offer this product, as authorized by Apologia Science.

So...now you bought it...what do you do with it?

I'll try to answer your questions here. Please note that there are several ways to use our Lapbook Journal, and the BEST way is the way that works for your student.

First, purchase a 3 inch 3-ring binder, and divide it into 3 sections. Your dividers should be labeled as follows:

1. *On Your Own Journal* (OYOQ)
2. *Study Guide Questions (Journal or Lapbook) Pages* (SGQP)
3. *Lab Reports* (LR)

You may use the acronyms if your label space is limited.

Now you have your binder ready....so what next?

It's time to print! As for the order or printing...you may choose to print needed pages as you finish one module and begin the next...or you may choose to print everything up front. The choice is yours, but I would suggest marking off some time to print it all at once....that's just my opinion. Obviously, your time will dictate what you print when.

You will find 14 files (15 if you include THIS one) within this product. These will each consist of one file for each module of the book. Within each of these files (one per module), you will find the following:

1. On Your Own Questions Journal Pages
- 2a. Study Guide Questions Journal Pages
- 2b. Study Guide Questions Lapbook Pages - Booklet Templates
- 2c. Study Guide Questions Lapbook Pages - Background Pages
- 3a. Lab Reports (Partially completed))
- 3b. Lab Reports (No information already filled in...only the report itself with the title of the experiment at the top)

Now I will go into detail about how to print each of these files, what type of paper to print them on, and how to use them.

As I said on the previous page, there are 14 files (one for each module of the book) included in this product, and within each of these files, you will find the following:

1. On Your Own Journal Pages
- 2a. Study Guide Questions Journal Pages
- 2b. Study Guide Questions Lapbook Pages - Booklet Templates
- 2c. Study Guide Questions Lapbook Pages - Background Pages
- 3a. Lab Reports (Partially completed))
- 3b. Lab Reports (No information already filled in...only the report itself with the title of the experiment at the top)

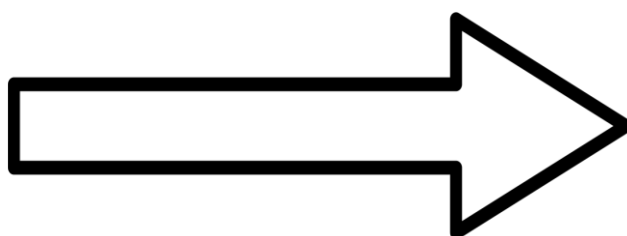
On Your Own Questions Journal Pages

Supplies Needed: Regular White Copy Paper (unless you desire differently)

These pages will be solely devoted to the “On Your Own” questions that appear throughout each of the modules. Instead of the student having to re-write the questions in a notebook, we have provided the questions in a “Notebooking” styled setting. There will be ample space for the students to answer the questions within these Journal Pages, and the borders and graphics provide a decorative page for documenting learning.

We recommend that these pages be printed on regular, white paper. There is no need to print these pages on any special type or color, unless that is your preference.

For each module, print these pages, and file them all together under your “On Your Own Journal Pages” divider tab. As your student comes to these questions, he will go to this section to document his answers.



IMPORTANT NOTE About THIS Section:

*NOTE: There are **TWO DIFFERENT OPTIONS** for the Study Guide Questions – they are the Lapbook Pages **OR** the Journal Pages – depending on your student's preference).
There is NO NEED TO PRINT BOTH!!!!*

HOW do I know which one of these options to use????

*** If your child enjoys hands-on projects, scrapbooking, crafty projects, etc., then you will probably want to use the Study Guide Questions Lapbook Pages and their Background Pages.

*** If your child does NOT enjoy these types of hands-on projects and would rather have a journaling-style area for documenting the answers to the Study Guide Questions, then you will probably want to use the Study Guide Questions Journal Pages.

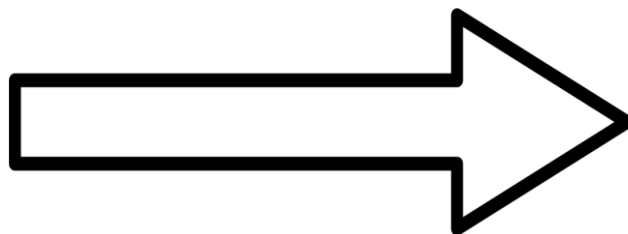
You may change after a few modules. You may even want to use both...but not at the same time...just every other module.

2a. Study Guide Questions Journal Pages

Supplies Needed: Regular White Copy Paper

This section is OPTIONAL and **could** replace the Study Guide Questions Lapbook Pages. These pages will be solely devoted to the Study Guide Questions that appear at the end of each of the modules. Instead of the student having to re-write the questions in a notebook, we have provided the questions in a “Notebooking/Journaling” styled setting. There will be ample space for the students to answer the questions within these pages, and the borders provide a decorative page for documenting learning.

If you choose to use these pages, print them, and file them all together under your “Study Guide Questions” divider tab.



2b. Study Guide Questions Lapbook Pages Booklet Templates

Supplies Needed: Regular White Copy Paper, Colored Paper, White Cardstock Paper (if desired), Glue, Scissors, Metal Brad Fasteners (if desired), Ribbon (if desired), Staples

This section is used with the Study Guide Questions at the end of each module of the book. Instead of writing the questions and answers in a regular notebook or on the “Journal Pages” within this product, the student would complete these booklets to place in his binder.

This section provides more of a “hands-on” opportunity for your students. It is similar to the traditional lapbooks, but there are no folders in which to place the booklets. **SPECIAL NOTE:** Remember, *IF your student DOES NOT want to create the lapbook booklets, we have added another option for the Study Guide Questions, and that is the Study Guide Questions Journal Pages.*

We recommend that you print these on the following types of paper:

- * Study Guide Questions Lapbook Pages Booklet Templates: colored paper, any weight (we use 24#, multi-colored paper)
- * Study Guide Questions Lapbook Pages Booklet Templates Instructions: white copy paper (these will ultimately be thrown away, so the weight of the paper isn't important)

These lapbook-style booklets will provide a 3-dimensional aspect to your student's learning experience. Science has proven that the more senses a student uses when learning and reviewing new material, the more he will retain. So, by adding this section, your student will be able to use his own hands to create these memories. Also, the colors and shapes of the booklets will stimulate memory as well.

At the end of each module, allow the student time to create these booklets, and place them randomly (be creative!) on the Study Guide Questions Lapbook Journal Background Pages (print as many copies of these as you need).

This is the most time consuming portion of the Lapbook Journal, and I know that time is very precious. So, if you simply cannot make time for creating ALL of the booklets, or if your student is at first resistant to this hands-on method, you may choose to have your student only complete a few of the booklets...maybe the ones that cover areas in which he needs extra study.

Allow the student to have fun with this section. As he or she cuts, glues, and folds, he will be creating something to look back on for years to come. He will also be creating something that will be WONDERFUL when it comes time to review! There is NO better way to learn, in my opinion, than for the student to be intensely involved in the process by using his hands.

2c. The Study Guide Questions Lapbook Background Pages – *SPECIAL NOTE:* You will need to print as many of these as necessary. How many you need depends on how many booklets that your student makes. Allow your student to arrange the completed booklets in any order he desires – be creative! You may need a bunch of these pages printed if he really gets the hang of this!

Printing Suggestion:

* Study Guide Questions Lapbook Pages Background Pages: white cardstock (These can be printed on white paper, if you prefer. We print on white cardstock because it is more durable, holds the weight of the booklets, and holds up to years of “thumbing through” the pages.)

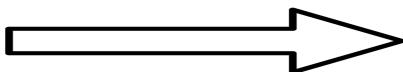
3b & c Lab Reports

Supplies Needed: Regular White Copy Paper

This section is where the student will document all of the work done on the lab experiments within each module.

I conducted a poll before finalizing this section. I wanted to know if parents would like the Lab Reports to be partially completed....or whether they would rather have the student write in all of the information themselves. The responses were split right down the middle. Then, a really smart mom emailed and said, “Why don’t you just put both formats in the Lapbook Journal?” So....that’s exactly what I did!

There are 2 different sections of each file that are devoted to Lab Reports. There will be a section that gives you Lab Reports with the Experiment Title & Number, Purpose, Materials, Questions, Hypothesis, and Procedure already filled in. The back of these reports has no information filled in, other than the Conclusion QUESTION. The student will document the Data, Results, and Conclusion. The other section gives you Lab Reports with ONLY the Experiment Title & Number filled in...the rest is blank. So, choose which works for you. You may even want to try both...or you may change midway through the year...or depending on your time that week. The choice is yours!



Print these on regular white paper, unless you WANT to print them on cardstock. They are meant to be printed double-sided, but feel free to print them as a 2-page report, if that works better for you (or for your printer!). File them in the “Lab Reports” section, and refer to them each time your student performs a lab experiment.

SPECIAL NOTE: Lab Reports vary from 2 to 4 pages in length....so make sure that you are printing ALL pages for each lab. Do not assume that there are only 2 pages.

BOTTOM LINE:

Here is what your 3-ring binder will look like:

** Section 1: On Your Own

** Section 2: Study Guide Questions (either the lapbook booklets OR the journal pages)

** Section 3: Lab Reports (either the ones that are partially completed OR the ones that you complete entirely on your own)

ONE OTHER OPTION:

I have had a few moms tell me that they would RATHER divide their notebook into 16 sections – one for each module. These moms said that they put all of the above mentioned items in order in EACH section of the notebook.

The choice is yours.

AT THE END OF THIS FILE:

At the end of this file, you will see a page that you may print and use as the 1st page in your binder. Then you will see covers that you may use for each section of your binder. You do not have to use these, but they are here if you would like to use them.



Frequently Asked Questions:

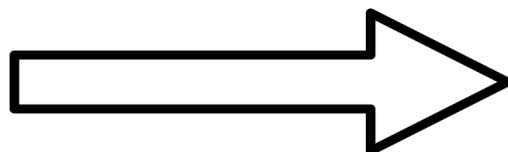
1. What if I don't have enough time to do all of this? What's ok to leave out?

If you are really pushed for time, please don't feel that you have to "do it all!" I am cursed with this syndrome, and it rears it's head every time I get in a new piece of curriculum. YOU alone know what is best for your student, school, and family.

With that said, I'll say this. If I had to choose something to omit, I would probably first allow my student to use the Lab Reports that are partially filled in. This will save a lot of time....and frustration on the part of the student. If I still needed to omit something, then I would probably allow the student to answer some of the Study Guide questions verbally and only do some of the Lapbook Pages. However, I would be sure to NOT choose the lapbook booklets that deal with the easiest subject matter to leave out. I would allow the questions that deal with the easiest subject matter to be answered orally, and require that the others be answered within the booklets.

2. What if I only have white paper, and I cannot afford to get (or don't have time to get) colored paper or cardstock?

We have made suggestions as to the colors and paper types that we would suggest, but they are ONLY suggestions. If your daughter is really into pink, and everything has to be pink....then print the whole thing on pink! If you are cramped for extra money, and you only have white paper, then print it all on white! I assure you that the color of the paper will not KEEP your child from learning. There is scientific research to support the improvement in memory when using colored paper, but who says the child can't color the paper themselves (the lapbook booklets)...draw pictures on them...make them his own. Or...just leave them white. The choice is ALWAYS yours.



3. My friend wants to use this Lapbook Journal too. Can I let her use my copy? Oh, and my Co-op might want to use it too.

Our copyright states that any Ebook or CD is purchased for use by ONE household. If your Aunt Mary, Cousin Martha, and all of their children live in YOUR household (God Bless You!), then that includes them. You may print as many copies of the material as you need from the Ebook or CD for those in your household. However, PLEASE do not share these with friends and family who do NOT live with you.

As for Co-Ops, we do have a Co-Op License available. All you have to do is purchase the Ebook or CD version of the product as well as the Co-Op License through our website. It doesn't matter how many children are represented in your Co-Op....print away!! I assure you that it's WAY less expensive than for each family to purchase their own copy. You can all split the cost, and it comes out great for everyone.

4. Why are there very few color graphics in this product?

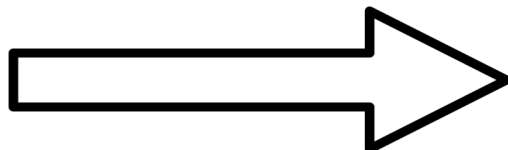
After much research, we believe that the children of this generation are visually over-stimulated. Between video games, internet, and television, there is very little left to the imagination. While colors play an important role in memory and retention of information, OVER-stimulation with colors has just the opposite effect.

Research ALSO shows that colored shapes have an effect on the memory that is amazing. Students will remember colored shapes much more than they will remember colored graphics on white paper.

Another reason.....colored ink costs homeschool moms TONS!

Without colored graphics, students will create their own! Allow them to draw pictures, color the borders, use their imaginations.

For these reasons, we have chosen to use few color graphics. We feel that this decision, although not the popular one, will benefit your students in the long run.



5. What if I don't have a printer, or my printer isn't working?

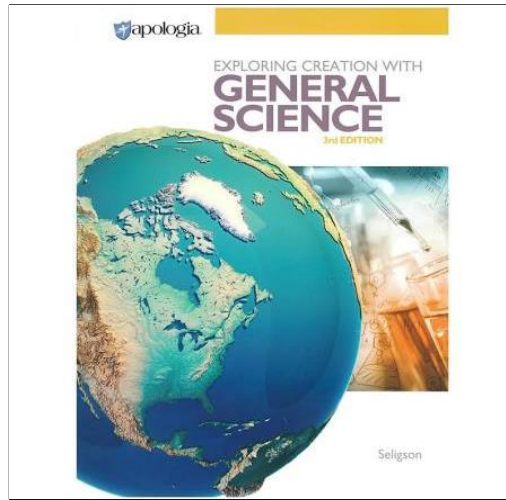
Most print shops will allow you to email your document to them for printing. Or, you may choose to burn the Ebook to a CD and take it to them for printing.

6. Is it OK to burn the Ebook to a CD?

Yes, absolutely! In fact, I would suggest it. My computer crashed last year, and I lost SO many wonderful homeschool products that were in Ebook format!! (still crying!)

7. What if I'm not creative, crafty...etc....and I don't really want to be?

That's ok. Not everyone enjoys working with "hands-on" products. That's why this product will work for you! All of the planning is done, and the instructions are written so that the student can read and follow them without assistance from an adult!



**Lapbook Journal
For
Exploring Creation
With General Science
3rd Edition**

By



**Exploring Creation
With General
Science**

3rd Edition

**On Your Own
Journal**



**Exploring Creation
With General
Science**

3rd Edition

**Study Guide
Questions
Journal**



**Exploring Creation
With General
Science**

3rd Edition

**Study Guide
Questions
Lapbook
Pages**



**Exploring Creation
With General
Science**

3rd Edition

Lab Reports



www.knowledgeboxcentral.com

General Science 3rd Edition

Module 1

The following pages are divided into 6 sections, with a page like this one between each section.

The sections are:

- * On Your Own Questions Journal Pages**
- * Study Guide Questions Journal Pages**
- * Study Guide Lapbook Pages – Booklet
Instructions & Templates**
- * Study Guide Questions Lapbook Pages
– Background Pages**
- * Lab Reports (Partially Completed)**
 - * Lab Reports (Blank)**

The following section is:


**General Science 3rd Edition
Module 1**

On Your Own Journal Pages






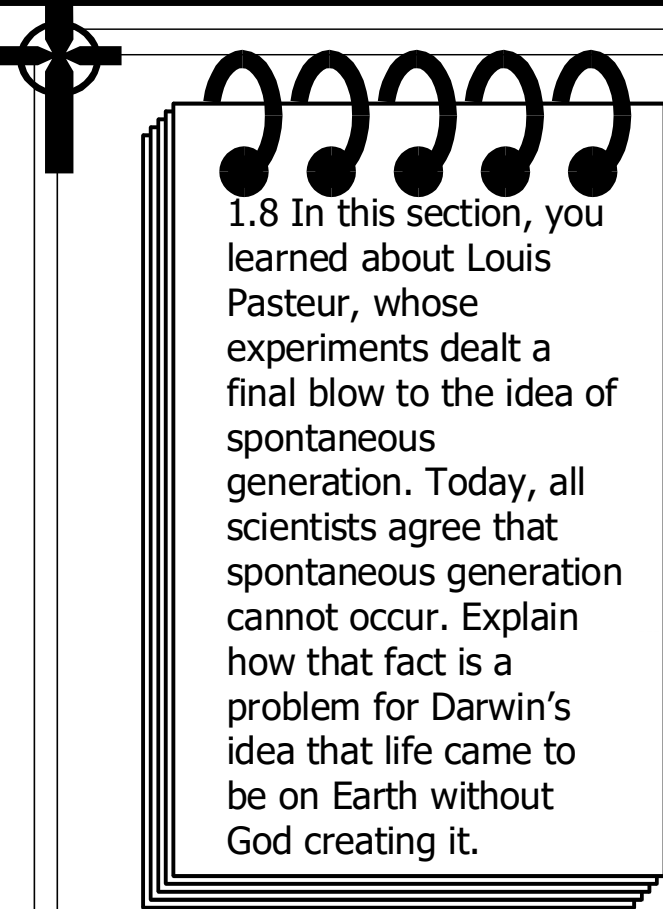
1.4 Explain why it is important to document scientific data.

1.5 Some people believe that science and Christianity are at odds with one another. That idea has developed because in recent years, many scientists are not Christian. Explain how a Christian worldview is, in fact, one of the reasons science got out of the Dark Ages.



1.6 Galileo is often incorrectly credited with the invention of the telescope. Look back in this section to see exactly what his contribution to the telescope was. Explain how this is an example of the importance of documenting scientific data and sharing that documentation with other scientists.

1.7 Some students think  learning mathematics is difficult. In order to teach science to such students,  there are many science textbooks written today that do not use mathematics at all. What do you think Newton would say about such  textbooks?



1.8 In this section, you learned about Louis Pasteur, whose experiments dealt a final blow to the idea of spontaneous generation. Today, all scientists agree that spontaneous generation cannot occur. Explain how that fact is a problem for Darwin's idea that life came to be on Earth without God creating it.

The following section is:

**General Science 3rd Edition
Module 1**

**Study Guide Questions
Journal Pages**

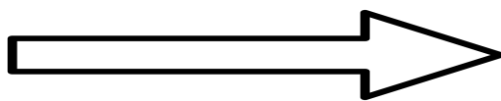
**You MAY choose to use these
Study Guide Questions Journal
Pages INSTEAD of the Study
Guide Lapbook Pages in the
next section.**

1. Match the following words with their definitions.

- | | |
|---------------------------|--|
| a. Science | An ancient form of paper, made from a plant of the same name |
| b. Papyrus | The idea that living organisms can be spontaneously formed from nonliving substances |
| c. Spontaneous generation | The systematic study of the natural world through observation and experimentation in order to formulate general laws |

2. The Egyptians were not considered scientists, even though they had incredibly advanced medical practices for their time. That is because they used the trial and error method of science. Which of these healing methods did they NOT use on patients?

- a. Egyptian doctors treated open wounds with moldy bread so the wounds would heal quickly (Penicillin created by the mold killed bacteria.)
- b. Patients were painted with mud to heal them from the common cold. (Mud kills bacteria).
- c. Patients who were experiencing pain would be given poppy seeds to eat. (Poppy seeds have morphine and codeine, which are pain-relieving drugs.)



3. What invention helped Egyptian doctors easily document information, transport it to other scholars, and store it for future generations?

- a. horse and carriage
- b. clay tablets
- c. papyrus

4. Scientists often build on one another's ideas. Anaximenes tried to explain all things in nature as being made of a single substance. Leucippus built on that idea and his student, Democritus, took that idea even further. What idea did Leucippus and Democritus propose? (Hint: Think of Democritus on the beach!)

- a. The beach is a relaxing place to do science.
- b. All matter is composed of atoms.
- c. Sand has a higher density than water.

5. True or False:

Isaac Newton championed the idea of spontaneous generation and is responsible for it being believed for so long.

For questions 6–9, complete the sentence in your own words:

6. The accounts of Aristotle and Ptolemy teach us that a scientist shouldn't hold onto an idea just because _____ or just because a brilliant scientist believes it.

7. The main goal of the alchemists was to turn lead into _____.

8. Science began to progress toward the end of the Dark Ages mainly because the _____ worldview began to replace the Roman worldview.

9. During the Enlightenment, a major change in scientific approach took place. A good change was that science began to stop relying on the authority of _____. A bad change was that science began to move away from the authority of _____.

Short Answer (Questions 10 – 12):

10. Galileo built an instrument out of a tube with 2 lenses, based on descriptions he had heard of a military device. This allowed him to collect a lot more data about the heavens.

What did he build?

Was he the inventor of this device?

11. Charles Darwin had 2 major impacts on the progress of science when he published his ideas about the origin of species: one negative and one positive. What are they?

12. Louis Pasteur conducted experiments that dealt a final blow to the idea of spontaneous generation, the supposed production of living organisms from nonliving matter. Today, all scientists agree that spontaneous generation cannot occur. Explain how that fact is a problem for Darwin's idea that life came to be on Earth without God creating it.

13. Yes or no: Does a scientist's beliefs affect the way he interprets data?

The following section is:

**General Science 3rd Edition
Module 1**

**Study Guide Lapbook Pages –
Booklet Instructions &
Templates**

**You MAY choose to use these
Study Guide Questions
Lapbook Pages **INSTEAD** of
the Study Guide Questions
Journal Pages in the previous
section.**

General Science 3rd Edition - Module 1

Study Guide Lapbook Pages - Booklet Templates

Assembly Instructions

Question 1. a-c

Cut out along the outer black line edges of the booklet and the title label. Fold the booklet “accordion-style” so that the back of the “Spontaneous generation” section is on the bottom, and the blank section is on top. Glue the title label to the outside, on top of the booklet.

Question 2 a - c

Cut out along the outer black line edges of the booklet. Fold accordion-style so that the title is on the top and the blank page is glued onto the paper.

Question 3

Cut out along the outer edges of the one-page booklet. Then glue it to a slightly larger piece of paper of a different color, creating a small border.

Question 4

Cut out along the outer black line edges of all 4 pages to this booklet. Then, stack them so that the title is on the front. Now punch 2 holes through the left side of the stack. Secure with ribbon, yarn, staples, or metal brad fasteners.

Question 5

Cut out along the outer edges of the one-page booklet. Then glue it to a slightly larger piece of paper of a different color, creating a small border.

Questions 6-9

Cut out along the outer black line edges of the pocket and the text boxes. Fold backwards along the dotted lines on the pocket, and glue those tabs to your paper. Place the text boxes inside the pocket. You may want to use paperclips to keep your text boxes inside the pocket when not in use.

General Science 3rd Edition - Module 1

Study Guide Lapbook Pages - Booklet Templates

Assembly Instructions

Questions 10

Cut out along the outer black line edges of all three oval pages of the booklet. Stack so that the title is on the front, the question page is second page, and the blank page is last. Punch a hole through the booklet stack, and secure with a metal brad fastener. You may choose to secure with a staple.

Question 11

Cut out along the outer black line edges of the booklet. You may choose to glue to another piece of paper of a different color for contrast, and then cut along the edges to leave a small border.

Question 12

Cut out along the outer black line edges of this one-page booklet. Fold along the horizontal dotted line, and glue **ONLY** the small section above the dotted line to your paper. Flip up the part with the question, and write your answer under the flap.

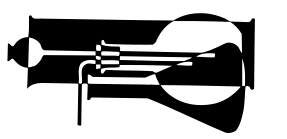
Question #1a-c

Science

Papyrus

Spontaneous generation

Define the following:



Question #2

The Egyptians were not considered scientists, even though they had incredibly advanced medical practices for their time. That is because they used the trial and error method of science. Which of these healing methods did they NOT use on patients? Circle DID or DID NOT.

a. Egyptian doctors treated open wounds with moldy bread so the wounds would heal quickly (Penicillin created by the mold killed bacteria.)

DID or DID NOT

b. Patients were painted with mud to heal them from the common cold. (Mud kills bacteria).

DID or DID NOT

c. Patients who were experiencing pain would be given poppy seeds to eat. (Poppy seeds have morphine and codeine, which are pain-relieving drugs.)

DID or DID NOT

Question #3

3. What invention helped Egyptian doctors easily document information, transport it to other scholars, and store it for future generations?

- a. horse and carriage
- b. clay tablets
- c. papyrus

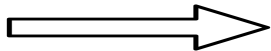


Question #4

Question #4

Leucippus built on that idea and his student, Democritus, took that idea even further. What idea did Leucippus and Democritus propose? (Hint: Think of Democritus on the beach!) Circle the correct answer.

True Scientists often build on one another's ideas. Anaximenes tried to explain all things in nature as being made of a single substance.



a. The beach is a relaxing place to do science.

b. All matter is composed of atoms.

c. Sand has a higher density than water.

Question #5

5. True or False: Isaac Newton championed the idea of spontaneous generation and is responsible for it being believed for so long.
(Circle one)

TRUE or FALSE

Questions #6-9

**Complete
the
following
sentences
in your
own
words:**

6. The accounts of Aristotle and Ptolemy teach us that a scientist shouldn't hold onto an idea just because _____ or _____ just because a brilliant scientist believes it.

7. The main goal of the alchemists was to turn lead into _____.

8. Science began to progress toward the end of the Dark Ages mainly because the _____ worldview began to replace the Roman worldview.

7. The main goal of the alchemists was to turn lead into _____.

Question #10



10. Galileo built an instrument out of a tube with 2 lenses, based on descriptions he had heard of a military device. This allowed him to collect a lot more data about the heavens. What did he build? Was he the inventor of this device?

Question #11

11. Charles Darwin had 2 major impacts on the progress of science when he published his ideas about the origin of species: one negative and one positive. What are they?

Negative Impact:

Positive Impact:

Question #12

12. Louis Pasteur conducted experiments that dealt a final blow to the idea of spontaneous generation, the supposed production of living organisms from nonliving matter. Today, all scientists agree that spontaneous generation cannot occur. Explain how that fact is a problem for Darwin's idea that life came to be on Earth without God creating it. .

The following section is:

General Science 3rd Edition
Module 1

Study Guide Lapbook
Background Page
(print as many as needed)

Module #1:

Study Guide Lapbook



The following section is:

**General Science 3rd Edition
Module 1**

**Lab Reports
(partially completed)**

****Designed to be printed
double-sided, but may be
printed single-sided.**

Exploring Creation With General Science 3rd Edition

Lab Report Experiment # 1.1 Density in Nature

Date: _____ Name: _____

Purpose:

To understand how atoms could explain things we see in nature

Materials:

- A tall, clear canister or jar with a lid
- A ping-pong ball
- A 3-oz. lead sinker (the kind used for fishing)
- A bag of unpopped popcorn (small dried beans will also work)

Question:

What happens to 2 objects of different densities when they are in the same container?

Hypothesis:

Make sure you know what you think will happen to the less dense ball before you complete step 4 of this experiment.

Procedure:

1. Fill the canister with popcorn so that it is about $\frac{3}{4}$ full.
2. Bury the ping-pong ball into the center of the popcorn so that it is just below the popcorn's surface. You should not be able to see the ping-pong ball; it should be completely covered.
3. Set the lead sinker on top of the popcorn and seal the canister.
4. Vigorously swirl the canister around and around in a circular motion from side to side and watch what happens to the balls. Use common sense when shaking so that your container does not crack.
5. Record in the lab notebook section of your Student Notebook what you saw.
6. Clean up and return everything to the proper place.

Exploring Creation With General Science 3rd Edition

Lab Report Experiment # 1.1 Density in Nature

Date: _____ Name: _____

Data & Results:

Conclusion:

What happened to the ping-pong ball and the lead sinker when you swirled the canister?

Exploring Creation With General Science 3rd Edition

Lab Report Experiment # 1.2 A Chemical Reaction

Date: _____ Name: _____

Purpose:

To determine what can happen when you mix specific substances together

Materials:

- A fresh lemon
- A paper towel
- A paper plate
- Some water
- A small knife
- A teaspoon of salt
- An eyedropper
- 3 tarnished pennies (The more tarnished, the better your results will be. Pennies minted between 1962 and 1982 work well for this experiment, as they contain 95% copper and have been in circulation long enough to build up a good coating of copper oxide.)

Question:

What happens when copper pennies are exposed to lemon juice?

Hypothesis:

What happens when copper pennies are exposed to lemon juice?

Procedure:

1. Using the knife, carefully cut a few small slits through the lemon peel. You want to cut all the way through the peel.
2. Insert a penny into each slit so that half of the penny is exposed to the juicy inside, not just the peel.
3. Allow the pennies to sit for at least 10 minutes.
4. Remove the pennies, dry them with the paper towel, and note their appearance.
5. Rinse the pennies and place them on a paper plate.
6. Sprinkle a small pile of salt on top of each penny. With the eyedropper, add a few drops of water to cover each penny.
7. Allow the pennies to sit for a few minutes and then blot them with a paper towel so the pennies are exposed to air. Let the pennies sit overnight.
8. Observe the colors of the pennies and write what happened in your notebook.
9. Clean up and return everything to the proper place.

Exploring Creation With General Science 3rd Edition

Lab Report Experiment # 1.2 A Chemical Reaction

Date: _____ Name: _____

Data & Results:

Conclusion:

What did you observe? What happened to the part of the penny that was exposed to lemon juice?

The following section is:

**General Science 3rd Edition
Module 1**

**Lab Reports
(blank)**

****Designed to be printed
double-sided, but may be
printed single-sided.**

Exploring Creation With General Science 3rd Edition

Lab Report Experiment # 1.1 Density in Nature

Date: _____ Name: _____

Purpose:

Materials:

Question:

Hypothesis:

Procedure:

Exploring Creation With General Science 3rd Edition

Lab Report Experiment # 1.1 Density in Nature

Date: _____ Name: _____

Data & Results:

Conclusion:

Exploring Creation With General Science 3rd Edition

Lab Report Experiment # 1.2 A Chemical Reaction

Date: _____ Name: _____

Purpose:

Materials:

Question:

Hypothesis:

Procedure:

Exploring Creation With General Science 3rd Edition

Lab Report Experiment # 1.2 A Chemical Reaction

Date: _____ Name: _____

Data & Results:

Conclusion: