**Separation Techniques Exploration Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week 16 – Lab – 35 pts Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Block: 1A 3A 4A 3B**

**Blue Station – Separating two solids**

Scan the QR code taped to the desk and watch the video for the lab procedure. When finished with the activity, answer the questions below.



**Questions:**

1. How did you separate the iron and the sulfur?
2. Which component were you able to “pull” out of the mixture, iron or sulfur?
3. What property of the component did you rely on to separate the iron and the sulfur?
   1. Boiling point
   2. Particle size
   3. Melting point
   4. Magnetism
4. Would this work on all mixtures? Explain why or why not.

**Light Yellow Station – Separating a tiny solid from a liquid**

Scan the QR code taped to the desk and watch the video for the lab procedure. When finished with the activity, answer the questions below.



**Questions:**

1. How did you separate the sand and the water?
2. What property of the components did you exploit to separate them?
   1. Boiling point
   2. Particle size
   3. Melting point
   4. Magnetism
3. Would this work with all solids mixed with water? Explain why or why not.

**Green Station – Separating a large solid from a liquid**

Scan the QR code taped to the desk and watch the video for the lab procedure. When finished with the activity, answer the questions below.



**Questions:**

1. How would you describe your method for separating the water from the beads?
2. Why did this work?
3. Would this with work with all solids mixed with water? Explain why or why not.
4. What property of the components did you exploit to separate them?
   1. Boiling point
   2. Particle size
   3. Melting point
   4. Magnetism

**Orange Station – Separating a solution**

Scan the QR code taped to the desk and watch the video for the lab procedure. When finished with the activity, answer the questions below.



**Questions:**

1. How would you describe your method for isolating the salt?
2. Why did this work?
3. Is this always the most effective technique? Explain why or why not.
4. What property of the components did you exploit to separate them?
   1. Boiling point
   2. Particle size
   3. Melting point
   4. Magnetism

**Pink Station – Separating two liquids**

Scan the QR code taped to the desk and watch the video demonstrating this procedure. When finished, answer the questions below.



**Questions:**

1. What was the name of the method for separating two liquids?
2. What property of the components did you exploit to separate them?
   1. Boiling point
   2. Particle size
   3. Melting point
   4. Magnetism
3. When might this method not work to separate two liquids?

**Purple Station – Separating tiny, tiny components**

Scan the QR code taped to the desk and watch the video demonstrating this procedure. When finished, answer the questions below.



**Questions:**

1. What was the name of this separation technique?
2. When is this technique most useful?
3. What property of the components did you exploit to separate them?
   1. Boiling point
   2. Particle size
   3. Melting point
   4. Magnetism

**When finished with all of the stations, scan the QR code to the right and answer the summary questions. Each person in the group needs to answer these questions.**

**This summary is part of your lab grade.**