Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gases Matter! Student Worksheet Simple

1. How do you know something is a gas? What are the properties of gases?
2. Where do you find gases in your life?
3. Prediction: If you blow up a balloon with air, do you think the weight of the balloon will:

Circle one: Decrease Stay the same Increase

1. Weigh your empty balloon with your piece of tape or cup. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_grams

Weigh your blown up balloon with your piece of tape or cup. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_grams

Weight of blown up balloon \_\_\_\_\_\_\_\_grams

– weight of empty balloon \_\_\_\_\_\_\_\_grams

= weight of air \_\_\_\_\_\_\_\_grams

1. What is pop? How is it different than water?
2. Prediction: What do you think will happen to the weight of the pop can when we open it and let the bubbles out?

Circle one: Decrease Stay the same Increase

1. Record the weight of the soda pop in the chart below:

|  |  |
| --- | --- |
| Time (in Minutes) | Mass (in grams) |
| Start: 0 minutes |  |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

1. Describe what happened to the soda pop. Did the soda lose or gain weight? Write your observations.

1. What do you think will to the containers of air filled with classroom air and exhaled air when they are placed in the sun?
	1. The temperature will not change in the containers
	2. Both will increase in temperature the same amount
	3. The exhaled air will increase more
	4. The classroom air will increase more
2. For the containers of classroom air and exhaled air, record the beginning and end temperature of the containers here.

|  |  |  |
| --- | --- | --- |
| Type of Air | Classroom Air | Exhaled Air |
| Beginning Temperature |  |  |
| Ending Temperature |  |  |
| Difference (Ending-Beginning) |  |  |

1. Describe what happened in the containers when they were placed in the sun.