

Objectives: By completing this laboratory activity, students will:

1. observe the formation of 11 ionic compounds (precipitates)
2. write word equations for the 11 reactions.
3. write the balanced chemical equations for the 11 reactions.
4. learn to use table F effectively and without error, including deciding which of these reactions is not really a double replacement reaction

Directions:

1. Lay Table 2 on a flat table surface. Place a plastic sheet over it.
2. In the squares going down the first column, put 2 drops of the aqueous solution in each box. Do the same for the next two columns. Then, put 2 drops of each solution going across each row. NEVER EVER MIX CHEMICALS, or TOUCH DROPPER TO THE SHEET!!
3. Observe carefully on the white sheet, and the black table top, for precipitates. Ten boxes should be readily identifiable as double replacement reactions. Two are harder, and of these, one is NOT a reaction. (which one, which one!)
4. Once you have finished the Grid can clean & dry the plastic sheet. Return it to the teacher.

Include for this lab report: Cover page and short intro

Balanced equations = 11 points, and word equations 11 points

Conclusion: Name the 6 main indicators of chemical reactions, and explain what the simple  $AQ + AQ \rightarrow \text{diff } AQ + S$  means.

Explain the  $AQ + AQ \rightarrow \text{diff } AQ + \text{diff } AQ$  means as well.

Then tell how Table F is used to predict precipitates or aqueous solutions.  
3 points.

25 points total. This is due \_\_\_\_\_

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<b>REACTION BOX</b>	<b>BALANCED EQUATIONS + WORD EQUATIONS</b> PHASE SYMBOLS MANDATORY IN ALL BALANCED EQUATIONS
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	

DO YOUR REACTIONS HERE NO WRITING ON THIS PAGE IS REQUIRED	Copper (II) sulfate	Magnesium nitrate	Cobalt (II) nitrate
sodium carbonate	A	B	C
sodium phosphate	D	E	F
sodium hydroxide	G	H	I
potassium chromate	J	K	L