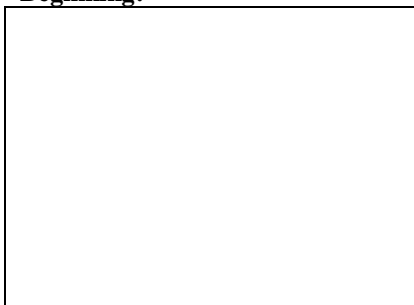
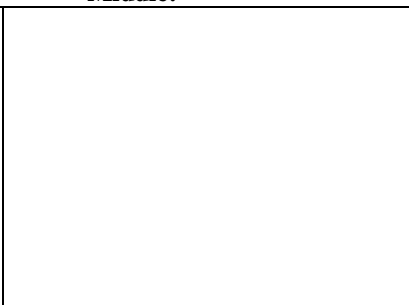
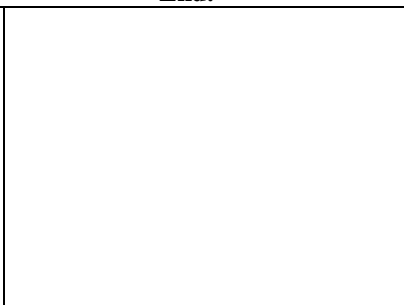


1.2 Act 2**Particles in Motion****(Edited version for public review)****Watch closely as your teacher adds food coloring to room temperature water.**

1. Describe what happened by drawing diagrams representing the *beginning*, *middle*, and *end* of how the food coloring spread.

Beginning:	Middle:	End:
		

2. How do your observations support the idea that water particles might be made up of tiny *moving* particles?
3. It takes time for the food coloring to spread through the water. Brainstorm a list of possible ways we could ...

(Additional materials available in members' resources)

Explore: With the help of your partners, use droppers to carefully place 1 drop of color A into the hot and 1 drop of color B into the cold water at the same time. Allow the colors to mix on their own as you watch them for a couple of minutes.

4. Compare what the colors looked like and how they moved in the hot vs. cold water. Describe and draw diagrams to explain.



5. What does the speed of the mixing colors tell you about ...

(Additional materials available in members' resources)