



# Chemistry

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

Section \_\_\_\_\_

LAB EQUIPMENT

Date: \_\_\_\_\_

## Know Your Lab Equipment

## Lab #1

### Pre-Lab Discussion

It is very important as the year progresses that all our equipment is where we expect it to be. When lab equipment is put back in the wrong places, students waste a lot of time trying to find the items they need. We will be putting all our equipment back into the correct places. At the same time, we will be learning the names of common laboratory equipment.

### Research Question

Where do chemists get all that cool stuff, how and where should it be stored, and what should they be called?

### Materials

All the lab equipment in our top right drawer and in the cupboard.

### Method

Step 1: Your instructor will show you where to get various lab items in the room.

Step 2: Name each one on the following pages

### Data Collection and Processing

Be sure to listen carefully and write the name of each piece of equipment. Here are correctly spelled names to help you.

Page 1: ceramic fiber pad, flame spreader, forceps, micro spatula, scoopula, striker, test tube brush, test tube clamp, triangular file, wire gauze. Page 2: beaker tongs, clay triangle, crucible tongs, double buret clamp, iron ring, ring stand, Tirrill burner, utility clamp. Page 3: beaker, buret, crucible and cover, Erlenmeyer flask, evaporating dish, funnel, graduated cylinder, mortar and pestle, watch glass.

### Conclusion

1. Why is it important to keep all equipment in the correct drawers? (Think in terms of safety.)
2. What could you do to make sure all equipment is put back in the proper space at the end of each lab? Come up with a plan that would help make this happen.

### Applications

1. What did you *personally* learn from this exercise?
2. In the real world, the job of some engineers is to make a kit that contains all the proper tools for a specific job. What are these engineers called and why is their job considered important? How does it relate to our exercise in the lab today?





