**Lesson Plan Title: Grams and mols**

**Teacher’s Name: Mr.Gomez Subject/Course: Chemistry**

**Unit:** Click here to enter text. **Grade Level: College Prep**

**Overview of and Motivation for Lesson:**

**Use molar mass to find grams of a product or moles of a product**

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| **Stage 1-Desired Results** |
| **Standard(s):*** Click here to enter text.
 |
| **Aim/Essential Question:*** Why are grams and moles important to scientist?
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| **Understanding(s):***Students will understand that . . .** There is a difference between grams and moles
 |
| **Content Objectives:** *Students will be able to . . .* * Use molar mass to convert grams to moles and vice versa
 | **Language Objectives:**ELD Level Choose an item. *Students will be able to . . . in English** Click here to enter text.

ELD Level Choose an item. *Students will be able to . . . in English** Click here to enter text.
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| **Key Vocabulary*** Grams
* Mol
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| **Stage 2-Assessment Evidence** |
| **Performance Task or Key Evidence*** Able to name elements from 13-24
* Solve grams to mol and mol to grams problems
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| **Key Criteria to measure Performance Task or Key Evidence*** Pass Periodic element exam
* Successfully solve grams to mol and vice versa examples using correct molar mass
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| **Stage 3- Learning Plan** |
| **Learning Activities:**Do Now/Bell Ringer/Opener: Take out Periodic table and study for 5 minutesLearning Activity 1:Elements 13-24 Quiz for 15 minutesLearning Activity 2:Grams to mol PracticeApplication **Converting Grams to mol will be useful to predict the product created in chemical reactions** Summary/Closing**Identify steps to convert an amount from grams to moles and vice versa****Multiple Intelligences Addressed:**

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| --- | --- | --- | --- |
| [x]  Linguistic | [x]  Logical-Mathematical | [ ]  Musical  | [ ] Bodily-kinesthetic |
| [ ]  Spatial  | [ ]  Interpersonal | [ ] Intrapersonal | [ ] Naturalistic  |

**Student Grouping**[x] Whole Class [ ]  Small Group [ ]  Pairs [ ]  Individual**Instructional Delivery Methods**[x] Teacher Modeling/Demonstration [ ]  Lecture [x]  Discussion[ ]  Cooperative Learning [ ]  Centers [x]  Problem Solving[ ]  Independent Projects |
| **Accommodations**None | **Modifications**None |
| **Homework/Extension Activities:**Do grams/ mol conversion examples |
| **Materials and Equipment Needed:*** Whiteboard
* Marker
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**Adapted from Grant Wiggins and Jay McTighe-*Understanding by Design***