**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? | | |
| **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. |
| **Key Vocabulary**   * Grams * Mol | | |
| **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 | | |
| **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 | | |
| **Stage 3- Learning Plan** | | |
| **Learning Activities:**  Do Now/Bell Ringer/Opener: Take out Periodic table and study for 5 minutes  Learning Activity 1:  Elements 13-24 Quiz for 15 minutes  Learning Activity 2:  Grams to mol Practice  Application  **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:**   |  |  |  |  | | --- | --- | --- | --- | | Linguistic | Logical-Mathematical | Musical | Bodily-kinesthetic | | Spatial | Interpersonal | Intrapersonal | Naturalistic |   **Student Grouping**  Whole Class  Small Group  Pairs  Individual  **Instructional Delivery Methods**  Teacher Modeling/Demonstration  Lecture  Discussion  Cooperative Learning  Centers  Problem Solving  Independent Projects | | |
| **Accommodations**  None | **Modifications**  None | |
| **Homework/Extension Activities:**  Do grams/ mol conversion examples | | |
| **Materials and Equipment Needed:**   * Whiteboard * Marker | | |

**Adapted from Grant Wiggins and Jay McTighe-*Understanding by Design***