**Lesson Plan Title: Grams to mol**

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

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

**Overview of and Motivation for Lesson:**

**Converting from grams to mol can help convert a problem to equal units to solve it**

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| **Stage 1-Desired Results** | | |
| **Standard(s):**   * Click here to enter text. | | |
| **Aim/Essential Question:**   * Why do scientists convert the sample data from grams to mol? | | |
| **Understanding(s):**  *Students will understand that . . .*   * Molar mass is essential in converting grams to mol and vice versa | | |
| **Content Objectives:**  *Students will be able to . . .*   * Convert grams to mol and vice versa for elements and compounds | | **Language Objectives:**  ELD Level 2 *Students will be able to . . . in English*   * Relate moles to grams using the molar mass   ELD Level 5 *Students will be able to . . . in English*   * Defend their answer by justifying their numbers and demonstrating their math |
| **Key Vocabulary**   * Mol * Grams | | |
| **Stage 2-Assessment Evidence** | | |
| **Performance Task or Key Evidence**   * Two practice problems will be done as a class and reviewed together on each day | | |
| **Key Criteria to measure Performance Task or Key Evidence**   * Students will be given Problems on Projector/ TV to solve individually with teacher roaming around and checking in on students | | |
| **Stage 3- Learning Plan** | | |
| **Learning Activities:**  Do Now/Bell Ringer/Opener: Take out Periodic table and lined piece of paper and calculator. Review molar mass Day 2: Same as day 1 but review grams to mol conversion  Learning Activity 1:  Day 1: Grams to mol notes  Day 2: Mol to grams notes  Learning Activity 2:  Day 1: Grams to mol practice  Day 2: Mol to grams practice  Application  **Moles and grams are useful in stoichiometry to make every element have one standard unit**  Summary/Closing  **What are the main components of solving grams to mol**  **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:**  Day 2: Read Electron configuration section | | |
| **Materials and Equipment Needed:**   * TV/projector * Whiteboard | | |

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