**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?
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| **Understanding(s):***Students will understand that . . .** Molar mass is essential in converting grams to mol and vice versa
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| **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
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| **Key Vocabulary*** Mol
* Grams
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| **Stage 2-Assessment Evidence** |
| **Performance Task or Key Evidence*** Two practice problems will be done as a class and reviewed together on each day
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| **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
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| **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 conversionLearning Activity 1:Day 1: Grams to mol notesDay 2: Mol to grams notesLearning Activity 2:Day 1: Grams to mol practiceDay 2: Mol to grams practiceApplication **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:**

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

**Student Grouping**[x] Whole Class [ ]  Small Group [ ]  Pairs [x]  Individual**Instructional Delivery Methods**[x] Teacher Modeling/Demonstration [x]  Lecture [x]  Discussion[ ]  Cooperative Learning [ ]  Centers [x]  Problem Solving[ ]  Independent Projects |
| **Accommodations**None | **Modifications**None |
| **Homework/Extension Activities:**Day 2: Read Electron configuration section |
| **Materials and Equipment Needed:*** TV/projector
* Whiteboard
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**Adapted from Grant Wiggins and Jay McTighe-*Understanding by Design***