

Name: _____

Date: _____

Student Exploration: Stoichiometry

Vocabulary: Avogadro's number, balanced equation, cancel, coefficient, conversion factor, dimensional analysis, molar mass, mole, molecular mass, stoichiometry

Prior Knowledge Questions (Do these BEFORE using the Gizmo.)

1. A 250 mL glass of orange juice contains 22 grams of sugar. How much sugar is in a two-liter (2,000 mL) bottle of orange juice? 176 grams
2. It requires two sticks of butter to make a batch of 20 cookies. How much butter will it take to make 150 cookies? 15 sticks of butter

Gizmo Warm-up

Just as a cook follows a recipe to decide how much of each ingredient to add, a chemist uses **stoichiometry** to determine the amounts of substances involved in chemical reactions. The Stoichiometry Gizmo allows you to try your hand at figuring out the amounts of reactants and products that take part in a chemical reaction.

To begin, check that this equation is shown:



New equation



New question

How many moles of carbon monoxide (CO) are required to react completely with 1.75 moles of iron (III) oxide (Fe₂O₃)?

Problems solved: 0

1. Look at the **coefficients** (such as the "3" in 3CO) in front of each substance in the equation. The coefficients tell you how many molecules or atoms take part in a chemical reaction. In the spaces below, list the number of each molecule or atom in the equation:

Fe₂O₃ 1

CO 3

Fe 2

CO₂ 3

2. In a **balanced equation**, the same number of each kind of atom is shown on each side of the equation. Calculate the number of iron (Fe), oxygen (O), and carbon atoms (C).

Reactants Iron: 2

Oxygen: 6

Carbon: 3

Products Iron: 2

Oxygen: 6

Carbon: 3

Based on these values, is the equation balanced? Yes

Student Exploration Stoichiometry

Minjie Lin

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

Student Exploration Stoichiometry:

Optimizing STEM Education With Advanced ICTs and Simulations Levin, Ilya, Tsybulsky, Dina, 2017-06-05 The role of technology in educational settings has become increasingly prominent in recent years When utilized effectively these tools provide a higher quality of learning for students Optimizing STEM Education With Advanced ICTs and Simulations is an innovative reference source for the latest scholarly research on the integration of digital tools for enhanced STEM based learning environments Highlighting a range of pivotal topics such as mobile games virtual labs and participatory simulations this publication is ideally designed for educators professionals academics and students seeking material on emerging educational technologies *Teaching Chemistry in Higher Education* Michael Seery, Claire Mc Donnell, 2019-07-01 *Teaching Chemistry in Higher Education* celebrates the contributions of Professor Tina Overton to the scholarship and practice of teaching and learning in chemistry education Leading educators in United Kingdom Ireland and Australia three countries where Tina has had enormous impact and influence have contributed chapters on innovative approaches that are well established in their own practice Each chapter introduces the key education literature underpinning the approach being described Rationales are discussed in the context of attributes and learning outcomes desirable in modern chemistry curricula True to Tina's personal philosophy chapters offer pragmatic and useful guidance on the implementation of innovative teaching approaches drawing from the authors experience of their own practice and evaluations of their implementation Each chapter also offers key guidance points for implementation in readers own settings so as to maximise their adaptability Chapters are supplemented with further reading and supplementary materials on the book's website overtonfestschrift.wordpress.com Chapter topics include innovative approaches in facilitating group work problem solving context and problem based learning embedding transferable skills and laboratory education all themes relating to the scholarly interests of Professor Tina Overton About the Editors Michael Seery is Professor of Chemistry Education at the University of Edinburgh and is Editor of *Chemistry Education Research and Practice* Claire Mc Donnell is Assistant Head of School of Chemical and Pharmaceutical Sciences at Technological University Dublin Cover Art Christopher Armstrong University of Hull **Chemistry Education** Javier García-Martínez, Elena Serrano-Torregrosa, 2015-05-04 Winner of the CHOICE Outstanding Academic Title 2017 Award This comprehensive collection of top level contributions provides a thorough review of the vibrant field of chemistry education Highly experienced chemistry professors and education experts cover the latest developments in chemistry learning and teaching as well as the pivotal role of chemistry for shaping a more sustainable future Adopting a practice oriented approach the current challenges and opportunities posed by chemistry education are critically discussed highlighting the pitfalls that can occur in teaching chemistry and how to circumvent them The main topics discussed include best practices project based education blended learning and the role of technology including e learning and science visualization Hands on recommendations on how to optimally implement innovative

strategies of teaching chemistry at university and high school levels make this book an essential resource for anybody interested in either teaching or learning chemistry more effectively from experience chemistry professors to secondary school teachers from educators with no formal training in didactics to frustrated chemistry students

Writing and Learning in the Science Classroom Carolyn S. Wallace, Brian B. Hand, Vaughan Prain, 2004-03-31 This volume is of interest to science educators graduate students and classroom teachers The book will also be an important addition to any scholarly library focusing on science education science literacy and writing This book is unique in that it synthesizes the research of the three leading researchers in the field of writing to learn science Carolyn S Wallace Brian Hand and Vaughan Prain It includes a comprehensive review of salient literature in the field detailed reports of the authors own research studies and current and future issues on writing in science The book is the first to definitely answer the question Does writing improve science learning Further it provides evidence for some of the mechanisms through which learning occurs It combines both theory and practice in a unique way Although primarily a tool for research classroom teachers will also find many practical suggestions for using writing in the science classroom

Digital Learning and Teaching in Chemistry Yehudit Dori, Courtney Ngai, Gabriela Szteinberg, 2023-07-12 Education is always evolving and most recently has shifted to increased online or remote learning Digital Learning and Teaching in Chemistry compiles the established and emerging trends in this field specifically within the context of learning and teaching in chemistry This book shares insights about five major themes best practices for teaching and learning digitally digital learning platforms virtual visualisation and laboratory to promote learning in science digital assessment and building communities of learners and educators The authors are chemistry instructors and researchers from nine countries contributing an international perspective on digital learning and teaching in chemistry While the chapters in this book span a wide variety of topics as a whole they focus on using technology and digital platforms as a method for supporting inclusive and meaningful learning The best practices and recommendations shared by the authors are highly relevant for modern chemistry education as teaching and learning through digital methods is likely to persist Furthermore teaching chemistry digitally has the potential to bring greater equity to the field of chemistry education in terms of who has access to quality learning and this book will contribute to that goal This book will be essential reading for those working in chemical education and teaching Yehudit Judy Dori is internationally recognised formerly Dean of the Faculty of Education of Science and Technology at the Technion Israel Institute of Technology and won the 2020 NARST Distinguished Contributions to Science Education through Research Award DCRA for her exceptional research contributions Courtney Ngai and Gabriela Szteinberg are passionate researchers and practitioners in the education field Courtney Ngai is the Associate Director of the Office of Undergraduate Research and Artistry at Colorado State University Gabriela Szteinberg serves as Assistant Dean and Academic Coordinator for the College of Arts and Sciences at Washington University in St Louis

Chemical Principles Student's Study Guide & Solutions Manual John Krenos, Joseph Potenza, Loretta Jones, Lynn

Koplitz, Thomas Spence, 2004-03-19 This combination manual is designed to help students avoid common mistakes and understand the material better The solutions manual section includes detailed answers and explanations to the odd numbered exercises in the text *Problems and Problem Solving in Chemistry Education* Georgios Tsaparlis, 2021-05-17 Problem solving is central to the teaching and learning of chemistry at secondary tertiary and post tertiary levels of education opening to students and professional chemists alike a whole new world for analysing data looking for patterns and making deductions As an important higher order thinking skill problem solving also constitutes a major research field in science education Relevant education research is an ongoing process with recent developments occurring not only in the area of quantitative computational problems but also in qualitative problem solving The following situations are considered some general others with a focus on specific areas of chemistry quantitative problems qualitative reasoning metacognition and resource activation deconstructing the problem solving process an overview of the working memory hypothesis reasoning with the electron pushing formalism scaffolding organic synthesis skills spectroscopy for structural characterization in organic chemistry enzyme kinetics problem solving in the academic chemistry laboratory chemistry problem solving in context team based active learning technology for molecular representations IR spectra simulation and computational quantum chemistry tools The book concludes with methodological and epistemological issues in problem solving research and other perspectives in problem solving in chemistry With a foreword by George Bodner **Resources in Education** , 2000-10 **Directory of Distance Learning Opportunities** Modoc Press, Inc., 2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation **Teaching Chemistry - A Studybook** Ingo Eilks, Avi Hofstein, 2013-04-20 This book focuses on developing and updating prospective and practicing chemistry teachers pedagogical content knowledge The 11 chapters of the book discuss the most essential theories from general and science education and in the second part of each of the chapters apply the theory to examples from the chemistry classroom Key sentences tasks for self assessment and suggestions for further reading are also included The book is focused on many different issues a teacher of chemistry is concerned with The chapters provide contemporary discussions of the chemistry curriculum objectives and assessment motivation learning difficulties linguistic issues practical work student active pedagogies ICT informal learning continuous professional development and teaching chemistry in

developing environments This book with contributions from many of the world's top experts in chemistry education is a major publication offering something that has not previously been available Within this single volume chemistry teachers teacher educators and prospective teachers will find information and advice relating to key issues in teaching such as the curriculum assessment and so forth but contextualised in terms of the specifics of teaching and learning of chemistry and drawing upon the extensive research in the field Moreover the book is written in a scholarly style with extensive citations to the literature thus providing an excellent starting point for teachers and research students undertaking scholarly studies in chemistry education whilst at the same time offering insight and practical advice to support the planning of effective chemistry teaching This book should be considered essential reading for those preparing for chemistry teaching and will be an important addition to the libraries of all concerned with chemical education Dr Keith S Taber University of Cambridge Editor Chemistry Education Research and Practice The highly regarded collection of authors in this book fills a critical void by providing an essential resource for teachers of chemistry to enhance pedagogical content knowledge for teaching modern chemistry Through clever orchestration of examples and theory and with carefully framed guiding questions the book equips teachers to act on the relevance of essential chemistry knowledge to navigate such challenges as context motivation to learn thinking activity language assessment and maintaining professional expertise If you are a secondary or post secondary teacher of chemistry this book will quickly become a favorite well thumbed resource Professor Hannah Sevan University of Massachusetts Boston

Learning With Artificial Worlds Harvey Mellar, Joan Bliss, Richard Boohan, Jon Ogborn, Chris Tompsett, 2014-06-03 First Published in 1994 This book is about modelling in education It is about providing children with computer tools to enable them to create their own worlds to express their own representations of their world and also to explore other people's representations learning with artificial worlds This title is best suited for the classroom teacher who has used some modelling and now wishes to seriously consider the role of modelling within their curriculum

Teaching Science for Understanding James Joseph Gallagher, 2007 Offers middle and high school science teachers practical advice on how they can teach their students key concepts while building their understanding of the subject through various levels of learning activities

What Successful Science Teachers Do Neal A. Glasgow, Michele Cheyne, Randy K. Yerrick, 2010-09-20 This easy to use guide features 75 research based strategies for teachers of students in Grades K 12 Engage your students creativity and build their science literacy

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Table of Contents Student Exploration Stoichiometry

1. Understanding the eBook Student Exploration Stoichiometry
 - The Rise of Digital Reading Student Exploration Stoichiometry
 - Advantages of eBooks Over Traditional Books
2. Identifying Student Exploration Stoichiometry
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Student Exploration Stoichiometry
 - User-Friendly Interface
4. Exploring eBook Recommendations from Student Exploration Stoichiometry
 - Personalized Recommendations
 - Student Exploration Stoichiometry User Reviews and Ratings
 - Student Exploration Stoichiometry and Bestseller Lists

5. Accessing Student Exploration Stoichiometry Free and Paid eBooks
 - Student Exploration Stoichiometry Public Domain eBooks
 - Student Exploration Stoichiometry eBook Subscription Services
 - Student Exploration Stoichiometry Budget-Friendly Options
6. Navigating Student Exploration Stoichiometry eBook Formats
 - ePub, PDF, MOBI, and More
 - Student Exploration Stoichiometry Compatibility with Devices
 - Student Exploration Stoichiometry Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Student Exploration Stoichiometry
 - Highlighting and Note-Taking Student Exploration Stoichiometry
 - Interactive Elements Student Exploration Stoichiometry
8. Staying Engaged with Student Exploration Stoichiometry
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Student Exploration Stoichiometry
9. Balancing eBooks and Physical Books Student Exploration Stoichiometry
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Student Exploration Stoichiometry
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Student Exploration Stoichiometry
 - Setting Reading Goals Student Exploration Stoichiometry
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Student Exploration Stoichiometry
 - Fact-Checking eBook Content of Student Exploration Stoichiometry
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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