



Name: _____

Date: _____

Student Exploration: Limiting Reactants

Vocabulary: chemical equation, chemical formula, chemical reaction, coefficient, limiting reactant, molecule, product, reactant, subscript

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

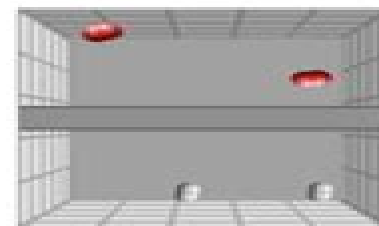
Imagine you and your friends are making hot dogs. A complete hot dog consists of a wiener and a bun. At the store, you buy four packages of eight wieners and three bags of 10 buns.

1. How many total hot dogs can you make? _____ you can make 30 hotdogs with single bun and wieners _____
2. Which ingredient limited the number of hot dogs you could make? the buns having 30 limited the number of hot dog i can make _____
3. Which ingredient will you have leftovers of? i would have leftover of the wieners remaining 2 more. _____

Gizmo Warm-up

Just as ingredients can be put together to make a new food, substances can combine during a **chemical reaction** to produce new substances. The substances that undergo change are called **reactants**. The new substances are **products**.

Sometimes during a chemical reaction, one type of reactant will be used up before the other reactants. This reactant is the **limiting reactant**. Using the *Limiting Reactants* Gizmo, you can determine which reactant is limiting in various scenarios.



To begin, make sure $\text{H}_2 + \text{O}_2$ becomes H_2O . The small "2" in H_2 , O_2 , and H_2O is a **subscript**. Subscripts represent the number of atoms in a **molecule**.

1. Use the sliders to set the number of **O_2 molecules** and **H_2 molecules** to two.
 - A. How many hydrogen molecules (H_2) are there? _____ 1 _____ Hydrogen atoms? _____ 2 _____
 - B. How many oxygen molecules (O_2) are there? _____ 1 _____ Oxygen atoms? _____ 2 _____
2. How many H_2O molecules do you think will form when these four molecules react? _____ 4 _____



Answers For Student Limiting Reactants

Georgios Tsaparis



Answers For Student Limiting Reactants:

Student Solutions Manual Darrell Ebbing, 2005-03-17 Provides solutions to odd numbered Practice Problems General Problems and Cumulative Skills Problems plus answers to Review Questions *Multiple Solution Methods for Teaching Science in the Classroom* Stephen DeMeo, 2008 For the first time in science education the subject of multiple solution methods is explored in book form While a multiple method teaching approach is utilized extensively in math education there are very few journal articles and no texts written on this topic in science Teaching multiple methods to science students in order to solve quantitative word problems is important for two reasons First it challenges the practice by teachers that one specific method should be used when solving problems Secondly it calls into question the belief that multiple methods would confuse students and retard their learning Using a case study approach and informed by research conducted by the author this book claims that providing students with a choice of methods as well as requiring additional methods as a way to validate results can be beneficial to student learning A close reading of the literature reveals that time spent on elucidating concepts rather than on algorithmic methodologies is a critical issue when trying to have students solve problems with understanding It is argued that conceptual understanding can be enhanced through the use of multiple methods in an environment where students can compare evaluate and verbally discuss competing methodologies through the facilitation of the instructor This book focuses on two very useful methods proportional reasoning PR and dimensional analysis DA These two methods are important because they can be used to solve a large number of problems in all of the four academic sciences biology chemistry physics and earth science This book concludes with a plan to integrate DA and PR into the academic science curriculum starting in late elementary school through to the introductory college level A challenge is presented to teachers as well as to textbook writers who rely on the single method paradigm to consider an alternative way to teach scientific problem solving **8 Practice Tests for the ACT** Kaplan Test Prep, 2017-03-07 Includes 1 700 practice questions Cover

The MCAT Chemistry Book Ajikumar Aryangat, 2021-01-15 Comprehensive Rigorous Prep for MCAT Chemistry The MCAT Chemistry Book presents a comprehensive review of general chemistry and organic chemistry to prepare for the Medical College Admission Test Part I presents general chemistry concepts and Part II presents organic chemistry concepts The review sections are written in a user friendly manner to simplify and reduce the student's burden when deciphering difficult concepts At the end of each chapter practice questions are included to test the understanding of the key concepts Answers and explanations for the practice questions are provided after the review sections Illustrations and tables are included wherever necessary to focus and clarify key ideas and concepts **The Official ACT Prep Guide 2019-2020, (Book + 5 Practice Tests + Bonus Online Content)** ACT, 2019-05-07 The only guide from the makers of the ACT exam packed with 5 genuine full length practice tests and 400 additional questions online This new edition includes A NEW never before seen full length practice test with optional writing test 215 questions 400 online questions that can be filtered and

organized into custom practice sets Updated writing prompts and directions Real ACT test forms used in previous years The Official ACT Prep Guide 2019 2020 is the only guide from the makers of the exam and includes actual ACT test forms taken from past ACT exams This updated edition includes 5 actual ACT tests all with optional writing test to help you practice at your own pace and discover areas where you may need more work The Official ACT Prep Guide 2019 2020 provides detailed explanations for every answer and practical tips on how to boost your score on the English math reading science and optional writing tests You ll also get access to special online bonus content developed with the test taking experience in mind Practice with 400 additional test questions that can be organized filtered and tracked for performance Take a closer look at test day learn what to expect and get familiar with the test taking strategies that are right for you The Official ACT Prep Guide 2019 2020 is your definitive guide to getting ready for the ACT and feeling confident and comfortable on test day

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Problems and Problem Solving in Chemistry Education Georgios Tsaparlis,2021 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

Survival Handbook for the New Chemistry Instructor Diane M. Bunce,Cinzia M. Muzzi,2004 This book provides an overview of the issues facing new chemistry faculty in preparation for teaching Serving as a reference to answer specific questions new chemistry faculty encounter this book is comparable to sitting down with a colleague in the department and talking through some ideas or gaining some pointers on how to avoid common pitfalls It is the one single place new chemistry faculty can go to find practical information on how to teach and how to prepare for teaching their first course Chapters are written both by established experts in the field and by new professors within their first couple of years of teaching *Multiple Representations in Chemical Education* John K. Gilbert,David

Treagust,2009-02-28 Chemistry seeks to provide qualitative and quantitative explanations for the observed behaviour of

elements and their compounds Doing so involves making use of three types of representation the macro the empirical properties of substances the sub micro the natures of the entities giving rise to those properties and the symbolic the number of entities involved in any changes that take place Although understanding this triplet relationship is a key aspect of chemical education there is considerable evidence that students find great difficulty in achieving mastery of the ideas involved In bringing together the work of leading chemistry educators who are researching the triplet relationship at the secondary and university levels the book discusses the learning involved the problems that students encounter and successful approaches to teaching Based on the reported research the editors argue for a coherent model for understanding the triplet relationship in chemical education **Teaching Together, Learning Together** Wolff-Michael Roth, Kenneth George Tobin, 2005

Coteaching and cogenerated dialoguing are ways of learning to teach that truly bridge the gap between theory and praxis as new teachers learn to teach alongside peers and more experienced teachers These practices are also means of overcoming teacher isolation and burnout Through cogenerated dialogue sessions new and experienced teachers university supervisors researchers and administrators are able to create local theory for the purpose of improving teaching and learning In this book contributors from four countries report on how coteaching and cogenerated dialoguing worked in their situation

Student Study Guide and Solutions Manual to accompany General Organic and Biological Chemistry, 1e Kenneth W. Raymond, 2005-10-07 Finally readers have a shorter less intimidating introduction to general organic and biological chemistry Not only is Raymond's text concise it also takes an integrated approach to presenting important topics in a way that makes the material easier to understand In this approach similarities can be exploited and concepts reinforced The result is that readers see the strong connections that exist between these three branches of chemistry Methodologies and Intelligent Systems for Technology Enhanced Learning Pierpaolo Vittorini, Rosella Gennari, Tania Di Mascio, Sara Rodríguez, Fernando De la Prieta, Carlos Ramos, Ricardo Azambuja Silveira, 2017-05-30 This book presents the outcomes of the 7th International Conference in Methodologies and Intelligent Systems for Technology Enhanced Learning MIS4TEL 17 hosted by the Polytechnic of Porto Portugal from 21 to 23 June 2017 Expanding on the topics of the previous conferences it provided an open forum for discussing intelligent systems for technology enhanced learning TEL and their roots in novel learning theories empirical methodologies for their design or evaluation stand alone and web based solutions and makerspaces It also fostered entrepreneurship and business startup ideas bringing together researchers and developers from industry education and the academic world to report on the latest scientific research technical advances and methodologies

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