

STOICHIOMETRY: LIMITING REAGENT

Name _____



How many grams of NH_3 can be produced from the reaction of 28 g of N_2 and 25 g of H_2 ?

2. How much of the excess reagent in Problem 1 is left over?



What volume of hydrogen at STP is produced from the reaction of 50.0 g of Mg and the equivalent of 75 g of HCl?

4. How much of the excess reagent in Problem 3 is left over?



Silver nitrate and sodium phosphate are reacted in equal amounts of 200. g each. How many grams of silver phosphate are produced?

6. How much of the excess reagent in Problem 5 is left?

Stoichiometry Limiting Reagent Instructional Fair Answers

Julie C. Gilbert



Stoichiometry Limiting Reagent Instructional Fair Answers:

Chemistry Homework Frank Schaffer Publications, Joan DiStasio, 1996-03 Includes the periodic table writing formulas balancing equations stoichiometry problems and more *Using Analogies in Middle and Secondary Science Classrooms* Allan G. Harrison, Richard K. Coll, 2008 Makes a distinct contribution to science instruction Many teachers attempt to use analogies and metaphors to introduce abstract concepts however little is available on how to do this with specific examples The authors definitely address a need Douglas Llewellyn Professor of Science Education St John Fisher College Helps preservice and novice teachers use analogies and allows teachers to bridge the gap that sometimes occurs when students are learning abstract concepts The examples cover a wide variety of subjects and are written in a concise easy to understand voice John D Ophus Assistant Professor of Science Education University of Northern Iowa Use the power of analogies to enliven your science classroom and meet national standards When analogies are effective they readily engage students interest and clarify difficult and abstract ideas But not all analogies are created equal and developing them is not always intuitive Drawing from an extensive research base on the use of analogies in the classroom Allan Harrison Richard Coll and a team of science experts come to the rescue with more than 40 teacher friendly ready to use analogies for biology earth and space studies chemistry and physics The authors show teachers how and when to select analogies for instruction why certain analogies work or break down how to gauge their effectiveness and how to improve them Designed to enhance teachers presentation and interpretation of analogies through focus action and reflection FAR this guidebook includes Key science concepts explained through effective models and analogies Research findings on the use of analogies and their motivational impact Guidelines that allow teachers and students to develop their own analogies Numerous visual aids science vignettes and anecdotes to support the use of analogies Linked to NSTA standards *Using Analogies in Middle Secondary Science Classrooms* will become a much used text by teachers who want to enrich inquiry based science instruction **You Can Do Chemistry** Sunil Tanna, 2018-11-19 A comprehensive guide to performing mole and stoichiometric calculations with numerous examples as well as questions and answers Covers calculations relating to solids solutions gases and electrolysis plus as limiting and excess reactants chemical yields atom economy and much more Fully up to date with the last international standards including the revised definition of mole which was agreed on November 16th 2018

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Calculating in Chemistry Cosmas C Mbuli, 2022-09-20 This book is intended to help students fully grasp calculations involving reacting quantities Students in higher courses may find it a helpful revision and enhance their clarity The book completely discusses the key topics in basic stoichiometry including the mole concept reacting quantities and empirical and molecular formulas It begins with the basic concepts and formulas required to convert various quantities to moles or amount of substance This is particularly useful to a beginner Chapter 2 describes how to calculate reacting quantities and therefore provides a general step by step framework or approach by which to solve these problems The chapter also describes and applies the concept of a limiting reagent Two methods of determining a limiting reagent are explained and illustrated The concept of limiting reagent is extended to reacting volumes of gases with a short cut method A short cut method for solving reacting quantities involving masses and volumes of gases is also given Chapter 3 describes the calculations involved in the practical determination of molecular and empirical formulas A clear meaning of percentage composition of mass is provided and used to solve problems in a step by step manner In chapter 4 we discuss percentage yield and purity A number of examples are given to illustrate how formulas of yield and purity are used in various circumstances A student will find these examples helpful in relating different formulas for percentage purity The last chapter introduces a graphical method for reacting quantities The method may provide a new way of looking at chemical reactions Examples are given to illustrate the method including how it can be used to determine limiting reagents It is hoped that the book will provide all the necessary knowledge and skills to students studying an introductory chemistry course Teachers may also find this book a good resource for their lessons in stoichiometry

Sassy Stoichiometry Problems Julie C.

Gilbert, 2021-03-14 Need more Stoichiometry practice Stoichiometry has been striking fear into the hearts of chemistry students for ages The best way to conquer something is to practice it Inside you'll find Brief descriptions of each type of ideal stoichiometry and limiting reactant stoichiometry 4 ideal stoichiometry worksheets broken down by type with keys and explanations 4 ideal stoichiometry self quizzes with their answer keys 2 limiting reactant stoichiometry worksheets with keys and explanations 2 limiting reactant stoichiometry self quizzes with answer keys 2 mixed stoichiometry self tests with answer keys This is a companion workbook for the 5 Steps to Surviving Chemistry book However you do not need to have read that

book to find this workbook useful **Stoichiometry Unit Project** Luann Marie Decker,1998 **Introductory College Chemistry Students' Understanding of Stoichiometry** Adam J. Wolfer,2000 Previous research has shown a gap between chemistry students conceptual and computational understandings of chemistry topics such as gas laws equilibrium and reactions This qualitative study examined the conceptual and computational understandings of stoichiometry of college students enrolled in a large lecture Introductory Chemistry course Factors that might influence students understandings were examined to determine their influence Possible influential factors examined included students prior coursework and their current chemistry instruction Instruction on stoichiometry was examined through classroom observations an instructor interview and review of the course resources Course exams and out of class assignments were also examined for their influence on students Student volunteers n 6 were interviewed to gauge their understanding of stoichiometry Students understanding was assessed through tasks that included a card sort solving conceptual and computational problems drawing representations of reactions and answering questions concerning their philosophy of learning chemistry Results indicated that students had an acceptable understanding of the particulate nature of matter but did not apply this knowledge to problem solving The students were most comfortable solving computational problems where they could apply algorithms learned from their instructor The students also applied algorithms in answering conceptual problems There appeared to be a connection between the students conceptual structures of stoichiometry and their ability to solve computational problems The lack of conceptual questions in assessment appeared to be a major contributing factor in the students lack of conceptual understanding because the students discounted the importance of learning aspects of stoichiometry that were not included on exams Other contributing factors included the computational focus of instruction on limiting reactant problems textbook presentation and student exercises

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