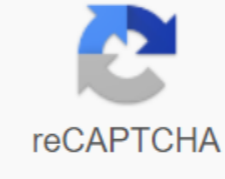




I'm not robot



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Collision theory gizmo answers key

When students log on to computers, I share the Collision Theory Research document. When computers come forward, I encourage students to answer questions about previous information. I've noticed this year that a lot of students skip these questions, and that hinders their ability to connect with what the lesson is all about. When students open Gizmo, I share the blue, green and orange characters/colored pens to the tables. These are needed to allow students to finish the warm-up and sketch out the realities and products. This student was typical of classes. They won't tell me what changed in their description. Next time, I'll get students to write a general chemical equation for this and show that it's one replacement reaction that will help check the types of reactions and combine our content throughout the semester. As students continued to play, it was difficult for them to identify three requirements for reactions to occur. However, they were excellent at identifying macro-factors that can influence the pace of the reaction. This student did better, acknowledging that the reassers need to move, but did not connect the speed to the temperature. He also stated that the collision was essential for the reaction. Recognizing many problems that perfectly identified the three components of collision theory (collision with proper alignment and enough ingenious energy), I decided to give a brief lecture on collision theory the next day so that after gizmo the gaps can be firmed. When students dropped out of this part of Gizmo, they had time to study further and play with simulation or work to complete the mid-term review, depending on the individual frequency.

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