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They have to work as an independent couple, and decompose so it's two to the table. I explain that they should read and mark out the text, and then to questions. Before I start, I explain the diagrams because they are quite rudimentary. Part 1: Heat and Charts are two pots, A contains 1.00 grams of water, B contains 100 grams of water. In Part 2, the diagrams represent pots with exactly the same amount of water, but A is only at 50 degrees Celsius and B at 90 degrees Celsius. Part 3: Calorimetry shows the basic calorie chart used to measure temperature changes when objects merge. The Conclusions contain four bullet points that should be considered in their conclusion. At this point, I let the students spread and work. I spread the room to check their work and answer questions, often referring to them back in the document. The most troublesome part of the first page were the students, remembering #2 the water boils at 100 degrees Celsius. This student took the amount of energy for the time it took to boil. Students quickly realized that a higher temperature with the same amount of matter meant there was more energy present. One of the most common mistakes I've seen students make is dropping a word specific when it comes to a particular heat wave. This leads to some misconceptions in the days that followed. However, this student still ends up with a fairly firm definition. Many students struggled with thermal calculations, as the equation was at the bottom of the previous page. They also don't always remember to subtract to find Delta T, or to put Joules on their final answer to #4. I had to fix a lot before I passed these back. When the students came to their conclusions, they attacked him in two different ways. First, answer each part as your own bullet point, like this student. Others wrote the full paragraph response, including bullet points in a full paragraph. Overall, students have done well on differentiating temperature from heat, and identifying mass and temperature changes as important in quantifying how much energy is in the sample. The students had a harder time calculating the sample, so I knew we would need more practice with them before we got to our full calorie lab. These are three parts of the activity. Part 1 explores the relationship between sample mass and the heat needed to boil it. Part 2 explores the relationship between heat needed to raise the temperature of the sample by 30 degrees against a temperature increase of 70 degrees. Part 3 introduces a laboratory technique of calorie and thermal equation, as well as the definition of specific heat. As soon as each student has a copy of the event, I explain today's procedure. Students will work with a partner, but each person must fill out the package. They have to work as an independent couple, and decompose so it's two to the table. I explain that they should read and mark up the text and then move on to the questions. Before I start, I explain the diagrams because they are quite rudimentary. In Part 1: Heat and temperature, charts are two pots, A contains 1.00 g B contains 100 grams of water. In Part 2, the diagrams are pots with accurate precision the amount of water, but A only at 50 degrees Celsius and B is 90 degrees Celsius. Part 3: Calorimetry shows the basic calorie chart used to measure temperature changes when objects merge. The Conclusions contain four bullet points that should be considered in their conclusion. At this point, I let the students spread and work. I spread the room to check their work and answer questions, often referring to them back in the document. The most troublesome part of the first page were the students, remembering #2 the water boils at 100 degrees Celsius. This student took the amount of energy for the time it took to boil. 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