

S'mores Lab

Summary

Students will relate the making of s'mores to limiting reagents and theoretical and actual yields.

Time Frame

1 class periods of 45 minutes each

Group Size

Individual

Materials

- [student sheet](#)
(attached)

Each student will need:

- 1 whole graham cracker
- 1 marshmallow
- 1 fun size Hershey bar.

I have about 120 students and I bought 3 boxes of graham crackers, and 2 bags of jumbo marshmallows and a fun size candy bar for each student. You can buy the large Hershey bars and just break off the needed number of squares.

Background for Teachers

Time needed:

30-40 min; 10 minutes to give instructions and 20-30 minutes for the students to make their s'more and respond to the questions.

Student Prior Knowledge

Students should have a basic knowledge of balancing equations, limiting reagents, theoretical, actual and percent yields.

Instructional Procedures

Pass out the student sheet to each student and read the instructions aloud as they follow along. (The more dramatic the better) Explain that for the students to obtain the necessary materials to perform the lab they must first pass off their pre-lab questions.

Once their pre-lab questions are completed students can then assemble their s'mores and eat them while they respond to the questions. I use this activity to help students conceptualize the vocabulary without being overwhelmed with too much math. Students seem to grasp the concept better and then we can move on to the math steps.

Assessment Plan

Scoring:

Student participation..... 10 points

Correct completion of student sheet.....10 pts

Bibliography

Lesson Design by Jordan School District Teachers and Staff.

Authors

[Utah LessonPlans](#)