***Lesson Plans for the Week of: 1/23/17 Teacher: Hough Course: Chemistry Period: 9***

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| Elements of  a Lesson | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Objective/  Focus/  Essential  Question | CH.3a,d  --identify properties of covalent (molecular) compounds  --Write the names of binary covalent compounds, given the formula | CH.3a,c,d; 6a  Seniors out for meeting  Explain why carbon is basis of organic compound  Write formulas for covalent compounds, given the name | CH.3a,c,d; 6a,b  Recognize common examples of polymers and pharmaceuticals and understand they are organic compounds | CH.2i;3a,c,d;6a,b  Quiz on molecular compounds and basic organic compounds; naming and formulas of both ionic and molecular compounds  --identify the contributions of Millikan, Planck, Rutherford, and Bohr to the field of chemistry | CH.4a  Convert moles of gas ↔ Liters of gas at STP (1st period) |
| Lesson/Act.  Type of Presentation | Whole group:  Define covalent compounds (molecular compound);  list properties: note that forces between the units (molecules) are weaker than the forces within the units; view crystal structures to show difference between ionic and covalently structures  Explain and model how to write the name of a binary covalent compound, given the chemical formula  Show students p. 294 Figure 9.19 –might be helpful in naming compounds.  Individual:  Guided practice: p. 282 #27a-d | Whole group:  Notes: Define organic compounds; give examples  Explain why carbon is the backbone of so many compounds  Define hydrocarbons and give examples, like propane, butane, and octane; these are petrochemicals  Model how to write formula for binary molecular (covalent) compound, given the name  Individual:  Practice skill listed above: p. 283#28b-d | Whole group:  Use organizer to show other categories of organic compounds: polymers, pharmaceuticals; give examples of each—include insulin in the latter category  Comments about how to differentiate between molecular compounds and ionic compounds when naming/writing formulas  Model: Na2I, ICl, KClO, NH4NO3, calcium fluoride, carbon monoxide, iron (III) hydroxide  Individual:  Practice differentiating between ionic and molecular compounds p. R54#61 all;  Write mixed formulas p.R54#66a,c-h  Write mixed names: p p.R54#65 all  Practice p. 299 #82#a-h  EXTRA: p. R54#67all—analyze why the item given cannot be solved as is | Whole group:  Go over naming/formula homework  Individual:  Quiz  Whole Group  Notes about scientists:  Millikan (an American!), Planck, Rutherford, and Bohr; explain the experiments for Millikan and Rutherford | Bellwork: Scientist Review  Whole group:  1st period: gas property review,  Model conversion between gas volume and moles (22.4 L/mol)  Individual:  Student Practice of conversion between gas volume and moles of gas at STP |
| Evaluation |  | Teacher observation of guided practice, and student results of the same | Accuracy of practice work |  |  |
| Extension/  Homework |  | Homework: ws4 |  |  |  |

MATERIALS:

Monday: Unit 6 ws3 #3,8 worksheet

Tuesday: textbook; Ionic compound worksheet from hand me down teacher folder; teacher-adapted resource worksheet from Pearson textbook chapter 9

Wednesday: textbook

Thursday: Teacher-made test

Friday: Teacher-made notes; U6ws4