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

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| Elements ofa 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; 6aSeniors out for meetingExplain why carbon is basis of organic compoundWrite formulas for covalent compounds, given the name | CH.3a,c,d; 6a,bRecognize common examples of polymers and pharmaceuticals and understand they are organic compounds | CH.2i;3a,c,d;6a,bQuiz 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 structuresExplain and model how to write the name of a binary covalent compound, given the chemical formulaShow 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 examplesExplain why carbon is the backbone of so many compoundsDefine hydrocarbons and give examples, like propane, butane, and octane; these are petrochemicalsModel how to write formula for binary molecular (covalent) compound, given the nameIndividual: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 categoryComments about how to differentiate between molecular compounds and ionic compounds when naming/writing formulasModel: Na2I, ICl, KClO, NH4NO3, calcium fluoride, carbon monoxide, iron (III) hydroxideIndividual:Practice differentiating between ionic and molecular compounds p. R54#61 all;Write mixed formulas p.R54#66a,c-hWrite mixed names: p p.R54#65 allPractice p. 299 #82#a-hEXTRA: p. R54#67all—analyze why the item given cannot be solved as is | Whole group:Go over naming/formula homeworkIndividual:QuizWhole GroupNotes about scientists:Millikan (an American!), Planck, Rutherford, and Bohr; explain the experiments for Millikan and Rutherford | Bellwork: Scientist ReviewWhole 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