Lesson Plans - Mrs. Szymanski
Week of May 6-10, 2019

Monday

Target/Objective: The student will be able to compare and contrast covalent, and metallic bonds. The student will be able to identify characteristics of each type of bond. The student will be able to create models of covalent and ionic bonds.

Essential Question: What is the difference between covalent, metallic bonds and ionic bonds? How are covalent bonds formed? How are models used to represent covalent bonds? How are ionic bonds formed? How are models used to represent ionic bonds?

Procedure:

1. Bellringer: review covalent bonds and Lewis dot diagrams
2. Students will read pgs 8-12 and fill-in Powerpoint notes
3. Students will complete ion worksheet

Tuesday:

Target/Objective: The student will be able to compare and contrast ionic bonds. The student will be able to create Lewis dot diagrams. The student will be able to create models of ionic bonds.

Essential Question: What is the difference between covalent and ionic bonds? How are electrons shared? What is the Lewis dot diagram? How are models used to show ionic bonds?

Procedure:

1. Bellringer: identify compounds as ionic or covalent based on rules
2. With triad, students will complete the “Bonding Basics “Lab.
3. Students will create models of ionic bonds with Skittles
4. Students will draw models, label charges and write formula
5. Students will answer questions and create their own molecules

Wednesday

Target/Objective: The student will be able to compare and contrast covalent, ionic and metallic bonds. The student will be able to identify characteristics of each type of bond. The student will be able to create models of covalent and ionic bonds.

Essential Question: What is the difference between covalent, metallic bonds and ionic bonds? How are covalent bonds formed? How are models used to represent covalent bonds? How are ionic bonds formed? How are models used to represent ionic bonds?

Procedure:

1. Students will complete “Bonding Basics Lab with Skittles

1. Students will draw models, label covalent bonds and write formulas.
2. Students will complete the “Gum Drop” lab to create models of ionic and covalent bonds.
3. Students will color code their models, identify the type of model and draw Lewis dot diagram.

Thursday

Target/Objective: The student will be able to compare and contrast covalent, ionic and metallic bonds. The student will be able to identify characteristics of each type of bond. The student will be able to compare and contrast positive and negative ions. The student will be able to identify valence electrons. The student will be able to create Lewis dot diagrams.

Essential Question: What is the difference between positive and negative ions? How are ions formed? What is the Lewis dot diagram? What is the overall charge of an ion? What is the difference between covalent, metallic bonds and ionic bonds? How are covalent bonds formed? How are ionic bonds formed?

Procedure:

1. In triad, students will finish “Gum Drop” lab to create models of ionic and covalent bonds.
2. Students will color code their models and identify the elements.
3. Students will draw and label covalent bonding practice
4. HOMEWORK: name covalent compounds and write formulas

Friday

Target/Objective: The student will be able to compare and contrast covalent and metallic bonds. The student will be able to identify characteristics of each type of bond. The student will be able to identify elements, compounds and types of bonds in food. The student will be able to state and apply the Law of Conservation of Mass.

Essential Question: What is the difference between covalent, metallic bonds and ionic bonds? How are covalent bonds formed? How are ionic bonds formed? What are elements? What are compounds?

Procedure:

1. Check covalent formulas and names problems
2. Students will watch video on Law of Conservation of Mass and define it
3. Students will complete Law of Conservation of Mass
4. Compare class data
5. HOMEWORK: bring entire food label (no candy, chips, granola bars and drinks) on Monday