**Date: 4 March 2013 (Day 2)**

**Title:** Making Molecules

**State Core:** Standard 1, Objective 1b

**Concept:** Atoms combine to form molecules. Both are too small to see.

**Rational:** There are only 92 naturally occurring types of atoms (known as elements), however there are thousands of types of matter. How is this possible? They join together to form molecules.

**Materials:** crayons/colored pencils

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| **A. Prepare for Learning** | |
| Teacher Does | Student Does |
| 1. Gaining attention (starter)—(On the board)—there are only 92 different kinds of atoms, however there are thousands or millions of types of matter. How is this possible? | Students take 1-2 minutes at the beginning of class to complete the question on their starter paper.  Have them share with their partner what they put as a possible answer. |
| 1. Direction (stating objectives)—“ I can explain that molecules are made of atoms” | Students read aloud the objective for the day (It can also be found on their Mastery Tracker in their binders) |
| 1. Recall (recall of prerequisite information)—Brainpop: Atoms | Watch the Brainpop: Atoms video. (to minute 1:56 is review from previous lesson) |
| **B. Delivery and Practice of New Material** | |
| 1. Content (presentation of new material)—Brainpop: Atoms (minute 1:57 through the end.)   Ask: Atoms can bond together to form \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? | Go through the introduction on the worksheet. Answer the question to the left. |
| 1. Application Feedback--level 1 (guided learning--"I do", "we do")— Model how to draw a molecule.   Answer any questions students may have. | Draw NaCl and then have the students draw it on their paper.  Have them draw Cl2 by themselves and then compare with a partner. |
| 1. Application Feedback--level 2 (eliciting performance--"you do")— | Students will finish the drawings by themselves and answer the analysis questions. |
| 1. Application Feedback--level 3 (feedback)— | Compare drawings with someone in another partnership/group. Make any necessary corrections. |
| **C. Wrap-up** | |
| 1. Evaluation (assessment)—PopQuiz—draw a molecule (MgO) | Students will draw a molecule not listed on their paper and get it checked off by the teacher. |
| 1. Closure (enhancing retention and transfer)— | I learned that…  I also learned that… |