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## Student Exploration: Ionic Bonds

**Directions:** Follow the instructions to go through the simulation. Respond to the questions and prompts in the orange boxes.

**Vocabulary:** chemical family, electron affinity, ion, ionic bond, metal, nonmetal, octet rule, shell, valence electron

**Prior Knowledge Questions** (Do these BEFORE using the Gizmo.)

1. Nate and Clara are drawing pictures with markers. There are 8 markers in a set. Nate has 9 markers and Clara has 7. What can Nate and Clara do so that each of them has a full set?

Nate can give Clara 1 marker, so they each have a full set.

2. Maggie is sitting at a table with Fred and Florence. Maggie has 10 markers, but Fred and Florence each have only 7 markers. How can they share markers so each has 8?

Maggie has to give away 2 markers to Fred and Florence so each has 8.

### Gizmo Warm-up

Just like students sharing markers, atoms sometimes share or swap electrons. By doing this, atoms form bonds. The *Ionic Bonds* Gizmo allows you to explore how **ionic bonds** form.

To begin, check that **Sodium (Na)** and **Chlorine (Cl)** are selected from the menus at right. Click **Play** (  ) to see electrons orbiting the nucleus of each atom. (Note: These atom models are simplified and not meant to be realistic.)



1. Each atom consists of a central nucleus and several **shells** that contain electrons. The outermost electrons are called **valence electrons**. (Inner electrons are not shown.)

How many valence electrons does each atom have? Sodium: 1 Chlorine: 7

2. Click **Pause** (  ). Elements can be classified as **metals** and **nonmetals**. Metals do not hold on to their valence electrons very tightly, while nonmetals hold their electrons tightly. **Electron affinity** is a measure of how tightly the valence electrons are held.

- A. Try pulling an electron away from each atom. Based on this experiment, which atom is a metal?

Sodium

Which is a nonmetal?

Chlorine

- B. Try moving an electron from the metal to the nonmetal. What happens?

# Student Exploration Ionic Bonds Answ

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## **Student Exploration Ionic Bonds Answ:**

**Strategies for Teaching Science, Levels 6-12** Barbara Houtz, 2011-06-01 Developed for grades 6-12 this rich resource provides teachers with practical strategies to enhance science instruction. Strategies and model lessons are provided in each of the following overarching topics: inquiry and exploration, critical thinking and questioning, real world applications, integrating the content areas, and technology and assessment. Research-based information and management techniques are also provided to support teachers as they implement the strategies within this resource. This resource supports core concepts of STEM instruction.

*The Mind at Hand* Michael J. Strauss, 2013-01-01 The Mind at Hand explores how artists, scientists, writers, and others, students and professionals alike, see their world, record it, revise it, and come to know it. It is about the rough-drawn sketch, diagram, chart, or other graphic representation and the focus these provide for creative work that follows from them. Such work could involve solving a problem, composing a musical score, proposing a hypothesis, creating a painting, and many other imaginative and inventive tasks. The book is for visual learners of all kinds, for scientists as well as artists, and for anyone who keeps a journal, notebook, or lab book in order to think and create visually. It is also a book for teachers and educational administrators interested in learning about new active learning strategies involving drawing and possible outcomes of these in classrooms. The formulas and symbols of chemistry, the diagrams and features of the landscape in geology, and the organisms and structures in biology are all represented as images on pages or screens. Students create them when studying, problem-solving, and learning. Once in front of their eyes, they can be reconsidered, revised, and reconstructed into new images for further consideration and revision. It is how artists often create a painting or a sculpture, and how scientists come up with new hypotheses. This is how learning occurs, not only across disciplines but in all kinds of creative endeavors through a continuing process of creation, revision, and re-creation. It is drawing to learn.

*Prentice Hall Chemistry*, 2000

**High School Chemistry Unlocked** The Princeton Review, 2016-11-29 UNLOCK THE SECRETS OF CHEMISTRY with THE PRINCETON REVIEW High School Chemistry Unlocked focuses on giving you a wide range of key lessons to help increase your understanding of chemistry. With this book, you'll move from foundational concepts to complicated real-world applications, building confidence as your skills improve. End-of-chapter drills will help test your comprehension of each facet of chemistry, from atoms to alpha radiation. Don't feel locked out. Everything You Need to Know About Chemistry. Complex concepts explained in straightforward ways. Walk-throughs of sample problems for all topics. Clear goals and self-assessments to help you pinpoint areas for further review. Guided examples of how to solve problems for common subjects. Practice Your Way to Excellence: 165 hands-on practice questions seeded throughout the chapters and online. Complete answer explanations to boost understanding. Bonus online questions similar to those you'll find on the AP Chemistry Exam and the SAT Chemistry Subject Test. High School Chemistry Unlocked covers: Building blocks of matter, Physical behavior of matter, Chemical bonding, Chemical reactions, Stoichiometry, Solutions, Acids and bases, Equilibrium.

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*Children's Books in Print* R R Bowker Publishing,Bowker,1999-12

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