

Naming Ionic Compounds

What are the structural units that make up ionic compounds and how are they named?

Why?

When working in chemistry, it is often convenient to write a chemical in symbols. For example we might write down the substance table salt as NaCl . In talking about chemistry however, it is a bit tacky to say "en-ay see-ell" when we want to refer to a substance. Also, in formal writing we should use the name of the compound rather than its symbols. Therefore we need to learn how to say the proper names of ionic substances.

Model 1 – Ion Charges for Selected Elements

1	H ⁺													
2	Li ⁺	Be ²⁺							N ³⁻	O ²⁻	F ⁻			
3	Na ⁺	Mg ²⁺	Transition elements				Al ³⁺		P ³⁻	S ²⁻	Cl ⁻			
4	K ⁺	Ca ²⁺	Fe ²⁺ Fe ³⁺	Ni ²⁺ Ni ³⁺	Cu ⁺ Cu ²⁺	Zn ²⁺						Br ⁻		
5	Rb ⁺	Sr ²⁺			Ag ¹⁺			Sn ²⁺ Sn ⁴⁺				I ⁻		
6		Ba ²⁺				Hg ₂ ²⁺ Hg ²⁺		Pb ²⁺ Pb ⁴⁺						
	Cations											Anions		

1. Based on the information in Model 1:

- a. Identify three elements that form only one cation. \leftarrow Positive Ion
 Na^+ , Sr^{2+} , Al^{3+} (Any box with one element works.)
- b. Identify three elements that form only one anion. \leftarrow Negative Ion
 P^{3-} , O^{2-} , Br^- (Any box with one element works.)
- c. Identify three elements that form more than one cation.
 Fe^{+2} and Fe^{+3} , Ni^{+2} and Ni^{+3} , Cu^{+1} and Cu^{+2}
- d. In what region of the periodic table are these "multiple ion" elements usually located?
Transition elements or "d" block

2. Consider the ions of potassium (K) and sulfur (S). Write chemical formulas for all possible ionic compounds involving these ions, using the simplest ratio(s) of potassium (K) and sulfur (S). Keep in mind that the sum of the charges in an ionic compound must equal zero.
- $2K^+$ and S^{2-} or K_2S
3. Consider the ions of iron (Fe) and sulfur (S). Write chemical formulas for all possible ionic compounds involving these ions, using the simplest ratio(s) of iron (Fe) and sulfur (S). Keep in mind that the sum of the charges in an ionic compound must equal zero.



Pogil Ionic Compounds

Georgios Tsaparis

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the author's name.

Pogil Ionic Compounds:

Process Oriented Guided Inquiry Learning (POGIL) Richard Samuel Moog, 2008 POGIL is a student centered group learning pedagogy based on current learning theory This volume describes POGIL s theoretical basis its implementations in diverse environments and evaluation of student outcomes

Making Chemistry Relevant Sharmistha Basu-Dutt, 2010-02-19 Unique new approaches for making chemistry accessible to diverse students Students interest and achievement in academics improve dramatically when they make connections between what they are learning and the potential uses of that knowledge i n the workplace and or in the world at large Making Chemistry Relevant presents a unique collection of strategies that have been used successfully in chemistry classrooms to create a learner sensitive environment that enhances academic achievement and social competence of students Rejecting rote memorization the book proposes a cognitive constructivist philosophy that casts the teacher as a facilitator helping students to construct solutions to problems Written by chemistry professors and research groups from a wide variety of colleges and universities the book offers a number of creative ways to make chemistry relevant to the student including Teaching science in the context of major life issues and STEM professions Relating chemistry to current events such as global warming pollution and terrorism Integrating science research into the undergraduate laboratory curriculum Enriching the learning experience for students with a variety of learning styles as well as accommodating the visually challenged students Using media hypermedia games and puzzles in the teaching of chemistry Both novice and experienced faculty alike will find valuable ideas ready to be applied and adapted to enhance the learning experience of all their students

Redefining Teacher Education and Teacher Preparation Programs in the Post-COVID-19 Era Bull, Prince Hycy, Patterson, Gerrelyn Chunn, 2021-12-17 Due to the COVID 19 pandemic teacher preparation programs modified their practices to fit the delivery modes of school districts while developing new ways to prepare candidates Governmental agencies established new guidelines to fit the drastic shift in education caused by the pandemic and P 12 school systems made accommodations to support teacher education candidates The pandemic disrupted all established systems and norms however many practices and strategies emerged in educator preparation programs that will have a lasting positive impact on P 20 education and teacher education practices Such practices include the reevaluation of schooling practices with shifts in engagement strategies instructional approaches technology utilization and supporting students and their families Redefining Teacher Education and Teacher Preparation Programs in the Post COVID 19 Era provides relevant innovative practices implemented across teacher education programs and P 20 settings including delivery models training procedures theoretical frameworks district policies and guidelines state national and international standards digital design and delivery of content and the latest empirical research findings on the state of teacher education preparation The book showcases best practices used to shape and redefine teacher education through the COVID 19 pandemic Covering topics such as online teaching practices simulated teaching experiences and

emotional learning this text is essential for preservice professionals paraprofessionals administrators P 12 faculty education preparation program designers principals superintendents researchers students and academicians

Problems and Problem Solving in Chemistry Education Georgios Tsaparlis, 2021 Problem solving is central to the teaching and learning of chemistry at secondary tertiary and post tertiary levels of education opening to students and professional chemists alike a whole new world for analysing data looking for patterns and making deductions As an important higher order thinking skill problem solving also constitutes a major research field in science education Relevant education research is an ongoing process with recent developments occurring not only in the area of quantitative computational problems but also in qualitative problem solving The following situations are considered some general others with a focus on specific areas of chemistry quantitative problems qualitative reasoning metacognition and resource activation deconstructing the problem solving process an overview of the working memory hypothesis reasoning with the electron pushing formalism scaffolding organic synthesis skills spectroscopy for structural characterization in organic chemistry enzyme kinetics problem solving in the academic chemistry laboratory chemistry problem solving in context team based active learning technology for molecular representations IR spectra simulation and computational quantum chemistry tools The book concludes with methodological and epistemological issues in problem solving research and other perspectives in problem solving in chemistry With a foreword by George Bodner

Russian Journal of Coordination Chemistry, 1998 *Russian Journal of Inorganic Chemistry*, 1997 **Doklady Akademii nauk**, 1996 General, Organic, and Biological Chemistry Michael P. Garoutte, 2014-02-24 Classroom activities to support a General Organic and Biological Chemistry text Students can follow a guided inquiry approach as they learn chemistry in the classroom General Organic and Biological Chemistry A Guided Inquiry serves as an accompaniment to a GOB Chemistry text It can suit the one or two semester course This supplemental text supports Process Oriented Guided Inquiry Learning POGIL which is a student focused group learning philosophy of instruction The materials offer ways to promote a student centered science classroom with activities The goal is for students to gain a greater understanding of chemistry through exploration

Introductory Chemistry Michael P. Garoutte, Ashley B. Mahoney, 2015-08-10 The ChemActivities found in Introductory Chemistry A Guided Inquiry use the classroom guided inquiry approach and provide an excellent accompaniment to any one semester Introductory text Designed to support Process Oriented Guided Inquiry Learning POGIL these materials provide a variety of ways to promote a student focused active classroom that range from cooperative learning to active student participation in a more traditional setting

Unveiling the Magic of Words: A Overview of "**Pogil Ionic Compounds**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their power to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Pogil Ionic Compounds**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

<https://letsgetcooking.org.uk/About/uploaded-files/fetch.php/Npte%20Review%20And%20Study%20Guide%202013.pdf>

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