

# Section 1 ■ Models of the Atom

## Schedule

Block Schedule: 1.5 sessions (■ denotes activities recommended for block schedule.)

Single Periods: 3 sessions

## Objectives

1. **Explain** how scientists discovered subatomic particles.
2. **Explain** how today's model of the atom developed.
3. **Describe** the structure of the nuclear atom.

### National Standards

UCP2, A1, B1, G3

## Motivate

- \_\_\_\_\_ Explore Activity, p. 509
- \_\_\_\_\_ Before You Read, p. 509 (Foldables, p. 13, **CRB**)
- \_\_\_\_\_ Section Focus Transparency 1, **TCR** (Transparency Master and Study Guide, p. 38, **CRB**)

## Teach

- |                                                      |                                                                                                         |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| _____ Content Background, pp. 508E–508F, <b>TWE</b>  | _____ MiniLAB: Modeling the Nuclear Atom, p. 517 (MiniLAB Worksheet, p. 3, <b>CRB</b> )                 |
| _____ Activity, pp. 511, 512, 518, <b>TWE</b>        | ■ _____ Activity: Making a Model of the Invisible, p. 520 (Activity Worksheet, pp. 5–6, <b>CRB</b> )    |
| _____ Make a Model, pp. 511, 515, <b>TWE</b>         | _____ Content Outline for Teaching, Section 1 (Note-taking Worksheet, pp. 27–28, <b>CRB</b> )           |
| _____ Discussion, p. 512, <b>TWE</b>                 | _____ Science Inquiry Lab, p. 47, <b>TCR</b>                                                            |
| _____ Science Journal, pp. 512, 515, 516, <b>TWE</b> | ■ _____ Teaching Transparency, <b>TCR</b> (Transparency Master and Study Guide, pp. 41–42, <b>CRB</b> ) |
| _____ Quick Demo, p. 513, <b>TWE</b>                 | _____ Laboratory Activity 1, pp. 9–10, <b>CRB</b>                                                       |
| _____ Identifying Misconceptions, p. 513, <b>TWE</b> | _____ Spanish Resources, Section 1, <b>CRB</b>                                                          |
| _____ Visual Learning, p. 514, <b>TWE</b>            |                                                                                                         |
| _____ Inclusion Strategies, pp. 514, 518, <b>TWE</b> |                                                                                                         |
| _____ Use Science Words, p. 516, <b>TWE</b>          |                                                                                                         |
| _____ Curriculum Connection, p. 517, <b>TWE</b>      |                                                                                                         |

## Assess

- \_\_\_\_\_ Section Assessment, p. 519
- \_\_\_\_\_ Skill Builder Activities, p. 519
- \_\_\_\_\_ Performance Assessment in the Science Classroom, pp. 89, 123, 161, 169, **TCR**

## Reteach/Reinforce

- \_\_\_\_\_ Directed Reading for Content Mastery, pp. 15, 16, **CRB**
- \_\_\_\_\_ Spanish Directed Reading for Content Mastery, pp. 19, 20, **CRB**
- \_\_\_\_\_ Reinforcement, p. 23, **CRB**
- \_\_\_\_\_ Reading and Writing Skill Activities, p. 33, **TCR**

## Enrich/Apply

- \_\_\_\_\_ Enrichment, p. 25, **CRB**
- \_\_\_\_\_ Cultural Diversity, pp. 55, 59, **TCR**

## Multimedia Options

- \_\_\_\_\_ Vocabulary Puzzlemaker Software, Ch. 17
- \_\_\_\_\_ Guided Reading Audio Program (English & Spanish), Ch. 17
- \_\_\_\_\_ Using the Internet in the Science Classroom, **TCR**
- \_\_\_\_\_ Science Web site: [science.glencoe.com](http://science.glencoe.com)