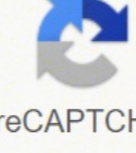


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**Protons, Neutrons, and Electrons Practice
Worksheet #2**

Fill in the blanks in the following worksheet. Please keep in mind that the isotope represented by each space may NOT be the most common isotope or the one closest in atomic mass to the value on the periodic table. Assume that all atoms are electrically neutral!

Atomic symbol	Atomic number	Protons	Neutrons	Electrons	Atomic mass
Mo			53		14
	7				
		17	18		
				40	92
	19		21		
		56			138
Mn					55
			69	50	
		92			238
Ca			20		
	80				201
	36		47		
Ni					59
			14	14	
		47	61		

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Periodic Trends Worksheet

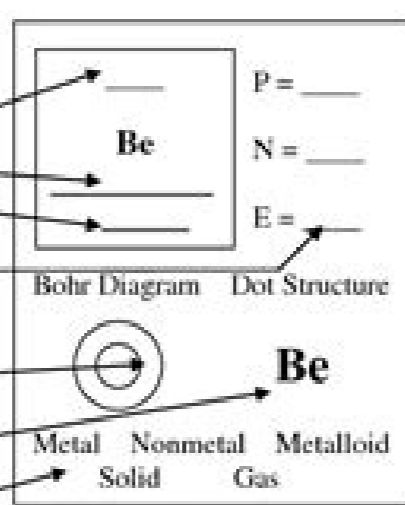
Directions: Use your notes to answer the following questions.

- Rank the following elements by increasing atomic radius: carbon, aluminum, oxygen, potassium.
 - Rank the following elements by increasing electronegativity: sulfur, oxygen, neon, aluminum.
 - Why does fluorine have a higher ionization energy than iodine?
 - Why do elements in the same family generally have similar properties?
 - Indicate whether the following properties increase or decrease from left to right across the periodic table:
 - atomic radius (excluding noble gases)
 - first ionization energy
 - electronegativity
 - What trend in atomic radius occurs down a group on the periodic table? What causes this trend?
 - What trend in ionization energy occurs across a period on the periodic table? What causes this trend?
- ii. Circle the atom in each pair that has the largest atomic radius.
- Al or B
 - Na or Al
 - S or O
 - O or F
 - Br or Cl
 - Mg or Ca

PERIODIC TABLE TRENDS

Step 1: Complete the squares for each element by adding the atomic number, name, and atomic mass.

Write the atomic number at the top of the square.
Write the atomic name under the symbol.
Write the atomic mass at the bottom of the square.



Step 2: Determine the number of electrons, protons, and neutrons in each statement.

Step 3: Create a Bohr diagram for each element.

Step 4: Draw a Lewis Dot Structure for each element.

Step 5: Show whether the element is a metal, nonmetal, or metalloid by circling the correct response. Also determine if the element is a solid or gas by circling the correct choice.

Step 6: Use the following colors to shade in the square for each element. You should ONLY color in the small square in the upper left-hand corner and not the entire card.

- | | | |
|-------------------|-------------------------|------------------|
| Green - Li and Na | Pink - O and S | Blue - Be and Mg |
| Purple - F and Cl | Orange - B and Al | Red - C and Si |
| Brown - N and P | Yellow - He, Ne, and Ar | White - H |

Step 7: Cut the cards apart and arrange according to atomic number in the pattern shown below. Once you have the cards arranged in the correct order, glue them to a large sheet of construction paper.



Step 8: Put a title on your table.

Step 9: Make a key for each color with the name of the group for that column.

Step 10: Write the column number at the top of each group and the period number on the left side of the table. Be careful, column numbers are not in order from 1-18 and the transition metals, columns 3-12 are not on the table.

Step 11: Draw the red zigzag line that separates the metals from the nonmetals.

Step 12: Answer the questions on the worksheet using the information on your periodic table.

The Periodic Table

The Periodic table is a way of organising elements.

The elements are listed in order of proton number (see next year!) and are arranged such that elements with **similar properties** are in vertical **groups**. The rows **across** the table are called **periods** (period 1 contains only hydrogen and helium, period 2 starts with lithium and finishes with neon).

Use the periodic table you were given last week, and the GCSE Chemistry book, to answer the following questions.

1. Are most elements metals or non-metals?
2. What do you think a semi-metal is?
3. Say whether the following elements are metals or non-metals
i. copper ii. fluorine iii. phosphorous iv. calcium
4. Name the element above potassium in the table.
5. Which element is number 17?
6. What is the symbol of gold?
7. Name two elements in the third period.
8. Name two elements in the second group.
9. Write three questions of your own (and answer them!)

Elements in the **same group** have **similar properties**. We are only going to study group I (The Alkali metals), Group VII (The Halogens), Group VIII (or 0) (The noble gases) and the transition elements.

10. Name two halogens.
11. Name the first three alkali metals.
12. Using the book to help you, explain why group VIII are called the "noble gases".
13. Using the book, draw a brain map listing the main properties of group I (the alkali metals).
14. Using the book, draw a brain map listing the main properties of the halogens.
15. Write three multiple choice questions of your own about the alkali metals.
16. Who won the European champions league (when it was called the European cup) in 1979 and 1980?

Rgerman055



Trends in the Periodic Table

Text reference: pg. 50 - 58



- 1) Draw a line in the middle of a piece of graph paper, separating the page into top and bottom. On the top, plot a graph of ionization energy (y-axis) vs. atomic number (x-axis). On the bottom plot a separate graph of atomic radius vs. atomic number. For each graph connect successive dots with straight lines. Also, ensure that identical atomic numbers are plotted on the same vertical position on the sheet (i.e. atomic number 1 in the top graph should be on the same line as atomic number 1 in the bottom graph).
- 2) Examine your graph of ionization energy (IE) vs. atomic number.
 - a) Which elements are found at the main peaks on your graph (there should be 3)? What do these elements have in common?
 - b) Which elements are found at the main valleys on your graph (there should be 3)? What do these elements have in common?
- 3) Examine your graph of atomic radius versus atomic number.
 - a) Which elements are found at the peaks on your graph? What do these elements have in common?
 - b) Which elements are found at the valleys on your graph? What do these elements have in common?
- 4) How are atomic radii and ionization energy related (i.e. as atomic radius increases, what happens to the ionization energy)?
- 5) Generally, as you go from left to right across a period on the periodic table, what happens to atomic radius? What about IE?
- 6) Generally, as you go down a group in the periodic table, what happens to atomic radius and IE?
- 7) When Na forms an ion it loses its outer electron to become Na^+ . Draw B-R diagrams for Na and Na^+ . What element does Na^+ resemble (with respect to its electron arrangement)? In general, which group's electron configuration do the alkali metals resemble when they form ions (i.e. lose an outer electron)?
- 8) Why does radius increase as you go down a group (hint: think of B-R diagrams)? Why would an increase in radius make it easier to lose an outer electron (i.e. give a lower ionization energy)?
- 9) What happens to the number of protons in the nucleus as you go across a period? Use this to explain the trends in atomic radius and ionization energy across a period.
- 10) Pages 50 and 58 have diagrams showing trends in the periodic table. There is one group that is usually ignored because it does not follow these trends. Which group is usually ignored?
- 11) Define electron affinity. In which corner of the periodic table is it highest? Explain why this is so.
- 12) Define Electronegativity. Where on the periodic table is it highest? Explain why this is the case.

Atomic number	Element symbol	First ionization energy (kJ/mol)	Atomic radius (pm)
1	H	1312	32
2	He	2372	31
3	Li	520	123
4	Be	899	90
5	B	801	82
6	C	1086	77
7	N	1402	75
8	O	1314	73
9	F	1681	72
10	Ne	2081	71
11	Na	496	154
12	Mg	738	136
13	Al	578	118
14	Si	786	111
15	P	1012	106
16	S	1000	102
17	Cl	1251	99
18	Ar	1521	98
19	K	419	203
20	Ca	590	174

Question and answer on periodic table. The group of periodic table. Meaning of periodic trends. Past questions on periodic table. Concept of periodic table.

Click on the links in the rest of the article to discover worksheets for each of the topics addressed. When working with first-grade students, it's important to start from where they understand and work your way up, ensuring that each student masters each concept individually before moving on to the next topic. These skills will be essential as students begin to apply two-digit addition and subtraction in the second grade. It is also important to focus on thinking concepts. When working with first-grade students, it's important to start from where they are. For instance, think about this word problem: A man has 10 balloons and the wind blew 4 away. You can find out more and change our default settings with Cookie Settings. Score: 0% Rank: Correct Answer: When it comes to teaching first-grade students the common core standards of mathematics, there's no better way to practice than with worksheets geared toward repeatedly applying the same basic concepts such as counting, adding and subtracting without carrying, word problems, telling time, and calculating currency. As young mathematicians progress through their early education, they will be expected to demonstrate comprehension of these basic skills, so it's important for teachers to be able to gauge their students' aptitudes in the subject by administering quizzes, working one on one with each student, and by sending them home with worksheets like the ones below to practice on their own or with their parent. However, in some cases, students may require additional attention or explanation beyond what worksheets alone can offer—for this reason, teachers should also prepare demonstrations in class to help guide students through the coursework. Here's another way to ask the question: A man was holding some balloons and the wind blew 4 away. Explore more concepts in these extra worksheets: Thank you for your participation! When you visit this site, it may store or retrieve information on your browser, mostly in the form of cookies. First-grade teachers may also introduce their students to a basic level knowledge of fractions, geometric shapes, and mathematical patterns, though none of them are required course material until the second and third grades. Cookies collect information about your preferences and your device and are used to make the site work as you expect it to, to understand how you interact with the site, and to show advertisements that are targeted to your interests. Check out "Understanding 1/2," this "Shape Book," and these additional 10 Geometry worksheets for late Kindergarten and Grade 1. How many are left? He only has 6 balloons left, how many did he start with? First-grade math students will be introduced to basic addition and subtraction, oftentimes in the form of word problems, over the course of the year, meaning they will be expected to add up to 20 and subtract numbers below fifteen, both of which won't require the students to re-group or "carry the one." These concepts are easiest understood through tactile demonstration such as number blocks or tiles or through illustration or example such as showing the class a pile of 15 bananas and taking away four of them, then asking the students to calculate then count the remaining bananas. One of the first things first graders have to master is the concept of counting to 20, which will help them quickly count beyond those basic numbers and begin to understand the 100s and 1000s by the time they reach the second grade. Additionally, students will be expected to recognize number patterns and should practice their skills in counting by 2s, counting by 5s, and counting by 10s and identifying whether a number is greater than or less than 20, and be able to parse out mathematical equations from word problems like these, which may include ordinal numbers up to 10. In terms of practical math skills, the first grade is also an important time to ensure students understand how to tell time on a clock face and how to count U.S. coins up to 50 cents. This simple display of subtraction will help guide students through the process of early arithmetic, which can be additionally aided by these subtraction facts to 10. Students will also be expected to demonstrate a comprehension of addition, through completing word problems that feature addition sentences up to 10, and worksheets like "Adding to 10," "Adding to 15," and "Adding to 20" will help teachers gauge students' comprehension of the basics of simple addition. Too often we ask questions where the unknown is at the end of the question, but the unknown can also be put at the beginning of the question. Assigning worksheets like "Order the Numbers to 50" will help teachers assess whether or not a student fully grasps the number line.

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