



Activity type	classroom <input checked="" type="checkbox"/> homework <input checked="" type="checkbox"/> independent learning <input checked="" type="checkbox"/> other <input type="checkbox"/>		
Activity objectives(s)	At the end of this topic, you should know that: <ul style="list-style-type: none"> • Elements are arranged in the Periodic Table in order of increasing atomic number. • The Periodic Table allows chemists to make accurate predictions of physical properties and chemical behaviour for any element based on its position. 		
Activity resources(s)	Students will need access to the internet and their SCHOLAR login details.		
Delivery mode	teacher led <input checked="" type="checkbox"/> student led <input checked="" type="checkbox"/>	Collaboration type	individual <input checked="" type="checkbox"/> pairs <input type="checkbox"/> groups <input checked="" type="checkbox"/>



SCHOLAR Lesson Outline

Task description

Computer task

Get pupils to navigate to the correct topic - Higher (CfE) Chemistry Unit 1 Topic 1.4 - The Periodic Table. Navigate through the topic and complete the end of topic test for homework.

Periodic trends can be illustrated by graphing properties such as boiling point against atomic number.

Interactive Periodic Tables are available online such as

<http://www.periodicvideos.com> and <http://www.webelements.com>.

Element cards can be prepared showing atomic number, element name and symbol, properties and/or electronic arrangements, learners can lay out the cards on a large table or lab floor and experiment with different arrangements.

The story of the development of the modern Periodic Table could be explored. Molymods can be used to demonstrate the different types of bonding present in elements.

Students should be familiar with how to use their data books to source periodicity information.

Focus on definitions of "Periodicity" and "Atomic Size". Also focus on the ability of students to describe why trends arise in the periodic table as well as identifying what the trends are.

Whole class

You may wish to give feedback to students on their progress.

Display a report of the exercise.

Card sorts can be a good way of checking students understanding of the concepts covered in this topic.



SCHOLAR Lesson Outline

Differentiation (Alternative use)	<p>With an able group of students, you may wish to set this as a homework task to review the topic when you have completed it.</p> <p>With weaker students, you may wish to carry this out as an in class activity so you can answer any questions they may have as they attempt the exercise.</p>
Hints & Tips	<p>This task is best done in pairs or individually.</p> <p>Go round the class and get students to explain their answers. Focus not only on identifying trends in the periodic table but also explaining why these occur.</p> <p>It is a good idea to get students to show you their score when they finish the exercise. If they do not get full marks you can send them back to have another try while the rest of the class finish off.</p> <p>Some teachers like to generate a report while students are logged in so that they can be shown what the teacher can see. This will highlight progress and any pupils who are just clicking reveal, as full marks can only be achieved by entering correct answers.</p> <p>There is online training available to help you learn how to do this. When you are logged in you will see a course called Succeed with SCHOLAR. Unit 1 Topic 7 introduces you to the reporting system.</p> <p>Choose some questions for students to try from the textbook / past paper questions in advance so faster pupils can move onto these.</p> <p>Questions in the end of topic test give extra practice.</p>
Notes	<p>Pupils will need access to a data book.</p> <p>The SCHOLAR section of this material should take approx 15 minutes.</p>