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Polymers and monomers worksheet

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Each poster has a number, a few words, a coin representation, a base 10 representation (10 bars and 1 block), and an aggregate mark expression. For numbers, 30, 40, 50, 60, 70, 80, 90, 100, boPage 3 This is a PowerPoint presentation on material exploration. Polymers and monomers, plastics, composite materials, synthetic polymers, alloys, and steel, ceramics, glass, fiber optics, nuclear reactions, radioactivity, alpha, beta particles, gamma radiation, half-life, radioactive datsu page 47th, 8th, 9th place, 10th, 11th, 12th, Higher Education, Adult Education, Home School Page 5 Biochemistry of this Biomolecule Set is designed to help ELL/ESL/ESOL students learn English. Monomer, polymer, dehydration synthesis, hydrolysis, nonpolar, polarity, hydrophilic, hydrophobic, carbohydrate, glucose, lipid, fatty acid, pPage 67th, 8th, 9th, 10th, 11th, 12th, higher education, adult education, Homeschool7 This 14-page packet contains cover, answer key, 68 questions, answer key, 68 questions. The concepts evaluated are what biology is, life, atoms, electrons/protons/neutrons, substances, monomatters, enzymes, cells (enucronous, protonuclearyotes), and Page 8Crosswords is a great way to enhance terms and vocabulary related to your research unit. 含まれる用語: ヌクレオチド, 親水性, アミノ酸, ATP, 酵素, 脂質, 化学反応, リン脂質, 核酸、溶液、水素結合、タンパク質、触媒、グルコース、反応物、カルボヒドラページ94位、第5回、6位、7位、8位、9位、10位、11位、12位、高等教育、ホームスクール107th、8th、9th、高等教育、ホームページ10位、11位、12位、高等教育、ホームページ11位、第14回、第54回、第54回、第54回 7日、8日、9日、10日、11日、12日、高等教育、成人教育、ホームスクール、スタッフページ126位、7位、8位、9位、10位、11位、12日、ホームスクールページ136位、7位、8位、9位、 11日、12日、ホームスクールページ145th、6位、7日、8日、9日、10日 On the 11th and 12th, Higher Education, Adult Education, Home School Page 15 Karen A. Betler introduces students to monomers and polymers, explaining that one is made up of the other. Links between molecules are called bonds, some molecules are straight, and others can be curved, folded, or bundled. The simplest molecule is methane (CH 2). Methane binds to itself and other molecules and is the monomer basis of hundreds of polymers. Drawing Carbon Atoms on Boards for Students (6The nucleus contains two electrons in one shell and four electrons in the second shell. Because carbon has four binding sites, it is trying to attract other atoms. Explain to students that molecules like to feel perfect and that all sites are attached to others. The binding site is where the binding between molecules is formed. Add four hydrogen atoms to carbon and explain how hydrogen has one electron with the outermost shell. Explain to the students that this is a monomer and that linking more monomers forms polymers. Students should be ready to explore monomers and polymers on their own through virtual field trips. Objective Identify the chemical components of monomers, polymers, polymers Connect monomers and polymers to those used in everyday life Reason about similar components of all things; The result of a field trip is a page of notes where students can join a group and make posters about monomers and polymers. Teachers may want to print sheets for students to fill out. Answers can be found in Appendix B. Extension: Teachers can visit the polymer-playing website at and help students find quick and fun activities to support this lesson. Exercise 1.2 Review of Polymers by Student Worksheet Print Pre/Post Test, Polymer Monomer Work Page, and Student Life Tree to Polymer Tree Worksheet. Http://www.concord.org/-btinker/workbench_web/unitIV_revised/act1.htm There is a good visualization of monomer progression and connection to biological polymers. Extended: Visit for polymer games and recipes for making polymers in the classroom. Alternatively, you can use the study stack at to find a series of printable puzzles and games to help students memorize facts about large molecules. Lesson Plan 2 In the identification of polymers in foods using chemical reagents, six foods are tested for the presence of glucose and starch. Before these activities, to introduce a polymer. I ordered a reagent kit for around 30 dollars from . This kit contains about 10 tests of glucose, starch, protein and vitamin C and everything you need to do some additional items. The basic reagents are a solution of sugar benedict, starch iodine, and a billet reagent for proteins. I will buy Sudan IV for lipids in addition. The direction of these tests is easy and easy to find.or in any good biology book. Here are the basic steps of a quick polymer lab: When the lesson begins, it will make students remember that monomers are small molecules that are linked to make polymers. Ask a question like: What is a monomer? (Molecules made from smaller, simpler molecules.) What is a polymer? (Repeating, linked units.) Displays monomers that turn into polymers on the board. Tell students that this is a very important concept if they learn to classify biology in this way. Print worksheet 1 and distribute it to all students. Ask the volunteers to read the definition. When each definition is loaded, draw an example and draw the structure on the board. Have students copy the structure to the handout. Purpose Identify carbohydrates, lipids, and proteins in foods. To understand the hydrophobic nature of lipids that determine the type of carbohydrates in food. Discover the diversity that exists in proteins. Explaining the Effects of Molecular Heating - Desensitable Protein (Enzyme) Lab Activity 2.1 Carbohydrate Testing (Student Worksheet in Appendix B) Ask students, What is another name for carbohydrates? Assign a definition to each student from the handout and ask them to come up with as many examples as possible for each type of molecule. List them on the board and discuss how each example fits into the category. Ask students how they set an example. Prepare a test solution: Give students 1/4 teaspoon of tomatoes, lettuce, cheese, turkey and sandwich wrap with mortar and pests. It instructs you to clean the mortar and pests well and crush one of the foods until it becomes a paste. Ask students to add a teaspoon of water to a small glass and stir well. Clean the mortar and pests and have them crush the next item until all six are placed in the cup. (Alternatively, a group of students can make different items and report the results to the class.) These liquids are the test materials for all test reagents. Testing of glucose materials; 6 test tubes labeled with the name of each of the given foods. 2. Add a solution of Benedict to each of the six labeled test tubes 3. Each food solution was added 15 drops to the corresponding labeled test tube and stirred. 4. Create a chart to record the two results of each food. Start color, end color. 5. After adding 15 drops 6, record the starting color of the six test tubes. Place the beeker on the sauce pan, add water to a level equal to the inside and outside of the beeker, and set it on the burner to bring to a boil. 7. When the large foam is raised, lower the burner and place all six test tubes on the bee car 8. After 3 minutes, turn off the burner, remove the pot from the heat, and use the test tube clamp to remove the test tube back to chu black from the beeker. 9. Allow the solution to cool for 5 minutes and allow the spiral to mix and record colors.10. Compare the results to the class matte. Green, yellow, orange or red indicate the presence of glucose. Dark red shows more sugar, and other lab activities 2.2 protein and lipid testing assign each student a definition and ask them to come up with as many examples as possible for each type of molecule. List them on the board and discuss how each example fits into the category. Ask students how they set an example. Other procedures and reagents can be considered for alternative labs on these sites; You can find solutions for Test%20foods%20for%20glucose.pdf Benedict: and proteins Identify the quality;instructions and material ideas can be found here: and and where is the ?billet solution? 6 test tubes labeled with the name of each of the given foods. 2. Add 15 drops of each of the six labeled test tubes. Add 3 drops of biuret to the corresponding labeled test tube and stir. 4. Create a chart to record the two results of each food. Start color, end color. 5. After adding 15 drops 6, record the starting color of the six test tubes. Record end color after stirring. Looking for fat;lipid test material: Sudan IV, brown paper bag, test sample solution, oil, water 1. 6 test tubes labeled with the name of each of the given foods. 2. Add 15 drops of each of the six labeled test tubes. Add 3 drops of Sudan IV food solution to the corresponding labeled test tube and stir. 4. Create a chart to record the two results of each food. Start color, end color. 5. After adding 15 drops 6, record the starting color of the six test tubes. Record end color after stirring. 7. With wax pencil, draw a circle the size of a quarter of each solution in a brown paper bag. Add one circle to the water and one to the oil. 8. Put 1 drop of each solution in a labeled wax circle, add 1 drop of oil to the oil circle, add water to a circle of water and dry 9. Record the appearance of the circle compared to oil and water. Lab Activity 2.3 - Using a micro-centrifugation machine with spin test (Worksheet Appendix B) reagent for milk, students develop procedures for finding polymers in milk. This activity has students comparing the levels of fat, water and protein in three types of milk. Students write steps to measure the layers and determine the polymer for each layer. Objective Writing procedures for laboratory experiments using known reagents Centrifugation and separation of isolated liquids Centrifugation Explore one layer Centrifugation Determine polymers during milk expansion: students can read and answer questions atReview this lesson on courses/biol115/Wyatt/Biochem/macromolecules.htm. Lesson Plan 3 - Building Polymers In this lesson, students use food to form the structure of polymers. The first activity is for teachers to model each monomer by cutting colored marshmallows or gum drops and toothpicks in half. In the second activity, students use slices of vegetables to create models from drawings. Common vegetables represent elements found in polymers, and spaghetti is used to represent bonds between molecules. Students recognize how to assemble polymers and discover how smaller molecules are repeated to form polymers. Purpose Name the four types of polymers. Identify formulas for water, carbohydrates, lipids and proteins Monomer and Polymer Lab Activity 3.1 - Identify the terms of monomer and polymer lab activities - build polymers from monomer mini marshmallows of 4 colors or gum drops (4 colors), toothpick teacher model monomers & polymers, student copy model lab activities 3.2 - Vegetable polymers In this activity, students use vegetable slices to form the physical structure of macromolecules. Common vegetables represent the elements found in polymers. Spaghetti is used to represent bonds between molecules. Students recognize how to assemble polymers and discover how smaller molecules are repeated to form polymers. Format and print worksheet 3 for each student. Ingredients: vegetable slices; carrots (larger ones are easier to slice), zucchini, cucumbers, radishes, toothpicks, spaghetti (unco cooked), paper plates and cutting boards, napkins, plastic knives, dividers (optional). 1. Draw the structure of four simple polymers (Virtual Chembook - Teacher Resource 11) 2. Draw a key on the board. Hydrogen - carrot carbon - Zucchini oxygen - Cucumber nitrogen - radish (or pulse nip, yellow squash, young and thin, green bananas, those sliced into circles can be used instead of the above) 3. Equation: water-H2O carbohydrate -C6 H12O6 (glucose) protein -NH2-CH2-COOH (glycine) lipid -CH3 (CH2) 10CO2H (lauric acid) 4. Have the vegetables sliced in thin slices, less than 1 cm. 5. Ask students to use vegetables to make their own molecules on a plate. 6. Before inserting a portion of spaghetti to form a bond between atoms, ask students to use toothpicks to stick a hole in the molecule into a slice of vegetables. 7. Students can eat each molecule after the teacher has confirmed its accuracy. 8. Expansion can measure the angle of binding using a divider - the teacher may even give a prize for the molecule closest to the actual one. 9. If possible, show students other carbohydrates, proteins, and lipids using the virtual chembook or natural products at . Lesson Plan 4 Wrap It Up!Explain how each polymer contributes to cells Identify questions that can be answered through scientific research Use appropriate tools and techniques to observe and collect data lab activity 4.1 1. Flour tortillas make you wrap students 2. Cut the wrap into slices and give each student a piece to experiment with. 3. Expand the wrap and have its contents explained from the viewpoint of polymers (see Worksheet 3 in Appendix B) 4. Proposed fillings; lettuce (water), tomatoes (carbohydrates, water), cheese (lipids, proteins) - turkey (proteins, lipids) and mayonnaise (proteins, lipids). 5. After students complete the worksheet (and if you can afford it), this is a big lead in nutrition eating as they make their own laps to eat! Give feedback endnotes 1 Solomon, Eldora P. Berg, Linda R. Martin and Diana W (2005). Biology. Belmont, CA Brooks/Cole Thomson Learning 7th 2-5 2 Britannica Encyclopedia, www.britannica.com/EBchecked/topic/194436/ethylene 3Dubkowski, Greg. UMass-Amherst Polymer Science & Engineering Outreach www.pse.umass.edu/outreach/outreach%20presentation.html 4 Polymers and Monomer Web Pages monomers.html#Part2 5 Calpi, Anthony. Vision Learning, Organic Chemistry 6 Royche, William. reusch/VirtualText/biomol.htm 7 Polymer and Monomer web pages monomers.html#Part2 9 Macrogalelia 10 Campbell, N.A. & Reese.J. (2004). Biology, New York. Pearson Benjamin Cummings 7 th ed. p. 63 11 Campbell, N.A. & Reese.J. 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