Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Monday’s Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour\_\_\_\_\_\_\_

 You **MUST** **copy** the **question if given on the board** and answer it using complete sentences.

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| **Monday MADNESS!!!!**Create a graph using the data below. Seal Count at Seal Point

|  |  |
| --- | --- |
| Year | Number of Seals Seen |
| 2008 | 25 |
| 2009 | 40 |
| 2010 | 35 |
| 2011 | 30 |
| 2012 | 35 |
| 2013 | 45 |
| 2014 | 50 |

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 | **”Chart”ering New Territory Tuesday** **(Charts and Graphs)**The bar graph below does not have a title and other Important information is missing.  Macintosh HD:Users:sdzubak:Desktop:Screen Shot 2015-01-04 at 6.34.19 PM.pngUse your imagination and knowledge of bar graphs to help make sense of this example. You need to think of a suitable title that explains what the bar graph is about. You will also need to label the x and y axis and add a key to show what each of the colored bars means. **Write your title and labels on the bar graph above. Be sure to include your key too!** |
|  **Teacher’s Choice** **“Throwback Thursday”** **Directions:** Put the steps in the correct order to find the volume of an irregular-shaped solid: \_\_\_\_\_Subtract the final volume minus the initial volume. \_\_\_\_\_Pour 50mL of water in a graduated cylinder. This is your initial volume. \_\_\_\_\_Write your volume in cubic centimeters.\_\_\_\_\_Hold the graduated cylinder on an angle & drop the object in.\_\_\_\_\_Read the meniscus. This is your final volume. | http://blog.entrepreneurthearts.com/etablog/wp-content/uploads/2011/09/vocabulary.gif**Flocabulary Friday**   For each of the examples below:* List the number **and** names of the atoms in the molecules
* Create a model of that molecule.

1. Na2SO3  2. NH4Br |

WEDNESDAY WILD WRITING EXPLORATION (on back)

WEDNESDAY WILD WRITING EXPLORATION!

**Directions:** Answer the following question. Be sure to use the rubric provided to check your writing after you have answered the question.

|  |  |
| --- | --- |
|  | I have read over my response now that I have finished writing it.  |
|  | I restated the statement/question in my response **(HIGHLIGHT IN GREEN)** |
|  | I provided supporting details **(HIGHLIGHT IN YELLOW)** |
|  | My concluding sentence brings all of the ideas together **(HIGHLIGHT IN PINK)** |
|  | I have *at least 3 sentences minimum* in my response.  |
|  | I used proper punctuation and capital letters where needed |
|  | I wrote so neat, others can read it |
|  | My response makes sense and is accurate/relevant.  |

Question: The following examples are pairs of compounds. **One example** contains the **same number of atoms, but different kinds of atoms**? Which examples is it? How do you know? Explain your reasoning.

Example 1: CO2 and CO

Example 2: CO2 and CaCl2

Example 3: C4H10 and C5H12

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