***Lesson Plans for the Week of: 2/13/17 Teacher: Hough Course: Chemistry Period: 9***

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| Elements of  a Lesson | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Objective/  Focus/  Essential  Question | CH.1a,b,i,j,g; 3b,e; 4a  --types of chemical reactions  relate the reactant/product ratio to the concept of balanced chemical reactions | CH.3b,e  practice Balancing Chemical Reactions | CH.3b  Balance chemical reactions | CH.3b  Balance chemical reactions, given a reaction in word format | CH.2i;3a-d  review the following topics for test: balancing chemical equations; and identifying the category of the chemical equation; word to chemical equation periodic table trends and definitions of the phenomena which show these trends |
| Lesson/Act.  Type of Presentation | Whole group:   1. Go over types of chemical reactions 2. Relate to the nail experiment   Fe + CuCl2 → Cu + FeCl2  Individual:   1. If time permits, students will complete analysis and conclusion sections of lab. | Turn in lab  Whole group:  a) Demonstrate single replacement reaction  b) Apply particle diagram to their demonstration’s chemical equation; remind students of Law of Conservation of Mass; demonstrate balancing chemical reaction  Small groups  c) Have students balance some chemical reactions using large whiteboards  d) Go over answers to first few questions (up to #5) | Small groups:  Continue Practicing balancing chemical equations on front of worksheets (Independent practice)  Whole group:  Go over work  Assign homework | Whole group:  Model how to convert word description of a reaction to a chemical equation, and then balance it; note diatomic substances and remind students that “burning” means that something is reacting with oxygen; do 2 problems  Individual:  Students practice remaining problems on worksheet  Whole group:  Go over work | Go over previous day’s exit pass about words to chemical equation  Individual:  Students will answer practice questions about the skills on the test: balancing chemical equations; and identifying the category of the chemical equation  Whole group:  Go over answers, with explanations |
| Evaluation | 1. correct answers on lab worksheet 2. correct particle diagrams | HW: assign a few balancing chemical equations from the same worksheet (#6-7) for completion | Student work | Student work and exit pass | Teacher observation of student written responses to practice questions and student verbal questions |
| Extension/  Homework | Tomorrow’s work on balancing chemical reaction will be a direct continuation from today’s whiteboard exercise | Extension: continue balancing chemical reaction concept | ws1, side 1, due Thursday (balancing chemical equations)  Tomorrow will continue with the same skill, but will add on converting word formulas to balanced chemical formulas |  | Homework: study for test |

MATERIALS:

Monday: Nail Lab worksheet; coffee filters; poker chips

Tuesday: whiteboards; markers; poker chips; aluminum/CuCl2 demonstration materials: 2 beakers, stirring rod, thermometer, distilled water; “Rearranging atoms” worksheet from Modeling Curriculum

Wednesday: “Rearranging atoms” worksheet from Modeling Curriculum; Poker chips for modeling balanced chemical equations; modeling ws1, side 1; whiteboards; markers

Thurday: Modeling ws 1, side 2; exit pass

Friday: Review guide; material for band class