***Lesson Plans for the Week of: 2/20/17 Teacher: Hough Course: Chemistry Period: 9***

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| Elements of  a Lesson | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Objective/  Focus/  Essential  Question | CH.5b,d,e,f  --Intermolecular forces: types, what causes them, and compare strengths | 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 | CH.2i;3a-d;5b,d-f  Test | CH.4a,b  correctly use BCA (before-change-after) diagrams to solve mole-mole stoichiometry problems | CH.4a,b  correctly use BCA (before-change-after) diagrams to solve mole-mole stoichiometry problems |
| Lesson/Act.  Type of Presentation | Whole group:  Bellwork: words to chemical formula, then balance  Potassium metal burn in air to form potassium oxide  Key words for bellwork skill: combusts/burns; reacts; reacts in air; oxidizes; decomposes  Review work from band trip about intermolecular forces and their effect on boiling, melting points  Short naming practice | 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 | a) Test about parts of chemical equations, balancing chemical reactions, categorizing chemical reactions, recognizing periodic table trends (and defining the terms which align with this), intermolecular forces, and naming/writing formulas for compounds  b) Students will practice g ↔ mole conversions to review before next unit (it’s a prerequisite skill) by answering textbook p. 318#16-17 and 319 p. #18-19 in notes (and showing work completely)  c) Reading assignment? | Whole group:  Go over conversion homework  Model mole-mole stoichiometry with simple integer numbers of moles  --Use overhead stoichiometry mole- mole worksheet to model BCA with non- integer values  If time permits, students will practice simple stoichiometry problems: #3 of Overhead Worksheet | Whole group:  Know p. 348 chart, all symbols (define catalyst)  Model mole-mole stoichiometry with simple integer numbers of moles  --Use overhead stoichiometry mole- mole worksheet to model BCA with non- integer values (#2,3 on Overhead worksheet)  Individual:  --Guided practice 2 BCA problems (ws 1); Be sure to scaffold #1,2 of ws1 so that students see that it doesn’t matter if amount of reactant or amount of product is the given value  If time permits, students will practice simple stoichiometry problems |
| Evaluation |  | Teacher observation of student written responses to practice questions and student verbal questions |  |  | Student work |
| Extension/  Homework |  | Homework: study for test |  | Consider assigning Stoichiometry reading worksheet as homework | p. 391#11b; 12a,b  Tuesday’s work will be an extension of this: students will perform the same process, but with g ↔ mole conversions |

MATERIALS:

Monday: review guide, naming/formula practice

Tuesday:

Wednesday:

Thursday: ws1 about BCA

Friday: