***Lesson Plans for the Week of: 1/30/17 Teacher: Hough Course: Chemistry Period: 9***

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| Elements of  a Lesson | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Objective/  Focus/  Essential  Question | SNOW DAY—MOVED TO TUESDAY  CH.2f;3a,c,d;6a,b  Quiz on molecular compounds and basic organic compounds; naming and formulas of both ionic and molecular compounds  --define atomic radius, ionization energy, and electronegativity, and understand those concepts  --explain the trends that these phenomena follow on the periodic table | MOVED TO WEDNESDAY  CH.2f,i  Understand the following topics about the periodic table:  --trend for atomic radius, ionization energy, and electronegativity, and understand those concepts  --identify the contributions of Millikan, Planck, Rutherford, and Bohr to the field of chemistry | MOVED TO NEXT WEEK  CH.2f,i;3a,c,d;4a;6a,b  Review for test | MOVED TO NEXT WEEK—UTILIZED FRIDAY’S LESSON PLAN FOR TODAY’S CLASS  CH.2i;2f,g;3a,c,d;4a;6a,b  Test | BLACK TYPE LESSON DONE ON THURSDAY 2/2/17; TODAY’S LESSON—CH.3A,C,D PRACTICE WRITING NAMES AND FORMULAS FOR IONIC AND COVALENT COMPOUNDS  CH.3b,e  Introduction to chemical changes and chemical reactions  1 to all district band |
| Lesson/Act.  Type of Presentation | Individual:  Quiz  Students will look up definitions of: atomic radius, ionization energy, and electronegativity  Whole group:  Clarify meanings of the terms above  Explain the trends | Whole group:  Define ionization energy, electronegativity, and electron shielding; and explain the periodic table trends for those three topics and atomic radius  Examples from the periodic table will be given to help illustrate the trends  Whole Group  Notes about scientists:  Millikan (an American!), Planck, Rutherford, and Bohr; explain the experiments for Millikan and Rutherford | Review for test | Test  Students will read p. 346-350 and recognize the following terms:  Reactant, product, chemical equation, coefficients, and Table 11.1 on p. 348 | Particle diagrams to show the difference between a physical and a chemical change  Chemical changes are chemical reactions |
| Evaluation |  | Whole group formative assessment questions |  |  |  |
| Extension/  Homework |  |  |  |  | Lab on Monday |

MATERIALS:

Monday: Teacher-made quiz

Tuesday: teacher-made mini-periodic tables for marking trends

Wednesday: teacher-made review guide

Thursday: teacher-made test; textbook

Friday: Teacher-made notes