***Lesson Plans for the Week of: 11/28/16 Teacher: Hough Course: Chemistry Period: 9***

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| Elements of  a Lesson | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Objective/  Focus/  Essential  Question | CH.4a  Review g↔mol and particle↔mol conversions  --Identify the correct number of atoms in a molecule of a substance, given the chemical formula | CH.3c  Convert empirical formulas to molecular formulas | CH.3c  --Recognize the Law of Multiple Proportions | CH.2a;3c;4a  Test review | CH.2a,d;3c; 4a  --Conversion test  --identify specific portions of the periodic table |
| Lesson/Act.  Type of Presentation | Individual:  Bellwork: a) Convert 3.6 mol Li2O to grams ; b) convert 4.6 x 10^23 molecules BF3 to moles  Whole group:  Go over answers to belwork; reasons  Practice counting numbers of atoms in a formula, as needed  Individual:  Students start worksheet where they determine whether they need to use Avogadro’s number or the molar mass to make the conversion  Go over  Students practice mixed conversions, g↔mol and particle↔mol | Whole group:  Review types of formulas from before break  Model how to convert from empirical formula to molecular formula  Individual:  Practice converting empirical formula to molecular formula  Differentiation: copy of notes to visually handicapped students | Whole group:  Define the law of multiple Proportions and give examples: textbook p. 290 for example  Review previous types of conversions as necessary | Individual:  Students will practice mixed conversion problems in order to ensure that the convert properly, using the correct conversion factors at the correct time; additional MC questions about categories of matter  Whole group:  Go over results | Individual:  Test  After test:  Use textbook to label the following regions of the periodic table: alkali group; alkaline earth metals group; halogens, noble gases, transition metals |
| Evaluation | Student questions, results | Student accuracy in practice | Exit pass: identify definition, example of law of multiple proportions; convert from empirical formula to molecular formula | Teacher observation and results of student work |  |
| Extension/  Homework | Mixed conversion work, for accuracy (teacher-made worksheet) |  | Practice converting between empirical formula and molecular formula |  |  |

MATERIALS:

Monday: teacher-made worksheet for mixed conversion practice

Tuesday: Student practice: p. 339 #76-79: p. 333#41-42

Wednesday: Exit pass

Thursday: teacher-made worksheet

Friday: teacher-made test