***Lesson Plans for the Week of: 11/7/16 Teacher: Hough Course: Chemistry Period: 9***

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| Elements of  a Lesson | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Objective/  Focus/  Essential  Question | CH.2h;3c  --Differentiate between a compound, a mixture, and an element  --understand that the properties of a compound are usually different than the properties of that compound’s component elements  --differentiate between the following:  a) formula and symbol  b) atom and molecule | CH.2h,i  Identify the contributions of Democritus and Dalton to atomic theory  Differentiate between chemical and physical properties | CH.5d  What is the difference between boiling and electrolysis bubbles? [Students will understand the difference between a chemical change and a physical change.] | CH.1a,b;2a,d,e,h,i  Review for test | CH.1a,b;2h,i  Test |
| Lesson/Act.  Type of Presentation | Whole group:  Review from last week: Fill in organizer to include mixtures and pure substances, plus elements  Add that elements cannot be separated by either physical or chemical means  Define chemical properties and list examples  Tie this back to Friday’s electrolysis of water  So where does water fit in?  Show Ring of Truth sulfur and iron video  Define compound, formula and molecule; review (from 8th grade) how to count the number of particles in a molecule by looking at the formula  In organizer, add compound under pure substance | Whole group:  Our idea of the atom came from Democritus and Dalton  Model how to draw a particle diagram for water, emphasizing the grouping; contrast with element and mixture, referring back to the Ring of Truth video from Friday  Guided Practice differentiating between types of particle diagrams  Independent practice doing the same  Review vocabulary | Whole group:  Use particle diagrams to model the difference between the bubbles in boiling and electrolysis  Vocabulary description:  Difference between physical change (boiling) and chemical change (water to hydrogen and oxygen) | Individual:  Students will review by categorizing terms as belonging to elements, mixtures, or compounds  Go over results as a group | Individual:  1) Test  2) 7) Label model—see supplementary materials for model |
| Evaluation | End questions: 1) Given 2 properties, identify each as chemical or physical; 2) Given a formula, identify it as a symbol or a formula and tell how many of each element is in its molecule |  | Exit pass: Given 2 particle diagrams documenting a change, list each one as a physical change or a chemical change |  |  |
| Extension/  Homework |  |  |  |  |  |

MATERIALS:

Monday: teacher-made organizer

Tuesday: vocabulary worksheet: teacher made worksheet 1

Wenesday: exit pass; review sheet

Thursday: worksheet

Friday: Test