***Lesson Plans for the Week of: 12/5/16 Teacher: Hough Course: Physical Science Period: 1,2,7/8***

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| Elements of  a Lesson | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Objective/  Focus/  Essential  Question | PS.2b;3b;4c  --Review for test | PS.2b;3b;4c  Test about matter, atoms, and compounds | PS.5a,b  differentiate between physical and chemical changes | PS.5b  Identify chemical reaction vocabulary | PS.1a,b,d,j,k,;4c; 5b  --perform a lab activity to reinforce the concepts from the previous day  --count atoms in a binary chemical formula |
| Lesson/Act.  Type of Presentation | Individual:  Students will answer practice questions about test topics  Whole group:  Review main concepts about ions and compounds, spiraling information about protons, neutrons, and quarks | Individual:  Teacher-made Test | Whole Group:  Bellwork: When water boils, does the water change into a new substance?  Discuss  Demonstrate cutting paper—paper does not change into new substance  Notes  Define physical change; use particle diagram to show that melting and other phase changes are physical changes; list some examples of physical changes  Demonstration of chemical reaction: aluminum foil and copper(II) reaction or calcium chloride precipitate reaction (instead of elephant toothpaste)  Discuss the difference between the changes  Define chemical change (chemical reaction pretty much means the same thing); give examples  Practice differentiating between examples of physical and chemical changes as a group  Focus: state changes are physical changes  Individual:  Practice differentiating between examples of physical and chemical changes for classwork | Whole group:  Bellwork: ID example as physical or chemical change  Define chemical reaction, reactant, product, chemical equation; use example of chemical equation for illustration  Individual--  Classwork application: Students identify the four parts of a chemical equation  AND  ID a situation as exothermic or endothermic based on how the temperature changes | Whole group:  Bellwork: Identify reactant in a chemical equation  Teacher explains activity  Small Groups:  Groups of students will observe the reaction of vinegar and baking soda, and then conclude whether a reaction occurred, and if so, an exothermic or an endothermic reaction  Answer questions about experiment  After experiment, ask students to identify the reactants in their reaction  Differentiation: teacher arranges groups of students so that lower level students are grouped with higher level students |
| Evaluation | Student work |  | Accuracy of classwork; Exit pass | Accuracy of classwork | teacher observation and student answers on worksheet |
| Extension/  Homework |  |  |  |  | No homework |

MATERIALS:

Monday: Teacher-made notes and classwork; copies of periodic table

Tuesday: Web sites: www.explorelearning.com and visionlearning.org

Wednesday: Water, ice, paper, scissors, reaction materials, 3 beakers, goggles, teacher made notes

Thursday: Teacher made notes

Friday: thermometer, vinegar, baking soda, 2 beakers for each group, OneNote