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

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| Elements ofa Lesson | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Objective/Focus/Essential Question | PS.2b;3b;4c--Review for test | PS.2b;3b;4cTest about matter, atoms, and compounds | PS.5a,bdifferentiate between physical and chemical changes | PS.5bIdentify 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 topicsWhole 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?DiscussDemonstrate cutting paper—paper does not change into new substanceNotesDefine physical change; use particle diagram to show that melting and other phase changes are physical changes; list some examples of physical changesDemonstration of chemical reaction: aluminum foil and copper(II) reaction or calcium chloride precipitate reaction (instead of elephant toothpaste)Discuss the difference between the changesDefine chemical change (chemical reaction pretty much means the same thing); give examplesPractice differentiating between examples of physical and chemical changes as a groupFocus: state changes are physical changesIndividual:Practice differentiating between examples of physical and chemical changes for classwork | Whole group:Bellwork: ID example as physical or chemical changeDefine chemical reaction, reactant, product, chemical equation; use example of chemical equation for illustrationIndividual--Classwork application: Students identify the four parts of a chemical equationANDID a situation as exothermic or endothermic based on how the temperature changes | Whole group:Bellwork: Identify reactant in a chemical equationTeacher explains activitySmall 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 reactionAnswer questions about experimentAfter experiment, ask students to identify the reactants in their reactionDifferentiation: 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