***Lesson Plans for the Week of: 1/9/17 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 | This lesson done on 1/12/17 due to snow dayPS.5bHand out review guide--analyze a chemical equation to determine if it is balanced | This lesson done on 1/13/17 due to snow dayPS.5b--Symbol Quiz (2nd and 7/8 periods)--Balance Chemical Equations | DELETE this lesson due to snow dayPS.5b--Symbol quiz (1st period)Review for test--Balance Chemical Equations  | Lesson planned for 1/9/17 done on this dayPS.5b and oldTestRead current Science World article about chameleons | Lesson planned for 1/10/17 done on this dayPS.2b,e½ day of schoolDifferentiate between acids and basesFind acid horror segmentpH, acidity, basic-ness, alkaline as chemical properties—use benchmark as prompt? |
| Lesson/Act.Type of Presentation | Individual:Bellwork: 1); 2) draw particle diagrams for 4 situations: element, element with coefficient, compound, compound with coefficient1st: Finish worksheet identifying balanced chemical equations2&7/8: Model how to balance a chemical equation which contains elements and compounds using particle diagrams (key on the side)Individual:Students practice balancing two chem. equations; go overHave students balance 4 chemical equations; turn inWhole group:Go over bellworkExit pass: identify balanced chemical equation | Individual:Bellwork: Consider some particle diagrams: Which of the options contain the same substance? Whole group:Explain bellworkDiscuss previous day’s work1st period: Begin balancing chemical equations (per lesson plan yesterday for 2nd and 7/8 periods)2nd & 7/8 periods: continue work from previous day—identify problems from previous day; independent practice balancing chemical equations  | Individual:Bellwork: Utilize questions which incorporate previous day’s mistakes Whole group:Return and go over previous day’s workModel balancing a chemical equation—utilize previous day’s errors2 groups:b) Group 1 (upper, with paraprofessional): complete worksheet—practice balancing chemical equations (harder); c) Group 2 (lower with teacher): same as group 1, with easier, fewer chemical equations to balance and teacher available for scaffolding and promptingIndividual: Exit Pass | Individual:TestRead chameleon article in current Science World issue: In summary notebook, answer questions about article | Whole group:Show Roger Rabbit segment to show preconceived notions about acidsDefine acids, , focusing on formulas and propertiesIf time permits, Define litmus paper—show use |
| Evaluation | Exit pass and worksheet in class | Student results on classwork worksheet | Classwork worksheet and exit pass | Reading questions answered in notebook | Exit pass: difference between acids and bases; examples |
| Extension/Homework | Tomorrow: balance chemical equation |  |  |  |  |
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MATERIALS:

Monday: Phet simulations balancing chemical equations; review guide

Tuesday: teacher-made quiz; Phet simulations balancing chemical equations

Wednesday: Practice Questions for balancing equations; teacher-made quiz;

Thursday: teacher-made test

Friday: Judge Doom segment of Roger Rabbit off YouTube; notes about acids, litmus paper; blue/red litmus paper