***Lesson Plans for the Week of: 1/9/17 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.5b  Hand out review guide  --analyze a chemical equation to determine if it is balanced | PS.5b  --Symbol Quiz (2nd and 7/8 periods)  --Balance Chemical Equations | PS.5b  --Symbol quiz (1st period)  Review for test  --Balance Chemical Equations | PS.5b and old  Test  Read current Science World article about chameleons | PS.2b,e  ½ day of school  Differentiate between acids and bases  Find acid horror segment  pH, 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 coefficient  1st: Finish worksheet identifying balanced chemical equations  2&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 over  Have students balance 4 chemical equations; turn in  Whole group:  Go over bellwork  Exit pass: identify balanced chemical equation | Individual:  Bellwork: Consider some particle diagrams: Which of the options contain the same substance?  Whole group:  Explain bellwork  Discuss previous day’s work  1st 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 work  Model balancing a chemical equation—utilize previous day’s errors  2 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 prompting  Individual:  Exit Pass | Individual:  Test  Read 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 acids  Define acids, , focusing on formulas and properties  If 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