***Lesson Plans for the Week of: 3/13/17 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 | PS.10dUnderstand what power isIdentify the SI units of powerCalculate power, given energy and time | PS. 8a,c; 9a a) correctly identify crest, trough, amplitude, and wavelength on a transverse waveb) Recognize that sound waves are compression waves;c) differentiate between transverse and compression waves | PS.8a;9aRecognize wavelength of waveDefine frequencyRecognize the relationship between wavelength and frequency | PS.8a,c; 9a;10c,dReview for test | PS.8a,c; 9a;10c,dTest |
| Lesson/Act.Type of Presentation | Whole Group:a) bellwork: energy conversion exampleb) define power, give example of 2 situations where the same energy is used, but the power is different because because of the rate at which energy is changed.c) give SI units of power: watt, equation for power d) model solving a word problem for powere) Students will practice using power equation on word problems for classworkf) finish opinion paragraph about Internet of Things on Criterion | 1. Bellwork: calculate power
2. define compression/longi-tudinal waves
3. parts of said waves
4. differentiate these waves from transverse waves using online animations
5. Sound is an example of a compression wave.
 | A) bellwork: differentiate between transverse and compression waveb) diagram the wavelength and amplitude of a wavec) explain frequency of waved) model the two concepts on the wave apparatus; have students recognize that when wavelength decreases, frequency increases |  |  |
| Evaluation | Student accuracy on classwork | Teacher observation, particularly with wave apparatus; thumbs up/down formative assessment of amplitude and wavelength |  |  |  |
| Extension/Homework |  | none |  |  |  |
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MATERIALS:

Monday:

Tuesday: :

Wednesday:

Thursday:

Friday: Road Runner/Wile E. Coyote cartoon; Phet lever simulation: <https://phet.colorado.edu/sims/html/balancing-act/latest/balancing-act_en.html>