***Lesson Plans for the Week of: 8/21/17 Teacher: Hough Course: Chemistry Period: 9***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Elements of  a Lesson | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Objective/  Focus/  Essential  Question | CH.1a,b,c; pre-CH.4a  Review SI base units  Conversions to memorize | CH.1e,f  --Recognize the difference between accuracy and precision | Review for test: reading material; SI conversions; acc/prec; equipment | Test | CH.1i,j;2h;3;5a,b  --Design a model which explains a process;  --respectfully listen to other students present a scientific viewpoint and express opinions about the presentations |
| Lesson/Act.  Type of Presentation | Memorize: 1000 mm = 1 m;  100 cm = 1 m; 1000 m = 1 km; 1000 g = 1 kg;  1000 mL = 1 L  Whole group:  Return reading assignment work; highlight items as needed  --Review metric (use the term SI) base units of distance, volume, mass, and time  --continuation from last week: show and discuss more pieces of lab equipment, especially pipette vs graduated cylinder  --safety and methodology: handling hot containers ; measuring volumes, length  Exit pass: equipment, other items from readings that I highlighted | Whole group:  Return reading assignment; discuss items that need discussing  Explain the difference between accuracy and precision  Finish going over lab equipment |  | Test on Chapter 1 reading, lab equipment and safety, acc/prec; and memorized units  Read ahead about density (p. 80), physical properties ( p. 35)  Define physical property  Give examples of physical properties  Write definition of density; equation for density | Return test  As one group, students will observe the exploding Pringle’s can  Teacher-arranged small groups will hypothesize about what caused the explosion and present their explanations to the entire group  The teacher will keep some of the common points on record for future reference |
| Evaluation | Exit pass: lab equipment, lab safety | Exit pass: areas of chemistry; conversion; accuracy/precision examples |  |  | --the completed whiteboards should have 3 panels illustrating what is occurring at the following stages: large flame, small flame, BOOM; diagrams should be labelled; students will need to answer some questions, though this is more of a pre-assessment |
| Extension/  Homework |  |  |  |  | The teacher will keep some of the common points on record for future reference |

MATERIALS:

Monday: Lab supplies

Tuesday:

Wednesday: Review guide

Thursday: Test

Friday: materials: large whiteboards, thin point dry erase markers, Pringles can containing hydrogen gas (use 4 g mossy zinc and 20 mL 6M HCl to obtain hydrogen—do NOT block top or side holes in Pringles can—during synthesis or transfer to hallway)