

Adopted from the
template for the
following:
Science, Social Studies, CTE,
World Languages,
HPELW, Fine Arts, JROTC

2024-2025 Weekly Lesson Planning Document

Week of Monday, March 17, through Friday, March 21



EDUCATOR'S NAME: Ms. Burton, Ms. Daugherty, Ms. Mitchell **SUBJECT:** Chemistry I

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)	ACT Science Blitz	ACT Science Blitz	ACT Science Blitz	ACT Science Blitz	ACT Science Blitz
TN Standard(s): Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.	CHEM1.PS1.3 Perform stoichiometric calculations involving the following relationships: mole-mole; mass- mass; mole-mass; mole-particle; and mass- particle. Show a qualitative understanding of the phenomenon of percent yield, limiting, and excess reagents in a chemical reaction through pictorial and conceptual examples. (states of matter liquid and solid; excluding volume of gasses).				

Objective (s): What specifically should students be able to do at the end of the lesson? The objective is standards-based. Write the objective in student friendly terms. For example, I can multiply binomials. This is should also be on your Whiteboard Protocol. What do you want students to know, understand and be able to do as a result of this lesson? The objective should be written using the stem... I CAN....	I Can... Demonstrate prior knowledge of science concepts and skills. Analyze data found in tables, charts, and graphs.	I Can... Demonstrate prior knowledge of science concepts and skills. Analyze data found in tables, charts, and graphs.	I Can... Demonstrate prior knowledge of science concepts and skills. Analyze data found in tables, charts, and graphs.	I Can... Demonstrate prior knowledge of science concepts and skills. Analyze data found in tables, charts, and graphs.	I Can... Demonstrate prior knowledge of science concepts and skills. Analyze data found in tables, charts, and graphs.
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Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	<p>Some students use their calculators inefficiently when they have numbers that are multiplied in the denominator of fractions. For example, a student might calculate the problem $62 \times 70 \div 15 \times 35$ by dividing the product of the numerator by the product of the denominator. This requires that the products be written down. Show students that a number in the numerator is multiplied and a number in the denominator is divided. The problem then becomes a single process of pressing the keys: 62×70 divided by $15 \times 35 = 8.3$.</p> <p>Students often think all reactions go to completion. They will learn in a future chapter that reversible reactions and equilibrium systems limit the masses of products in chemical reactions. Reintroduce the concept of percentage yield at that time.</p>				
Literacy-Based DO NOW: This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak.	Prepare to begin Passage 1 of your ACT Science Prep packet!	Prepare to begin Passage 2 of your ACT Science Prep packet!	Prepare to begin Passage 3 of your ACT Science Prep packet!	Prepare to begin Passage 4 of your ACT Science Prep packet!	Prepare to begin Passage 5 of your ACT Science Prep packet!
Agenda for the Day Simple outline of lesson segments or activities that is time stamped. Teacher/class should take 2 minutes or less to review.	<ul style="list-style-type: none"> Do Now (8 minutes) Review Learning Objective (2 minutes) I Do (12 minutes) We Do (12 minutes) You Do (13 minutes) Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> Do Now (8 minutes) Review Learning Objective (2 minutes) I Do (12 minutes) We Do (12 minutes) You Do (13 minutes) Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> Do Now (8 minutes) Review Learning Objective (2 minutes) I Do (12 minutes) We Do (12 minutes) You Do (13 minutes) Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> Do Now (8 minutes) Review Learning Objective (2 minutes) I Do (12 minutes) We Do (12 minutes) You Do (13 minutes) Exit Ticket (5 minutes) 	<ul style="list-style-type: none"> Do Now (8 minutes) Review Learning Objective (2 minutes) I Do (12 minutes) We Do (12 minutes) You Do (13 minutes) Exit Ticket (5 minutes)
Beginning of Lesson I Do Science: Engage & Explore	I will provide students with practice ACT Science passages to complete.	I will provide students with practice ACT Science passages to complete.	I will provide students with practice ACT Science passages to complete.	I will provide students with practice ACT Science passages to complete.	I will provide students with practice ACT Science passages to complete.

Middle of the lesson We Do Science: Explain and Elaborate					
End of the lesson You Do Science: Evaluate	Complete ACT Science Passage 1.	Complete ACT Science Passage 2.	Complete ACT Science Passage 3.	Complete ACT Science Passage 4.	Complete ACT Science Passage 5.
(05 MINUTES MAX) Literacy Based closing activity: Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day.					
SPED Modification (s): What modifications are being made to accommodate the students receiving special services?	Extended time on assignments; ability to correct assignments; reduced number of problems Planned/preferential seating Allow breaks during class Extended time for testing; reduced choices on multiple choice tests Repeating directions verbatim				
ESL Modification (s): What modifications are being made to accommodate the students receiving special services?	Small group instruction Read aloud for assessments Interactive reader for computer assignments Extended time on assignments and tests Opportunity to redo assignments and correct tests based on teacher feedback Bilingual support provided by translated copies, peers, and dictionaries				

Formative assessment of responses to the CFUs and Exit Ticket.	Formative assessment of calculations made for the Chocolate Chip Cookie Lab activity.	Formative assessment of responses to the ACT Science Pre-Test.	Formative assessment of calculations made for the Chocolate Chip Cookie Lab activity.	Formative assessment of the Chocolate Chip cookies.	Formative assessment of responses to the ACT Science Passage 1a.
Corrective Activity (s): What will I do if the student doesn't understand the lesson?	-Weekly tutoring sessions -Peer tutoring partners. -Opportunity for corrections.	-Weekly tutoring sessions -Peer tutoring partners. -Opportunity for corrections.	-Weekly tutoring sessions -Peer tutoring partners. -Opportunity for corrections.	-Weekly tutoring sessions -Peer tutoring partners. -Opportunity for corrections.	-Weekly tutoring sessions -Peer tutoring partners. -Opportunity for test corrections.
Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?	<ul style="list-style-type: none"> Have students research how chemists increase the yield of a chemical reaction. One example involves the Haber process used to make ammonia, which is then used to make fertilizers. Point out the importance of fertilizers in growing food crops. To increase the percent yield, the Haber process involves very high temperature and pressure. 				
Technology Integration: How will the students use technology to help them master the objective.	<ul style="list-style-type: none"> Use district-issued electronic device to complete online assignments, formative assessments (exit tickets), and summative assessments. 				

IN THE FOLLOWING PAGES:

ONLY COMPLETE SECTION(S) BELOW IF YOUR SUBJECT IS IDENTIFIED/LISTED

ALL SCIENCE (S):

What is your **resource plan** for **each of the 5 Es** of inquiry-based science instruction?

1. Engage
2. Explore
3. Explain
4. Elaborate
5. Evaluate

Engage

1. Classroom Catalyst, TE p. 289
2. Demonstration: Mass Relationships in Chemical
3. Reactions, TE p. 290
4. Classroom Catalyst, TE p. 294
5. Demonstration: Limiting Reactant, TE p. 302

Explore

1. Quick Lab: Limiting Reactants in a Recipe, p. 306
2. Lab: Stoichiometric and Gravimetric Analysis
3. (Forensics)
4. Lab: Stoichiometry (Open Inquiry)
5. Lab: Gravimetric Analysis-Hard-Water Testing

Explain

1. Classroom Practice: Stoichiometric Calculations Using Mole Ratios, pp. 295, 297, 299, 301
2. Classroom Practice: Limiting Reactant, pp. 303, 305
3. Classroom Practice: Percentage Yield, p. 308

Elaborate

1. Alternative Assessment, TE p. 300

Evaluate

1. 9.1 Section Formative Assessment, p. 291
2. 9.2 Section Formative Assessment, p. 301
3. 9.3 Section Formative Assessment, p. 308

ALL SCIENCE (S):

(Multiple opportunities to engage in science, Makes sense of science content)

What is your plan to incorporate technology while incorporating the 5E instructional model?

SUGGESTED OPPORTUNITIES FOR TECHNOLOGY

1. PhET Simulations
2. Microsoft Forms
3. Virtual Lab