# 2024-2025 Weekly Lesson Planning Document

*Week of Monday, August 19, 2024 through Friday, August 23, 2024*

**EDUCATORS' NAMES:** Ms. Burton, Ms. Daughrity, Ms. Mitchell **SUBJECT:** Chemistry I

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
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| **Lesson Title: Structure and routine**<br>**Unit:**<br>**Chapter:**<br>**Page Number(s):**<br>(It is suggested that you use your curriculum map.) | **Unit 1**<br>**Chapter 1:**<br>**Matter & Change**<br>**pp. 15-18** | **Unit 1**<br>**Chapter 1:**<br>**Matter & Change**<br>**pp. 15-18** | **Unit 1**<br>**Chapter 1:**<br>**Matter & Change**<br>**pp. 15-18** | **Unit 1**<br>**Chapter 1:**<br>**Matter & Change**<br>**pp.1-18** | **Unit 1**<br>**Chapter 1:**<br>**Matter & Change**<br>**pp.1-18** |
| **TN Standard(s):**<br>Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol. | **CHEM1.PS1.11**<br>Develop and compare historical models of the atom (from Democritus to quantum model) and construct arguments to show how scientific knowledge evolves over time, based on experimental evidence, critique, and alternative interpretations. | | | | |
| **Objective (s):**<br>What specifically should students be able to do at the end of the lesson? The objective is standards-based.<br>Write the objective in student friendly terms. For example, I can multiply binomials.<br>This is should also be on your Whiteboard Protocol.<br>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…<br>**I CAN….** | **I Can…**<br>Differentiate between mixtures (homogeneous & heterogeneous) pure substances (elements & compounds). | **I Can…**<br>Differentiate between mixtures (homogeneous & heterogeneous) pure substances (elements & compounds). | **I Can…**<br>Classify any type of matter as either homogeneous or heterogeneous; pure substance or mixture; and element or compound | **I Can…**<br>Recall and apply all previous knowledge concerning properties & changes of matter | **I Can…**<br>Recall and apply all previous knowledge concerning properties & changes of matter |

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| **Possible Misconception (s):**<br>What misconception(s) are you anticipating during this lesson? | Students are being introduced to the "intensive and extensive" classification of physical properties for the first time. It takes them a little time (and lots of examples) to understand the meaning of these terms.<br>Students have some difficulty in understanding that "homogeneous" substances might be a pure substance OR a mixture. | | | | |
| **Literacy-Based DO NOW:**<br>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. | N/A<br>Element Quiz #1<br>Names → Symbols<br>(Left Column) | Differentiating matter as either mixtures (homogeneous/ heterogeneous) or pure substances (elements/ compounds). | N/A<br>Element Quiz #2<br>Names → Symbols<br>(Center Column) | Review your Chapter 1 Notes to use during the review activity to prepare for Friday's test. | Prepare for the Chapter 1 Test |
| **Agenda for the Day**<br>Simple outline of lesson segments or activities that is time stamped.<br>Teacher/class should take 2 minutes or less to review. | ▪ Do Now *(8 minutes)*<br>▪ Review Learning Objective *(2 minutes)*<br>▪ I Do *(12 minutes)*<br>▪ We Do *(12 minutes)*<br>▪ You Do *(13 minutes)*<br>▪ Exit Ticket *(5 minutes)* | ▪ Do Now *(8 minutes)*<br>▪ Review Learning Objective *(2 minutes)*<br>▪ I Do *(12 minutes)*<br>▪ We Do *(12 minutes)*<br>▪ You Do *(13 minutes)*<br>▪ Exit Ticket *(5 minutes)* | ▪ Do Now *(8 minutes)*<br>▪ Review Learning Objective *(2 minutes)*<br>▪ I Do *(12 minutes)*<br>▪ We Do *(12 minutes)*<br>▪ You Do *(13 minutes)*<br>▪ Exit Ticket *(5 minutes)* | ▪ Do Now *(8 minutes)*<br>▪ Review Learning Objective *(2 minutes)*<br>▪ You Do *(37 minutes)*<br>▪ Exit Ticket *(5 minutes)* | ▪ Do Now *(8 minutes)*<br>▪ Test *(42 minutes)* |
| **Beginning of Lesson**<br>**I Do**<br>**Science:** Engage & Explore | **I explain and provide examples of mixtures (homogeneous & heterogeneous) and pure substances (elements & compounds).** | **I will model how to use the Classification of Matter flowchart to (a) identify matter as pure substances or mixtures and (b) as an element, compound, homogeneous, or heterogeneous.** | **I will distribute the classwork for the day and be available to answer questions as students classify different types of matter as pure substances or mixtures and then as an element, compound, homogeneous, or heterogeneous.** | **I will lead the class through questions concerning all of Chapter 1 during a review game.** | **I will distribute the Chapter 1 Test to the class.** |

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| **Middle of the lesson**<br>We Do<br>**Science:** Explain and Elaborate | **Respond to CFUs embedded in the guided notes to indicate mastery of the concepts covered in class today.** | **Respond to CFUs embedded in the guided notes to indicate mastery of the concepts covered in class today.** | **We will answer classify various types of matter as (a) a pure substance or a mixture and then as (b) homogeneous, heterogeneous, element, or compound.** | | |
| **End of the lesson**<br>You Do<br>**Science:** Evaluate | **Respond to CFUs embedded in the guided notes to indicate mastery of the concepts covered in class today.**<br>**I will ask any questions I have concerning classification of matter.** | **Respond to CFUs embedded in the guided notes to indicate mastery of the concepts covered in class today.**<br>**I will ask any questions I have concerning classification of matter.** | **I will complete the Classification of Matter classwork assignment and turn it in for a grade.** | **I will answer review questions concerning Chapter 1 concepts to earn extra credit (while reviewing for the test).** | **I will complete the Chapter 1 Test to demonstrate mastery of the concepts concerning Matter and Change.** |
| **(05 MINUTES MAX)**<br>**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. | Completion of Exit Ticket. | Completion of Exit Ticket. | Completion of Exit Ticket. | Completion of Exit Ticket. | |
| **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<br>Planned/preferential seating<br>Allow breaks during class<br>Extended time for testing; reduced choices on multiple choice tests<br>Repeating directions verbatim | | | | |

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| **ESL Modification (s):**<br>What modifications are being made to accommodate the students receiving special services? | Small group instruction<br>Read aloud for assessments<br>Interactive reader for computer assignments<br>Extended time on assignments and tests<br>Opportunity to redo assignments and correct tests based on teacher feedback<br>Bilingual support provided by translated copies, peers, and dictionaries | | | | |
| **Assessment (s):**<br>How will you know that students have reached the objective? Assessments may include: Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc. | Formative assessments from the CFUs embedded in the guided notes and the exit ticket. | Formative assessments from the CFUs embedded in the guided notes and the exit ticket. | Responses to the Classification of Matter classwork assignment. | Formative assessment of the answers to the review questions. | Summative assessment of responses to the Chapter 1 Test questions. |
| **Corrective Activity (s):**<br>What will I do if the student doesn't understand the lesson? | -Weekly tutoring sessions<br>-Peer tutoring partners.<br>-Opportunity for corrections. | -Weekly tutoring sessions<br>-Peer tutoring partners.<br>-Opportunity for corrections. | -Weekly tutoring sessions<br>-Peer tutoring partners.<br>-Opportunity for corrections. | -Weekly tutoring sessions<br>-Peer tutoring partners.<br>-Opportunity for corrections. | -Weekly tutoring sessions<br>-Peer tutoring partners.<br>-Opportunity for test corrections. |
| **Extension/Enrichment Activity (s):**<br>What will I do with students who understand quicker than others? | -Tell students that the image on the first page of the chapter depicts crystals of tartaric acid. In addition to the uses listed in the caption, tartaric acid is sometimes added to foods as an antioxidant. Have students find out what the term oxidation means in relation to foods. As an antioxidant food additive, what function does tartaric acid serve?<br>-Ask students to name at least one other chemical change that is a form of oxidation, from their research. | | | | |
| **Technology Integration:**<br>How will the students use technology to help them master the objective. | -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. Ch. 1 Section 1 Classroom Catalyst, TE pg. 3
2. Ch. 1 Section 2 Classroom Catalyst, TE pg. 11
3. Ch. 1 Section 3 Classroom Catalyst, TE pg. 20
4. Differentiated Instruction TE pgs. 3,-23
5. Quick Lab: Reading Promotional Materials & Product Labels, TE/SE pg. 7
6. Demo: Homogeneous vs. Heterogeneous Mixtures, TE/SE pg. 15
7. Demo: Metals and Nonmetals, TE/SE pg. 23

### Explore

**Laboratory Activities/Investigations**

1. Laboratory Techniques Lab
2. POGIL Activity: Classification of Matter
3. Separation of Mixtures Lab

### Explain

**Articles**

1. Interactive Reader: Lessons 1.1, 1.2, and 1.3 (English & Spanish)

### Elaborate

1. Cross-Disciplinary Connection: Secrets of the Cremona Violins pg. 19
2. Why It Matters: Superconductors pg. 22

### Evaluate

1. Ch. 1 Section 1 Formative Assessment, TE/SE pg. 9
2. Ch. 1 Study Guide
3. Ch. 1 Section 2 Formative Assessment, TE/SE pg. 18
4. Ch. 1 Section 3 Formative Assessment, TE/SE pg. 24
5. Alternative Assessment, TE pg. 107