



Westside High School Lesson Plan Template

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| Teacher Name | Mr. Jie | Unit Name | Fundamental Concepts of Matter |
| Course | Prep Chemistry | Dates | Sept6 – Sept 9 |

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| Monday | Labor Day |
| Tuesday | <ul style="list-style-type: none">• Daily Objective: I will define Extensive properties by stating that Extensive properties depend on the amount of matter that is present. I will define Intensive properties by stating that Intensive properties do not depend on the amount of matter present. I will know Extensive properties by give examples: Volume, Mass, and the amount of energy in a substance. I will know Intensive properties by give examples: melting point, boiling point, density, and ability to conduct electricity and to transfer energy as heat. <p>Agenda with Approximate Time Limits:</p> <ul style="list-style-type: none">• Recap of chemical change/physical change; discuss chemical properties and physical properties [10min]• Direct Instruction [20 min]• Guided Practice [15 min]• Exit Ticket [5min] <p>Formative Assessment: Use of sentences stems; Exit ticket</p> <p>Intervention: Tutorials and student personal accommodations</p> <p>Follow-Up/Homework: Finish classwork</p> |



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| Wednesday/Thursday | <p>Daily Objective:</p> <p>I can classify matter as a pure substance.</p> <p>I can classify matter as a mixture, by checking if it contains more than one substance.</p> <p>I will know a matter is pure substance if its composition is the same throughout and does not vary from sample to sample.</p> <p>I will know a matter is Mixtures, if it is a blend of two or more kinds of matter, each of which retains its own identity and properties.</p> <p>I will explain that a homogeneous mixture has the same proportion of components throughout;</p> <p>I will explain that a heterogeneous mixture is one that is not uniform throughout.</p> <p>Agenda with Approximate Time Limits:</p> <p>Do Now. [5 minutes]</p> <p>Direct Instruction [25 minutes]</p> <p>Students Guided Practice [15 minutes]</p> <p>Exit Ticket [5 minutes]</p> <p>Formative Assessment:</p> <p>Providing questioning while students write observations about samples provided</p> <p>Group work, visible thinking</p> <p>Intervention:</p> <p>Available tutorials, group work, and Special Ed and 504 accommodations.</p> <p>Extension:</p> <p>Manipulatives.</p> <p>Follow-Up/Homework:</p> <p>Finish Classwork</p> |
| Friday | <p>Daily Objective:</p> <p>I will identify a solid by knowing that it has fixed volume and shape.</p> <p>I will identify a liquid by knowing that it has fixed volume and changeable shape.</p> <p>I will identify a gas by knowing that it has changeable volume and shape.</p> <p>I will compare the shape and volume to solids, liquids and gases by creating a table.</p> |



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| | <p>I will compare the compressibility of solids, liquids and gases by rating them from low to high.</p> <p>.</p> <p>Agenda with Approximate Time Limits: Lesson 1.2: Developing a model of matter [40 minutes] State of matter card sort [10 minutes]</p> <p>Formative Assessment: Stat of matter card sort</p> <p>Intervention: available tutorials, Special Ed and 504 accommodations.</p> <p>Extension: Students create particle model and diagram for solid, liquid and gas.</p> <p>Follow-Up/Homework: Finish lab report</p> |
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Westside High School Lesson Plan Template

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| Teacher Name | Mr. Jie | Unit Name | Atoms |
| Course | Prep Chemistry | Dates | Sept 12 – Sept 16 |

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| Monday | <p>Daily Objective: Students will show a clear understanding or differentiating between physical and chemical changes and properties of matter; classifying matter as pure substances and mixtures.</p> <p>Agenda with Approximate Time Limits: Matter Unit Test</p> <p>Formative assessment: N/A</p> <p>Intervention: Test Correction, Retakes are available</p> <p>Follow-Up/Homework: N/A</p> |
| Tuesday | <p>Daily Objective: Students will identify and calculate the number of protons, neutrons, electrons in an atom, ion, or isotope given sufficient information.</p> <p>Agenda with Approximate Time Limits:</p> <ul style="list-style-type: none">• Do Now• Discovering• Exit Ticket <p>Formative Assessment: Proving questioning Three minutes review</p> <p>Intervention: Tutorials and student personal accommodations.</p> <p>Extension: N/A</p> <p>Follow-Up/Homework: N/A</p> |



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| Wednesday/Thursday | <p>Daily Objective: Students will identify and calculate the number of protons, neutrons, electrons in an atom, ion, or isotope given sufficient information.</p> <p>Agenda with Approximate Time Limits:</p> <ul style="list-style-type: none">• Do Now• Direct Instruction• Guided Practice• Exit Ticket <p>Formative Assessment: Proving questioning. Exit ticket</p> <p>Intervention: Tutorials and student personal accommodations.</p> <p>Extension Vocabulary Practice</p> <p>Follow-Up/Homework: Finish Classwork</p> |
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| Friday | <p>Daily Objective: Students will calculate average atomic masses of isotopes using percentage abundances.</p> <p>Agenda with Approximate Time Limits:</p> <ul style="list-style-type: none">• Do Now• Direct Instruction• Guided Practice• Exit Ticket <p>Formative Assessment: Cold call, observation</p> <p>Intervention: Tutorials and student personal accommodations.</p> <p>Extension: Matter unit Oline Game</p> <p>Follow-Up/Homework: Finish classwork</p> |