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| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Monday-** | **Tuesday-** | **Wednesday-** | **Thursday-** | **Friday-** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard | **Ⓡ SCI.8.5E** Investigate how evidence of chemical reactions indicate that new substances with different properties are formed.  **Ⓡ SCI.8.5D** Recognize that chemical formulas are used to identify substances and determine the number of atoms of each element in chemical formulas containing subscripts.  **Ⓢ SCI.8.5F** Recognize whether a chemical equation containing coefficients is balanced or not and how that relates to the law of conservation of mass   |  | | --- | |  | | . **Ⓡ SCI.8.5E** Investigate how evidence of chemical reactions indicate that new substances with different properties are formed.  **Ⓡ SCI.8.5D** Recognize that chemical formulas are used to identify substances and determine the number of atoms of each element in chemical formulas containing subscripts.  **Ⓢ SCI.8.5F** Recognize whether a chemical equation containing coefficients is balanced or not and how that relates to the law of conservation of mass | Fall Holiday- NO SCHOOL | **Ⓡ SCI.8.5E** Investigate how evidence of chemical reactions indicate that new substances with different properties are formed.  **Ⓡ SCI.8.5D** Recognize that chemical formulas are used to identify substances and determine the number of atoms of each element in chemical formulas containing subscripts.  **Ⓢ SCI.8.5F** Recognize whether a chemical equation containing coefficients is balanced or not and how that relates to the law of conservation of mass | **Ⓡ SCI.8.5E** Investigate how evidence of chemical reactions indicate that new substances with different properties are formed.  **Ⓡ SCI.8.5D** Recognize that chemical formulas are used to identify substances and determine the number of atoms of each element in chemical formulas containing subscripts.  **Ⓢ SCI.8.5F** Recognize whether a chemical equation containing coefficients is balanced or not and how that relates to the law of conservation of mass |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | * Investigate * recognize | * Investigate * recognize |  | * Investigate * recognize | * Investigate * recognize |
| **Concept**  -What am I teaching?  -What do the students need to know? | Balancing equations, law of conservation of mass | Balancing equations, law of conservation of mass |  | Balancing equations, law of conservation of mass | Balancing equations, law of conservation of mass |
| **Context**  ***Readiness:***   * Connections from previous grade level. * To what degree will this impact learning two years down the road?   ***Supporting:***   * What Readiness Standards or concepts from the Readiness Standards does it support? * How does it support the Readiness Standards? | **In Grade 6, students:**   * were taught that an element is a pure substance represented by chemical symbols * differentiated between elements and compounds on the most basic level * compared metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability | **In Grade 6, students:**   * were taught that an element is a pure substance represented by chemical symbols * differentiated between elements and compounds on the most basic level * compared metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability |  | **In Grade 6, students:**   * were taught that an element is a pure substance represented by chemical symbols * differentiated between elements and compounds on the most basic level * compared metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability | **In Grade 6, students:**   * were taught that an element is a pure substance represented by chemical symbols * differentiated between elements and compounds on the most basic level * compared metals, nonmetals, and metalloids using physical properties such as luster, conductivity, or malleability |
| **I will know my students have mastered this standard when they can….** | Balance a chemical equation | Balance a chemical equation |  | Balance a chemical equation | Balance a chemical equation |
| **I will assess the standard by…..** | Exit tickets, cold call, four corners, test on Friday | Exit tickets, cold call, four corners, test on Friday |  | Exit tickets, cold call, four corners, test on Friday | Exit tickets, cold call, four corners, test on Friday, Plickers-check for understanding. |
| **Vocabulary**  (Academic and Content) | Atomic number, physical property, chemical property, atomic mass number, valence electron, covalent bond, element, phase change, electron, ion, isotope, proton, neutron, formula, periodic table, atom, matter, chemistry, element, compound, substance | Atomic number, physical property, chemical property, atomic mass number, valence electron, covalent bond, element, phase change, electron, ion, isotope, proton, neutron, formula, periodic table, atom, matter, chemistry, element, compound, substance |  | Atomic number, physical property, chemical property, atomic mass number, valence electron, covalent bond, element, phase change, electron, ion, isotope, proton, neutron, formula, periodic table, atom, matter, chemistry, element, compound, substance | Atomic number, physical property, chemical property, atomic mass number, valence electron, covalent bond, element, phase change, electron, ion, isotope, proton, neutron, formula, periodic table, atom, matter, chemistry, element, compound, substance |
| **Lesson Topic** (Content Objective) | Balancing chemical equations | Balancing chemical equations |  | Balancing chemical equations | Balancing chemical equations |
| **ELPS** (Language Objective) | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.1e Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. * ELPS C.4g Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.   ELPS C.5b Write using newly acquired basic vocabulary and content-based grade-level vocabulary. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.1e Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. * ELPS C.4g Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.   ELPS C.5b Write using newly acquired basic vocabulary and content-based grade-level vocabulary. |  | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.1e Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. * ELPS C.4g Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.   ELPS C.5b Write using newly acquired basic vocabulary and content-based grade-level vocabulary. | * ELPS C.1a Use prior knowledge and experiences to understand meanings in English. * ELPS C.1e Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. * ELPS C.4g Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs.   ELPS C.5b Write using newly acquired basic vocabulary and content-based grade-level vocabulary. |
| **Lesson Cycle** | **Engage:**  **Warm-Up/Opening**  **(5 min)** | How does an equation represent a reaction? (Page 49 in lab book) Use Marshmallows or gumdrops. |  | Fall Holiday – No School |  | Everyday chemical reactions (page 130). |
| **Explore:**  **INM/Review (0 min):** | Students will explore parts of a chemical reaction. | What combines with what? (Page 55 in lab book). |  |  |  |
| **Explain:**  **Guided Practice** |  |  |  | Teacher will explain the law of conservation of mass. |  |
| **Elaborate:**  **Independent Practice (20 min):** |  |  | Fall Holiday – No School | Learn to balance equations. (worksheet) | Balance equation foldable (page 125 in textbook). |
| **Evaluate:**  **Closing (5 min.):** | Students should be able to sort cards/matching game about chemical reactions. | Exit ticket |  |  |  |
| **Reinforcement** | **Materials/ Resources:** | Lab Materials | Lab Materials |  | Balance equation worksheet | Foldable supplies |
| **Homework** | 3 Questions from homework calendar. | 3 Questions from homework calendar. | 3 Questions from homework calendar. | 3 Questions from homework calendar. | 3 Questions from homework calendar. |
| **MODIFICATIONS and/or ACCOMODATIONS:**  *-Gifted and Talented*  *-ELL/ ESL*  *-Special Education* | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student | Shortened Assignments, Highlight key vocabulary, Print Lectures for Student |

**\*All lesson plans are subject to revisions and addendums by teacher.**