### Weekly Lesson Plan

#### MONDAY

**TEKS/STAAR:**
- Student Learning Outcomes: CHEM.8A

**Instructional Objectives:**
- SWBAT calculate percent composition and empirical and molecular formula.

**ELPS:**
- SWBAT describe general meaning, main points, and details heard in a video presentation (2G)

**Anticipatory Set:**
- Sentence Stem: …
  - What would happen if you are baking a cake and you come short of an ingredient?

**Entrance Ticket**
- Warm up

#### TUESDAY

**TEKS/STAAR:**
- Student Learning Outcomes: CHEM.8E

**Instructional Objectives:**
- SWBAT perform stoichiometric calculations including determination of mass relationships between reactants and products, calculation of limiting reagents and percent yield.

**ELPS:**
- SWBAT describe general meaning, main points, and details heard in a video presentation (2G)

**Anticipatory Set:**
- Sentence Stem: …
  - What would happen if you are baking a cake and you come short of an ingredient?

**Entrance Ticket**
- Warm up

#### WEDNESDAY

**TEKS/STAAR:**
- Student Learning Outcomes: CHEM.8E

**Instructional Objectives:**
- SWBAT perform stoichiometric calculations including determination of mass relationships between reactants and products, calculation of limiting reagents and percent yield.

**ELPS:**
- SWBAT describe general meaning, main points, and details heard in a video presentation (2G)

**Anticipatory Set:**
- Sentence Stem: …
  - What does stoichiometry mean to you?

**Entrance Ticket**
- Warm up

#### THURSDAY

**TEKS/STAAR:**
- Student Learning Outcomes: CHEM.8E

**Instructional Objectives:**
- SWBAT perform stoichiometric calculations including determination of mass relationships between reactants and products, calculation of limiting reagents and percent yield.

**ELPS:**
- SWBAT narrate, and explain in writing the process of solving stoichiometry problems (5G)

**Anticipatory Set:**
- Sentence Stem: …
  - What does stoichiometry mean to you?

**Entrance Ticket**
- Warm up

#### FRIDAY

**TEKS/STAAR:**
- Student Learning Outcomes: CHEM.8E

**Instructional Objectives:**
- SWBAT perform stoichiometric calculations including determination of mass relationships between reactants and products, calculation of limiting reagents and percent yield.

**ELPS:**
- SWBAT narrate, and explain in writing the process of solving stoichiometry problems (5G)

**Anticipatory Set:**
- Sentence Stem: …
  - What does stoichiometry mean to you?

**Entrance Ticket**
- Warm up
**AGENDA**

Students will view a video presentation on percent composition. The teacher will review important concepts from the section. The teacher will also replay important portions of the presentations for clarity and to summarize main points. After the video presentation, students will stand up and chose a circle, triangle, or a square. The circle represents soothing that is still going around the student’s head. The triangle represents something pointed that stoop out in the student’s mind. The square represents something that “squared” or agreed with the student’s thinking. Students will review by listing information they know or think they know about the topic. After the presentation, the teacher will also ask students to write all the information they want to know about stoichiometry. Students will then read the background material on stoichiometry, keeping in mind the information they wanted to know. After completing the activity, students will list and identify what they learned. A fourth column will be added for “Further Wanderings” in the K-W-L-W chart.

**Input/Procedures**

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<thead>
<tr>
<th>Instruction:</th>
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<tbody>
<tr>
<td></td>
<td>Students will be asked to make a kwl foldable.</td>
<td>Students will be asked to make a kwl foldable.</td>
<td>The teacher will delineate procedures on how to calculate stoichiometry problems.</td>
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<td></td>
<td>Modeling: Students will be lead by teacher to take notes on the kwl chart.</td>
<td>Modeling: Students will be lead by teacher to take notes on the kwl chart.</td>
<td>Modeling: The teacher will solve problems on the board. Students will also be called at random to model how to solve problems.</td>
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<td>Modeling: The teacher will solve problems on the board. Students will also be called at random to model how to solve problems.</td>
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<tr>
<td>PRACTICE</td>
<td>Guided Practice: Students will pair to solve problems together.</td>
<td>Guided Practice: Working in groups, students will assist each other in solving each question.</td>
<td>Guided Practice: Working in groups, students will assist each other in solving each questions.</td>
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<td>Guided Practice:</td>
<td>Independent Practice: Students will solve problems independently.</td>
<td>Independent Practice: After group practice, students will solve problems independently.</td>
<td>Independent Practice: Working in groups, students will assist each other in solving each questions.</td>
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<td></td>
<td>Checking for Understanding: Summative: Completed and correctly solved problems</td>
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<td>RETEACH</td>
<td>What is not completed in class will become homework.</td>
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<td>ENRICHMENT/EXTENSION</td>
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