

TEACHER:	Erick V. Ortiz
SUBJECT(S):	Chemistry

Charles H. Milby High School
Weekly Lesson Plan

Week# 19

6-Weeks Cycle:	4th Six Weeks
WEEK OF:	Jan 12-16

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
OBJECTIVES	TEKS/STAAR: Student Learning Outcomes: CHEM.8A	TEKS/STAAR: Student Learning Outcomes: CHEM.8A	TEKS/STAAR: Student Learning Outcomes: CHEM.8B	TEKS/STAAR: Student Learning Outcomes: CHEM.8B	TEKS/STAAR: Student Learning Outcomes: CHEM. 8B
	Instructional Objectives: SWBAT calculate percent composition and empirical and molecular formula. ELPS: SWBAT use a powerpoint presentation to learn or review the process of calculation percent composition.	Instructional Objectives: SWBAT calculate percent composition and empirical and molecular formula. ELPS: SWBAT use a powerpoint presentation to learn or review the process of calculation percent composition.	Instructional Objectives: SWBAT use the mole concept to calculate the number of atoms, ions, or molecules in a sample of material. ELPS: SWBAT narrate, describe, and explain in writing results from the lab.	Instructional Objectives: SWBAT use the mole concept to calculate the number of atoms, ions, or molecules in a sample of material. ELPS: SWBAT narrate, describe, and explain in writing results from the lab.	Instructional Objectives: SWBAT calculate percent composition and empirical and molecular formula. ELPS: Write using newly acquired vocabulary about percent composition and molecular formulas.
AIM VIA INQUIRY	Anticipatory Set:	Anticipatory Set:	Anticipatory Set:	Anticipatory Set:	Anticipatory Set:
	Sentence Stem: ... When someone gives you money, what percent of that money do you save?	Sentence Stem: ... When someone gives you money, what percent of that money do you save?	Sentence Stem: ... In your life, how would you apply what you know about the mole?	Sentence Stem: ... In your life, how would you apply what you know about the mole?	Sentence Stem: ... How could you use your knowledge of calculating percentage on your own business (if you were to own a business)?
Warm-up /DO NOW	Entrance Ticket	Entrance Ticket	Entrance Ticket	Entrance Ticket	Entrance Ticket

AGENDA	<p>Students will view a powerpoint 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. Working in pairs, students will calculate the percent composition of elements in different compound together. Students will then share and discuss their collective responses with their partners. Finally, each student will complete today's lesson by solving problems independently.</p>	<p>Students will view a powerpoint 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. Working in pairs, students will calculate the percent composition of elements in different compound together. Students will then share and discuss their collective responses with their partners. Finally, each student will complete today's lesson by solving problems independently.</p>	<p>Students will be asked to form cooperative groups. Students will then conduct an experiment where they will determine the number of moles found in a compound. Students will create a data and calculation table, showing calculations on a separate sheet of paper.</p>	<p>Students will be asked to form cooperative groups. Students will then conduct an experiment where they will determine the number of moles found in a compound. Students will create a data and calculation table, showing calculations on a separate sheet of paper.</p>	<p>Students will form cooperative groups of four. Multiple charts will be posted around the room with questions related to today's topic. Each group of students will begin with one of the charts, focusing on its particular questions. Groups will be timed and then will rotate to the next chart, reading the other groups' contributions and adding additional information to the chart.</p>
INPUT /PROCEDURES	<p>Instruction: The teacher will delineate procedures on how to calculate % composition.</p> <p>Modeling: The teacher will solve problems on the board. Students will also be called at random to model how to solve problems.</p>	<p>Instruction: The teacher will delineate procedures on how to calculate % composition.</p> <p>Modeling: The teacher will solve problems on the board. Students will also be called at random to model how to solve problems.</p>	<p>Instruction: The teacher will delineate procedures expected from the lab.</p> <p>Modeling: The teacher will demonstrate what to do, and what not to do during the lab.</p>	<p>Instruction: The teacher will delineate procedures expected from the lab.</p> <p>Modeling: The teacher will demonstrate what to do, and what not to do during the lab.</p>	<p>Instruction: Students solve questions as they rotate to the next question.</p> <p>Modeling: The teacher will ask students demonstrate how to rotate to each station.</p>
PRACTICE	<p>Guided Practice: Students will pair to solve problems together.</p> <p>Independent Practice: After group practice, students will solve problems independently.</p>	<p>Guided Practice: Students will pair to solve problems together.</p> <p>Independent Practice: After group practice, students will solve problems independently.</p>	<p>Guided Practice: Laboratory activity</p> <p>Independent Practice: Table with lab results</p>	<p>Guided Practice: Laboratory activity</p> <p>Independent Practice: Table with lab results</p>	<p>Guided Practice: Working in groups, students will assist each other in solving each questions.</p> <p>Independent Practice: Students will reflect on the questions and their answers.</p>
ASSESSMENT	<p>Checking for Understanding:</p> <p>Formative: Feedback and questions from students.</p> <p>Summative: Completed and correctly solved problems</p>	<p>Checking for Understanding:</p> <p>Formative: Feedback and questions from students.</p> <p>Summative: Completed and correctly solved problems</p>	<p>Checking for Understanding:</p> <p>Formative: Students performing the lab correctly</p> <p>Summative: Data table</p>	<p>Checking for Understanding:</p> <p>Formative: Students performing the lab correctly</p> <p>Summative: Data table</p>	<p>Checking for Understanding:</p> <p>Formative: Students discussing their answers</p> <p>Summative: Completed correct answers</p>

RETEACH					
ENRICHMENT/ EXTENSION	What is not completed in class will become homework.	What is not completed in class will become homework.	What is not completed in class will become homework.	What is not completed in class will become homework.	What is not completed in class will become homework.
CLOSURE/EXIT TICKET	Open Ended Response: Exit Ticket	Open Ended Response: Exit Ticket	Open Ended Response: Exit Ticket	Open Ended Response: Exit Ticket	Open Ended Response: Exit Ticket