

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

Charles H. Milby High School
Weekly Lesson Plan

Week# 20

6-Weeks Cycle:	4th Six Weeks
WEEK OF:	Jan 19-23

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
OBJECTIVES	TEKS/STAAR: Student Learning Outcomes: CHEM.8A	TEKS/STAAR: Student Learning Outcomes: CHEM.8E	TEKS/STAAR: Student Learning Outcomes: CHEM.8E	TEKS/STAAR: Student Learning Outcomes: CHEM.8E	TEKS/STAAR: Student Learning Outcomes: CHEM. 8E
	Instructional Objectives: SWBAT calculate percent composition and empirical and molecular formula. ELPS:	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)	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)	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)	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)
AIM VIA INQUIRY	Anticipatory Set:	Anticipatory Set:	Anticipatory Set:	Anticipatory Set:	Anticipatory Set:
	Sentence Stem: ...	Sentence Stem: ... What would happen if you are baking a cake and you come short of an ingredient?	Sentence Stem: ... What would happen if you are baking a cake and you come short of an ingredient?	Sentence Stem: ... What does stoichiometry mean to you?	Sentence Stem: ... What does stoichiometry mean to you?
Warm-up /DO NOW	Entrance Ticket	Entrance Ticket	Entrance Ticket	Warm up	Warm up

AGENDA		<p>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.</p>	<p>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.</p>	<p>Warm up (five questions) The teacher will demonstrate the process of solving stoichiometry problems. Working together, students will solve four problems. Students will talk to each other and discuss their thoughts. Finally, students will work alone writing the process and solving stoichiometry problems. COMMON ASSESSMENT</p>	<p>Warm up (five questions) The teacher will demonstrate the process of solving stoichiometry problems. Working together, students will solve four problems. Students will talk to each other and discuss their thoughts. Finally, students will work alone writing the process and solving stoichiometry problems. COMMON ASSESSMENT</p>
INPUT /PROCEDURES	<p>Instruction: Modeling:</p>	<p>Instruction: Students will be asked to make a kwl foldable. Modeling: Students will be lead by teacher to take notes on the kwl chart.</p>	<p>Instruction: Students will be asked to make a kwl foldable. Modeling: Students will be lead by teacher to take notes on the kwl chart.</p>	<p>Instruction: The teacher will delineate procedures on how to calculate stoichiometry problems. 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 stoichiometry problems. Modeling: The teacher will solve problems on the board. Students will also be called at random to model how to solve problems.</p>

PRACTICE	<p>Guided Practice:</p> <p>Independent Practice:</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: Students will pair to solve problems together.</p> <p>Independent Practice: After group practice, students will solve problems independently.</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>	<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:</p> <p>Summative:</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: 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: Feedback and questions from students.</p> <p>Summative: Completed and correctly solved problems</p>
RETEACH					
ENRICHMENT/ EXTENSION	<p>What is not completed in class will become homework.</p>	<p>What is not completed in class will become homework.</p>	<p>What is not completed in class will become homework.</p>	<p>What is not completed in class will become homework.</p>	<p>What is not completed in class will become homework.</p>
CLOSURE/EXIT TICKET	<p>Open Ended Response: Exit Ticket</p>	<p>Open Ended Response: Exit Ticket</p>	<p>Open Ended Response: Exit Ticket</p>	<p>Open Ended Response: Exit Ticket</p>	<p>Open Ended Response: Exit Ticket</p>