

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

Charles H. Milby High School
Weekly Lesson Plan

Week# 21

6-Weeks Cycle:	4th Six Weeks
WEEK OF:	Jan 26-30

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
OBJECTIVES	<p>TEKS/STAAR:</p> <p>Student Learning Outcomes: CHEM.8A</p>	<p>TEKS/STAAR:</p> <p>Student Learning Outcomes: CHEM.8E</p>	<p>TEKS/STAAR:</p> <p>Student Learning Outcomes: CHEM.8E</p>	<p>TEKS/STAAR:</p> <p>Student Learning Outcomes: CHEM.8E</p>	<p>TEKS/STAAR:</p> <p>Student Learning Outcomes: CHEM. 8E</p>
	<p>Instructional Objectives: SWBAT calculate percent composition and empirical and molecular formula.</p> <p>ELPS: SWBAT use a video presentation to review how to write empirical formulas.</p>	<p>Instructional Objectives: SWBAT perform stoichiometric calculations including determination of mass relationships between reactants and products, calculation of limiting reagents and percent yield.</p> <p>ELPS: SWBAT use a video presentation to review how to write empirical formulas.</p>	<p>Instructional Objectives: SWBAT perform stoichiometric calculations including determination of mass relationships between reactants and products, calculation of limiting reagents and percent yield.</p> <p>ELPS: SWBAT narrate, describe, and explain in writing about stoichiometry.</p>	<p>Instructional Objectives: SWBAT perform stoichiometric calculations including determination of mass relationships between reactants and products, calculation of limiting reagents and percent yield.</p> <p>ELPS: SWBAT narrate, describe, and explain in writing about stoichiometry.</p>	<p>Instructional Objectives: SWBAT perform stoichiometric calculations including determination of mass relationships between reactants and products, calculation of limiting reagents and percent yield.</p> <p>ELPS: Use simple and complex sentences to write about today's lab.</p>
AIM VIA INQUIRY	Anticipatory Set:	Anticipatory Set:	Anticipatory Set:	Anticipatory Set:	Anticipatory Set:
	<p>Sentence Stem: ... What does stoichiometry means to you?</p>	<p>Sentence Stem: ... What does stoichiometry means to you?</p>	<p>Sentence Stem: ... What are some of the considerations you take before you cook something or build something?</p>	<p>Sentence Stem: ... What are some of the considerations you take before you cook something or build something?</p>	<p>Sentence Stem: ... In your life, how would you apply what you have learned about stoichiometry?</p>
Warm-up /DO NOW	Entrance Ticket	Entrance Ticket	Entrance Ticket	Warm up	Warm up

AGENDA	<p>DUE TO COMMON ASSESSMENT AND SURVEY SOME OF THE LESSON FROM LAST WEEK MUST BE REPEATED FIRST HALF The students will watch a very short video on empirical formulas. Students will solve problems in groups of four.</p> <p>SECOND HALF 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.</p>	<p>DUE TO COMMON ASSESSMENT AND SURVEY SOME OF THE LESSON FROM LAST WEEK MUST BE REPEATED FIRST HALF The students will watch a very short video on empirical formulas. Students will solve problems in groups of four.</p> <p>SECOND HALF 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.</p>	<p>Warm up question related to Stoichiometry (mole to mole problems). Students will continue the lesson by solving (pair with partners) sets of problems which will include mass to mass, and volume to volume stoichiometry problems. Students will be asked to write an essay on stoichiometry. The essay will take the form of a RAFT essay. The essay will be written from a viewpoint other than that of a student (students will pretend to be something/someone else), to an audience (imaginary audience, teachers are excluded from being an audience). Students will be encourage to choose the role of the writer, audience, the format, and the topic. The essay must include facts, but must be written in a fun, entertaining style.</p>	<p>Warm up question related to Stoichiometry (mole to mole problems). Students will continue the lesson by solving (pair with partners) sets of problems which will include mass to mass, and volume to volume stoichiometry problems. Students will be asked to write an essay on stoichiometry. The essay will take the form of a RAFT essay. The essay will be written from a viewpoint other than that of a student (students will pretend to be something/someone else), to an audience (imaginary audience, teachers are excluded from being an audience). Students will be encourage to choose the role of the writer, audience, the format, and the topic. The essay must include facts, but must be written in a fun, entertaining style.</p>	<p>Students will be asked to form cooperative groups. Students will then conduct an experiment where they will determine the mass and mole of different substances. Students will complete a data and calculations table, showing calculations on a separate sheet of paper.</p>
INPUT /PROCEDURES	<p>Instruction: The teacher will delineate procedures on how to calculate stoichiometry problems.</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 stoichiometry problems.</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 write RAFT essays.</p> <p>Modeling: Teacher will show examples of already written essays.</p>	<p>Instruction: The teacher will delineate procedures on how to write RAFT essays.</p> <p>Modeling: Teacher will show examples of already written essays.</p>	<p>Instruction: Students will read directions necessary to perform today's experiment.</p> <p>Modeling: Teacher will demonstrate how to perform the lab.</p>
PRACTICE	<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>	<p>Guided Practice: Students collaboratively brainstorm RAFT (topics) ideas.</p> <p>Independent Practice: After group practice, students will write essay independently.</p>	<p>Guided Practice: Students collaboratively brainstorm RAFT (topics) ideas.</p> <p>Independent Practice: After group practice, students will write essay independently.</p>	<p>Guided Practice: Students will help each other write calculations and tables.</p> <p>Independent Practice: Students will write lab reports.</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: 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>