A blue and grey logo with claws

Description automatically generated**2024-2025 Weekly Lesson Planning Document**

Template for the following:

Science, Social Studies, CTE, World Languages,

HPELW, Fine Arts, JROTC

Week of Monday, \_\_\_\_2/24\_\_\_\_\_\_through Friday, \_2/28

**EDUCATOR’S NAME:** \_\_\_\_\_\_\_\_\_Hogan, Pani\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** \_\_\_\_\_\_Physical Science\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title:**  **Unit:**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **Unit 4 Matter**  **Chapter 16: Properties of Atoms and the Periodic Table**  **Pages 488-506** | **Unit 4 Matter**  **Chapter 16: Properties of Atoms and the Periodic Table**  **Pages 488-506** | **Unit 4 Matter**  **Chapter 16: Properties of Atoms and the Periodic Table**  **Pages 488-506** | **Unit 4 Matter**  **Chapter 16: Properties of Atoms and the Periodic Table**  **Pages 488-506** | **Unit 4 Matter**  **Chapter 16: Properties of Atoms and the Periodic Table**  **Pages 488-506** |
| **TN Standard(s):**  This should also be on your Whiteboard Protocol. | PSCI.PS1.5 Trace the development of the modern atomic theory to describe atomic particles properties and position. | | | | |
| **Objective (s):**  What specifically should students be able to do at the end of the lesson? The objective is standards-based.  Write the objective in student friendly terms. For example, I can multiply binomials.  This is should also be on your Whiteboard Protocol.  What do you want students to know, understand and be able to do as a result of this lesson? |  | • Use information about an element’s position in the periodic table to determine the charge of its ions.  • List the three major subatomic particles and distinguish among their location, charges, and relative masses.  • Know the chemical symbols for the common elements.  • Use the periodic table to identify the characteristics and properties of metals, nonmetals, and metalloids. | • Use information about an element’s position in the periodic table to determine the charge of its ions.  • List the three major subatomic particles and distinguish among their location, charges, and relative masses.  • Know the chemical symbols for the common elements.  • Use the periodic table to identify the characteristics and properties of metals, nonmetals, and metalloids. | • Use information about an element’s position in the periodic table to determine the charge of its ions.  • List the three major subatomic particles and distinguish among their location, charges, and relative masses.  • Know the chemical symbols for the common elements.  • Use the periodic table to identify the characteristics and properties of metals, nonmetals, and metalloids. | • Use information about an element’s position in the periodic table to determine the charge of its ions.  • List the three major subatomic particles and distinguish among their location, charges, and relative masses.  • Know the chemical symbols for the common elements.  • Use the periodic table to identify the characteristics and properties of metals, nonmetals, and metalloids. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | Periodic Table – Students should understand that Mendeleev was at a disadvantage when he created his periodic table. He did not have knowledge of the atomic structure. Electrons were not discovered until the late 1890s. | Periodic Table – Students should understand that Mendeleev was at a disadvantage when he created his periodic table. He did not have knowledge of the atomic structure. Electrons were not discovered until the late 1890s. | | | Periodic Table – Students should understand that Mendeleev was at a disadvantage when he created his periodic table. He did not have knowledge of the atomic structure. Electrons were not discovered until the late 1890s. | Periodic Table – Students should understand that Mendeleev was at a disadvantage when he created his periodic table. He did not have knowledge of the atomic structure. Electrons were not discovered until the late 1890s. | Periodic Table – Students should understand that Mendeleev was at a disadvantage when he created his periodic table. He did not have knowledge of the atomic structure. Electrons were not discovered until the late 1890s. |
| **Literacy-Based DO NOW:** | Figure 10 P. 502 | | Figure 12 P. 503 | Section 3 Review P. 506 # 1 | | Section 3 Review P. 506 # 2 | Section 3 Review P. 506 # 3 |
| **Agenda for the Day**  Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review. | * Do Now *(8 minutes)* * Review Learning Objective *(2 minutes)* * I do *(10 minutes)* * We do *(10 minutes)* * You do together *(5 minutes)*   You Alone *(10minutes* | | * Do Now *(8 minutes)* * Review Learning Objective *(2 minutes)* * I do *(10 minutes)* * We do *(10 minutes)* * You do together *(5 minutes)*   You Alone *(10minutes)* | * Do Now (8 minutes) * Review Learning Objective (2 minutes) * I do (10 minutes) * We do (10 minutes) * You do together (5 minutes)   You Alone (10minutes) | | Do Now (8 minutes)  Review Learning Objective (2 minutes)  I do (10 minutes)  We do (10 minutes)  You do together (5 minutes)  You Alone (10minutes) | * Do Now (8 minutes) * Review Learning Objective (2 minutes) * I do (10 minutes) * We do (10 minutes) * You do together (5 minutes)   You Alone (10minutes) |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | Launch Lab: Colorful Clues, p. 516  507 • Lab: Properties of Elements, p. 508 | | • Inquiry Lab: Compound Formation, p. 505 • Lab: A Periodic Table of Foods, p. | Demonstration: Dilute food coloring, p. 501 | | Demonstration: Dilute food coloring, p. 501 | test |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | • Visual Learning: Energy Levels (animation), p. 502  • Activity: Energy Levels, p. 504 | | Integrate History: Metal Use, p. 519 • Integrate Health: Sodium, p. 520 | se an Analogy: Wearing a Hat, p. 504 • Active Reading: Jigsaw, p. 504 • Science journal: New Elements, p. 504 | | se an Analogy: Wearing a Hat, p. 504 • Active Reading: Jigsaw, p. 504 • Science journal: New Elements, p. 504 | test |
| **End of the lesson**  You Do  **Science:** Evaluate | • Check for Understanding: Electron Dot Diagram, p. 506 • Chapter 16 Review, pp. 512 – 513 | | • Standardized Test Practice, pp. 514 – 515 | Check for Understanding: Electron Dot Diagram, p. 506 | | Check for Understanding: Electron Dot Diagram, p. 506 | test |
| **(05 MINUTES MAX)**  **Literacy Based closing activity:**  Engage students in reading and writing tasks that assess their understanding of the lesson. | 512/22 | | 512/23 | 512/24 | | 512/25 | test |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | Extended time, all students have an opportunity for one-on-one assistance, peer tutoring, or after school tutoring. | | Extended time, all students have an opportunity for one-on-one assistance, peer tutoring, or after school tutoring. | Extended time, all students have an opportunity for one-on-one assistance, peer tutoring, or after school tutoring. | | Extended time, all students have an opportunity for one-on-one assistance, peer tutoring, or after school tutoring. | Extended time, all students have an opportunity for one-on-one assistance, peer tutoring, or after school tutoring. |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | Captions will be used during the I do section of the lesson. Spanish copies of all handouts will be available, and bilingual mentors will be available. | | Captions will be used during the I do section of the lesson. Spanish copies of all handouts will be available, and bilingual mentors will be available. | Captions will be used during the I do section of the lesson. Spanish copies of all handouts will be available, and bilingual mentors will be available. | | Captions will be used during the I do section of the lesson. Spanish copies of all handouts will be available, and bilingual mentors will be available. | Captions will be used during the I do section of the lesson. Spanish copies of all handouts will be available, and bilingual mentors will be available. |
| **Assessment (s):**  Assessments may include:  Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc. | Demonstration formative assessments | | summative assessment  post-assessment, discussion | formative assessments | | Demonstration formative assessments | summative assessment  post-assessment, discussion |
| **Corrective Activity (s):** | Reteach, reinforcement | | Reteach, reinforcement | Reteach, reinforcement | | Reteach, reinforcement | Reteach, reinforcement |
| **Extension/Enrichment Activity (s):** | Student mentoring, Enrichment activities | | Student mentoring, Enrichment activities | Student mentoring, Enrichment activities | | Student mentoring, Enrichment activities | Student mentoring, Enrichment activities |
| **Technology Integration:**  How will the students use technology to help them master the objective. | N/A | | N/A | N/A | | N/A | N/A |