

Harley Bress — Chemistry 2014-15

Q3 Week 2

WEEK

NOTES

MONDAY

Segment	Activity	Description
0-5 minutes	Daily QOD or Discussion	The following QOD will help to engage the student prior to starting the lesson and will help to provide the groundwork to keep students engaged: QOD: Describe how electrons in metals move.
5-10 minutes	Engage/Motivate	Students will discuss QOD and how it applies to prior knowledge. We will discuss old and new vocabulary as it pertains to this lesson.
10-40 mins	Whole Group Instruction	Daily lesson plan including examples and modeling, strategies, student participation in new strategies and models. 1. Discuss QOD 2. Lewis Structure Review and Handout 2. Finish Lab on Ionic/Covalent(if burners are working) 3. Read pages 188-189 / Clay models with nails
40-60 mins	Group practice/ small group and individual instruction	Students will have a chance to do projects and classwork based on the day's lesson. Teacher will monitor progress, answer questions and provide scaffolding for student progress.
Also 40-60 minute period	Assessment via a variety of methods	Nimbus questions, quick quizzes and other methods will be used to quiz students current knowledge at the end of class.
	Standards Addressed.	Alaska State Science Standards:

TUESDAY

Segment	Activity	Description
0-5 minutes	Daily QOD or Discussion	The following QOD will help to engage the student prior to starting the lesson and will help to provide the groundwork to keep students engaged: QOD: What is VSEPR Theory?
5-10 minutes	Engage/Motivate	Students will discuss QOD and how it applies to prior knowledge. We will discuss old and new vocabulary as it pertains to this lesson.
10-40 mins	Whole Group Instruction	Daily lesson plan including examples and modeling, strategies, student participation in new strategies and models. 1. Discuss QOD 2. VSEPR Practice #1 page 188 in journals 3. Read pages 189-190 + Sample problem pg 191 4. Practice Problem #1 page 191 in journal 5. VSEPR Worksheet
40-60 mins	Group practice/ small group and individual instruction	Students will have a chance to do projects and classwork based on the day's lesson. Teacher will monitor progress, answer questions and provide scaffolding for student progress.
Also 40-60 minute period	Assessment via a variety of methods	Nimbus questions, quick quizzes and other methods will be used to quiz students current knowledge at the end of class.
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WEDNESDAY

Segment	Activity	Description
0-5 minutes	Daily QOD or Discussion	The following QOD will help to engage the student prior to starting the lesson and will help to provide the groundwork to keep students engaged: QOD: How do unshared electrons affect the molecular geometry of bonded compounds?

Segment	Activity	Description
5-10 minutes	Engage/Motivate	Students will discuss QOD and how it applies to prior knowledge. We will discuss old and new vocabulary as it pertains to this lesson.
10-40 mins	Whole Group Instruction	Daily lesson plan including examples and modeling, strategies, student participation in new strategies and models. 1. Discuss QOD 2. Continue VSEPR Handout 3. Read pages 191-193 or powerpoint - Hybridization model!
40-60 mins	Group practice/ small group and individual instruction	Students will have a chance to do projects and classwork based on the day's lesson. Teacher will monitor progress, answer questions and provide scaffolding for student progress.
Also 40-60 minute period	Assessment via a variety of methods	Nimbus questions, quick quizzes and other methods will be used to quiz students current knowledge at the end of class.
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THURSDAY

Segment	Activity	Description
0-5 minutes	Daily QOD or Discussion	The following QOD will help to engage the student prior to starting the lesson and will help to provide the groundwork to keep students engaged: QOD: What are hybrid orbitals?
5-10 minutes	Engage/Motivate	Students will discuss QOD and how it applies to prior knowledge. We will discuss old and new vocabulary as it pertains to this lesson.
10-40 mins	Whole Group Instruction	Daily lesson plan including examples and modeling, strategies, student participation in new strategies and models. 1. Discuss QOD 2. Discuss Weak forces between molecules + PP Presentation - Dipole-forces, Hydrogen bonding and London Dispersion Forces 3. HW: Read pages 193-197 4. HW: Questions 1-6 pg 197
40-60 mins	Group practice/ small group and individual instruction	Students will have a chance to do projects and classwork based on the day's lesson. Teacher will monitor progress, answer questions and provide scaffolding for student progress.
Also 40-60 minute period	Assessment via a variety of methods	Nimbus questions, quick quizzes and other methods will be used to quiz students current knowledge at the end of class.
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FRIDAY

Segment	Activity	Description
0-5 minutes	Daily QOD or Discussion	The following QOD will help to engage the student prior to starting the lesson and will help to provide the groundwork to keep students engaged: QOD(Timed-pair share): Describe a weak intermolecular forces and how they act.
5-10 minutes	Engage/Motivate	Students will discuss QOD and how it applies to prior knowledge. We will discuss old and new vocabulary as it pertains to this lesson.
10-40 mins	Whole Group Instruction	Daily lesson plan including examples and modeling, strategies, student participation in new strategies and models. 1. Discuss QOD 2. Water Polarity lab - Read it and do it! Need Ethanol + pennies.
40-60 mins	Group practice/ small group and individual instruction	Students will have a chance to do projects and classwork based on the day's lesson. Teacher will monitor progress, answer questions and provide scaffolding for student progress.
Also 40-60 minute period	Assessment via a variety of methods	Nimbus questions, quick quizzes and other methods will be used to quiz students current knowledge at the end of class.
	Standards Addressed.	Alaska State Science Standards: