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| Day | Duties / Daily info. | Week of 9-30-19 |
| **MONDAY** |  | **Standard**; 7.P.2A.2: Obtain and use information about elements (including chemical symbol, atomic number, atomic mass, and group or family) to describe the organization of the periodic table.  **Essential Question**:  How are elements, compounds, and mixtures related?  **Objective**:  SWBAT distinguish the difference between an element and compound.  **Warm-up**: Bell Ringer  **Procedure**: Students will finish taking notes with their graphic organizers.  **Check for Understanding**: observations, questions  **Instructional Strategies**:  whole groups, individual  **Modifications/Accommodations:** Modifications and Accommodations may include but are not limited to Modified classwork sheets, manipulative, re-wording of directions, additional time, shortened assignments, all modifications and accommodations as described in IEPs, ESOL, and 504s.  **Closure:** Quick analysis of a graph  **Assessment**: Formative  **Homework**: Atoms and Molecules Sheet |
| **TUESDAY** |  | **Standard**; 7.P.2A.2: Obtain and use information about elements (including chemical symbol, atomic number, atomic mass, and group or family) to describe the organization of the periodic table.  **Essential Question**:  How are elements, compounds, and mixtures related?  **Objective:** SWBAT identify the difference between compounds and molecules  **Warm-up**: Bell Ringer  **Procedure**: Students will be given handouts to work on in class followed by a copy of study guide for Subunit test  **Check for Understanding**: observations, questions  **Instructional Strategies**:  whole group, individual, pair work  **Modifications/Accommodations**: Modifications and Accommodations may include but are not limited to Modified classwork sheets, manipulative, re-wording of directions, additional time, shortened assignments, all modifications and accommodations as described in IEPs, ESOL, and 504s.  **Closure:** Students will answer an exit slip  **Assessment**:  Formative  **Homework**:  None |
| **WEDNESDAY** |  | **Standard**: 7.P.2A.2: Obtain and use information about elements (including chemical symbol, atomic number, atomic mass, and group or family) to describe the organization of the periodic table.  **Essential Question**:  How are elements, compounds, and mixtures related?  **Objective**:  SWBAT interpret vocabulary terms and identify elements, compounds and mixtures.  **Warm-up**: Bell Ringer  **Procedure:** Students will match vocabulary words and sort the cards into the following categories: Element, Compound, Mixture, or in some cases a combination of these.  **Check for Understanding**: observations, questions  **Instructional Strategies**:  whole group, individual, think pair share  **Modifications/Accommodations**: Modifications and Accommodations may include but are not limited to Modified classwork sheets, manipulative, re-wording of directions, additional time, shortened assignments, all modifications and accommodations as described in IEPs, ESOL, and 504s.  **Closure:** Students will come up with their own story and draw a position time graph for it.  **Assessment**: Formative  **Homework**:  Study for Vocab Quiz |
| **THURSDAY** |  | **Standard**: 7.P.2A.2: Obtain and use information about elements (including chemical symbol, atomic number, atomic mass, and group or family) to describe the organization of the periodic table.  **Essential Question**:  How are elements, compounds, and mixtures related?  **Objective**: SWBAT will present mastery of science vocabulary and language  **Warm-up**: Bell Ringer  **Procedure:** Students will have Chapter 1 vocabulary Test  **Check for Understanding**: Questions, observations  **Instructional Strategies**: individual, whole group, group work  **Modifications/Accommodations**: Modifications and Accommodations may include but are not limited to Modified classwork sheets, manipulative, re-wording of directions, additional time, shortened assignments, all modifications and accommodations as described in IEPs, ESOL, and 504s.  **Closure:** Exit Slip  **Assessment**: Summative  **Homework**: Study for Test |
| **FRIDAY** |  | **Standard**: 7.P.2A.2: Obtain and use information about elements (including chemical symbol, atomic number, atomic mass, and group or family) to describe the organization of the periodic table.  **Essential Question**:  How can we represent the motion of an object with a graph?  **Objective**:  SWBAT to mastery of standards learned  **Warm-up**: Bell Ringer  **Procedure**: Teacher will give a summative assessment to test standards taught throughout Unit 1  **Check for Understanding**: Observations, questions  **Instructional Strategies**:  whole group, group work.  **Modifications/Accommodations**: Modifications and Accommodations may include but are not limited to Modified classwork sheets, manipulative, re-wording of directions, additional time, shortened assignments, all modifications and accommodations as described in IEPs, ESOL, and 504s.  **Closure:** Crossword Puzzle  **Assessment:**  Summative  **Homework**:  None |

\*Lesson plans are subject to change.