**Westside High School – Weekly Lesson Plan (Week At a Glance) – SY 25-26**

**Teacher:** Rani **Subject:** Physical Science **Grade:** 11**Date(s):** Sept 2–5, 2025

| **Day** | **Learning Target (LT) & Success Criteria (SC)** | **Activation of Learning (5 min)** | **Focused Instruction – I DO (10 min)** | **Guided Instruction – WE DO (10 min)** | **Collaborative Learning – Y’ALL DO (10 min)** | **Independent Learning – YOU DO (10 min)** | **Closing (5 min)** |
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| **Mon (9/1)** | *Holiday – No School* |  |  |  |  |  |  |
| **Tue (9/2)** | **LT:** I can describe the structure of the atom **SC1:** I can label subatomic particles.**SC2:** I can explain why atoms are neutral. | **Quick Write**: “What do you already know about atoms?” | **Direct Instruction + Think-Aloud** Using diagrams of atoms. | **Guided Graphic Organizer**: Fill in an atom diagram together. | **Jigsaw Strategy**: Each group studies one subatomic particle and teaches peers. | **Independent Practice**: Label and color-code subatomic particles on a model worksheet. | **Exit Ticket**: 3-2-1 Summary (3 facts, 2 connections, 1 question). |
| **Wed (9/3)** | **LT:** I can explain atomic number and atomic mass.**SC1:** I can use the periodic table to find atomic number and mass.**SC2:** I can calculate neutrons using atomic mass and number. | **Anticipation Guide**: “True/False: The atomic number equals the mass number.” | **Worked Examples**: Teacher models finding protons, neutrons, electrons. | **Error Analysis**: Students spot mistakes in sample atom breakdowns. | **Collaborative Annotation**: Groups annotate a periodic table except with labels for atomic numbers/masses. | **Practice Problems**: Students calculate protons, neutrons, and electrons for given elements. | **Peer Debrief**: Pairs share one “aha moment” from today. |
| **Thu (9/4)** | **LT:** I can explain isotopes and ions.**SC1:** I can distinguish between isotopes of the same element.**SC2:** I can explain how ions form by losing/gaining electrons. | **Think-Pair-Share**: “How can an atom change but remain the same element?” | **Modeling with Think-Aloud**: Teacher compares carbon-12 vs carbon-14. | **Reciprocal Teaching**: In groups, students rotate roles (summarize, clarify, question, predict) with isotope/ion passages. | **Team Problem Solving**: Groups analyze element cards and determine if they are isotopes or ions. | **Independent Task**: Students classify a set of elements as neutral atoms, isotopes, or ions. | **One-Minute Summary**: “Explain in one sentence how isotopes differ from ions.” |
| **Fri (9/5)** | **LT:** I can explain valence electrons, valency, and ion formation in main group elements.**SC1:** I can determine the number of valence electrons from the periodic table.**SC2:** I can predict the type of ion formed by a main group element. | **Engaging Video Clip**: Short Bohr model animation with guiding question. | **Anchor Chart Creation**: Teacher models building a valence electron/ion formation chart. | **Socratic Seminar**: Debate: “Are valence electrons more important than protons in determining chemical behavior?” | **Gallery Walk**: Groups create posters showing ion formation for different groups; students walk and give feedback. | **Choice Board Activity**: Students choose between drawing Bohr models, writing an explanation, or making an infographic about ion formation. | **Revisit Learning Target**: Students self-assess mastery on a 1–4 scale. |