**Weekly Lesson Plan (Week at a Glance) – SY 25-26**

**Teacher:** Rani **Subject:** Physical Science **Course:** Chemical Bonding  **Grade:** 11 **Date(s):** September 22–26, 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 9/22** | **LT:** I can describe how valence electrons determine reactivity of an element. **SC1:** I can identify the # of valence electrons in elements using the periodic table. **SC2:** I can explain why valence electrons are important in bonding. | **KWL Chart** – Students list what they know about electrons. | **Think-Aloud Modeling** – Teacher shows how to use periodic table groups to find valence electrons. | **Graphic Organizer (Guided)** – Complete Bohr models for sample elements together. | **Jigsaw Strategy** – groups become “experts” on different families (alkali, halogens, noble gases) and share valence trends. | **Practice Set** – students complete Bohr models/valence electron diagrams independently. | **Exit Ticket** – “Why do valence electrons matter?” |
| **Tue 9/23** | **LT:** I can explain electronic configuration and model atoms using Bohr’s model. **SC1:** I can write electronic configurations up to 20 electrons. **SC2:** I can correctly draw Bohr models from configurations. | **Quick Write** – “What patterns do you notice in how electrons fill shells?” | **Direct Instruction (Worked Examples)** – step-by-step for Na, Cl, O atoms. | **Prompting & Cueing** – teacher asks students to predict next electron positions. | **Collaborative Annotation** – students annotate electronic configuration notes with partners. | **Independent Practice Worksheet** – write configs & draw Bohr models for assigned elements. | **3-2-1 Summary** – 3 things learned, 2 connections, 1 lingering question. |
| **Wed 9/24** | **LT:** I can explain how ions form and predict charges of common elements. **SC1:** I can determine whether an atom will gain/lose electrons. **SC2:** I can predict the resulting ion and its charge. | **Anticipation Guide** – agree/disagree with statements like “Atoms prefer full shells.” | **Modeling with Think-Aloud** – show how Na forms Na⁺, Cl forms Cl⁻. | **Error Analysis** – students examine incorrect ion diagrams and correct them. | **Team Problem Solving** – groups decide charges for unknown atoms, justify with rules. | **Practice Problems** – determine ion charges independently, show work. | **One-Minute Summary** – explain ion formation in one sentence. |
| **Thu 9/25** | **LT:** I can compare ionic and covalent bonds. **SC1:** I can describe how each type of bond forms. **SC2:** I can classify examples as ionic or covalent. | **Think-Pair-Share** – brainstorm: “What happens when metals and nonmetals interact?” | **Direct Instruction with Anchor Charts** – ionic vs. covalent bond characteristics. | **Reciprocal Teaching** – groups rotate roles while reading a bonding passage. | **Socratic Seminar** – “Which bond type is stronger and why?” (students use evidence). | **Independent Graphic Organizer** – Venn diagram comparing ionic & covalent bonds. | **Revisit LT** – students self-rate mastery of bond types. |
| **Fri 9/26** | **LT:** I can evaluate properties of ionic & covalent compounds. **SC1:** I can explain differences in melting point, conductivity, and solubility. | **Engaging Video with Prompt** – conductivity test demo. | **Demonstration** – teacher shows salt vs. sugar melting, solubility, and conductivity. | **Guided Data Analysis** – class discusses observations & links to bond type. | **Gallery Walk** – student groups post compound cards & properties; peers classify as ionic/covalent. | **Performance Task** – students write a justification paragraph classifying unknown compounds. | “How can properties confirm bond type?” |