**Weekly Lesson Plan (Week-at-a-Glance)**

**Teacher: Ms.Rani/Sharfudeen Subject:** Physical Science **Course:** Science **Grade:** 11 **Date(s):** September 29 – October 3, 2025

| **Day** | **Learning Target (LT)** | **Success Criteria (SC)** | **Activation (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 (9/29)** | LT: I can distinguish between **physical and chemical properties of bonds**. | SC1: I can describe examples of physical vs. chemical properties. SC2: I can explain how these properties affect matter. | **Quick Write**: Students describe a common object and list its physical/chemical properties. | **Think-Aloud Modeling**: Teacher demonstrates classifying sample properties into physical or chemical. | **Graphic Organizer (Guided)**: Students complete a T-chart with teacher support. | **Jigsaw Strategy**: Groups become “experts” on given substances, then teach peers. | **Choice Board**: Students select a task (diagram, paragraph, or infographic) explaining physical vs. chemical properties. | **Exit Ticket**: Identify one new property learned and one question they still have. |
| **Tue (9/30)** | LT: I can analyze patterns and organization of the **Periodic Table**. | SC1: I can explain how elements are arranged by atomic number and properties. SC2: I can use the table to predict element characteristics. | **Anticipation Guide**: True/false prompts about metals, nonmetals, groups, and periods. | **Direct Instruction**: Teacher mini-lesson on trends (atomic size, reactivity). | **Error Analysis**: Students find mistakes in a sample periodic table “prediction.” | **Collaborative Annotation**: Students highlight and discuss periodic trends in sample tables. | **Independent Practice**: Students solve element prediction problems. | **3-2-1 Summary**: 3 facts, 2 patterns, 1 question. |
| **Wed (10/1)** | LT: I can compare types of **chemical bonding** (ionic, covalent, metallic). | SC1: I can classify examples of bonding types. SC2: I can explain why atoms bond. | **Do Now**: Match bond type with a real-world example (salt, water, metals). | **Worked Examples**: Teacher models drawing Lewis structures and identifying bond types. | **Reciprocal Teaching**: In small groups, students take roles (summarizer, questioner, predictor, clarifier) while analyzing bond examples. | **Team Problem Solving**: Groups solve “Which bond?” scenarios with reasoning. | **Performance Task**: Write a short comparison essay on bond types with examples. | **Peer Debrief**: Share “aha” moments about bonding. |
| **Thu (10/2)** | LT: I can review and synthesize knowledge of the **Periodic Table and Bonding**. | SC1: I can explain key trends and bonding principles. SC2: I can apply them to solve review questions. | **Engaging Video Prompt**: Short clip linking periodic trends to bonding. | **Anchor Chart**: Co-create visual summary of periodic trends and bond types. | **Prompting & Cueing**: Teacher-led review questions with class participation. | **Gallery Walk**: Groups rotate through review stations with key problems. | **Graphic Organizer (Independent)**: Each student completes a summary sheet connecting trends to bonding. | **Revisit Learning Target**: Students rate confidence (1–4). |
| **Fri (10/3)** | LT: I can demonstrate mastery of **solutions, bonding, and periodic table concepts**. | SC1: I can apply knowledge on a unit test. SC2: I can reflect on areas of growth and need. | **Think-Pair-Share**: Predict which topics might be on today’s test and why. | **Test Directions & Clarification** (I DO). | **N/A – Test Day** | **Unit Test** (individual, closed book). | **N/A – Test Day** | **One-Minute Summary**: After test, students write one strategy that helped them prepare. |