**Weekly Lesson Plan – Periodic Table (Sept 8–12, 2025)**

 **Name :**Rani/Sharfudeen **Subject:** Physical Science **Grade :11** **Date(s):** Sept 8–12, 2025

| **Day** | **Learning Target & Success Criteria** | **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)** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Mon 9/8** | **LT:** I can review and connect knowledge **SC1:** I can differentiate elements, compounds, and mixtures. **SC2:** I can describe the atomic structure | **KWL Chart**: Students recall what they know about atoms, compounds, and mixtures. | **Think-Aloud Modeling**: Teacher reviews big concepts using anchor chart connections. | **Graphic Organizer (Guided)**: Compare/contrast chart (elements vs. compounds vs. mixtures). | **Jigsaw Strategy**: Groups summarize one topic (atoms, mixtures, phase changes, structure) and share back. | **Quick Write**: Students summarize “1 most important review concept.” | **Exit Ticket**: “Which review topic do you feel strongest about? Weakest?” |
| **Tue 9/9** | **LT:** I have learnt Unit 1 concepts. **SC1:** I can answer test questions on atomic structure & matter | **Do Now**: Short warm-up on key terms. | **Direct Instruction**: Test directions and reminders. | **Guided Review**: Teacher clarifies last-minute student questions. | **Independent Test**: Students complete unit test individually. | **None (Test Day)** | **Parking Lot**: Students post lingering questions for next unit. |
| **Wed 9/10** | **LT:** I can explain patterns of valence electrons in main group elements. **SC1:** I can identify valence electrons by group number. **SC2:** I can connect valence electrons to reactivity. | **Anticipation Guide**: Agree/disagree with prompts (e.g., “Group 1 elements are stable”). | **Worked Examples**: Teacher models finding valence electrons across groups. | **Reciprocal Teaching**: Students process a reading on valence electrons and reactivity. | **Team Problem-Solving**: Groups determine which element is most reactive based on electron configuration. | **Graphic Organizer (Independent)**: Students complete a reactivity chart by group. | **Peer Debrief**: Partners share “Most surprising pattern I learned today.” |
| **Thu 9/11** | **LT:** I can classify elements as metals, nonmetals, or metalloids. **SC1:** I can describe properties of metals, nonmetals, and metalloids.  | **Engaging Video + Prompt**: Properties demo (shiny copper, brittle sulfur, silicon chip). | **Analogies**: Teacher compares metals, nonmetals, and metalloids to sports teams with unique roles. | **Error Analysis**: Students critique incorrect classifications. | **Collaborative Annotation**: Groups highlight a periodic table, labeling metals/nonmetals/metalloids. | **Choice Board**: (a) Venn diagram, (b) short written explanation, or (c) chart examples. | **3-2-1 Summary**: 3 facts, 2 examples, 1 lingering question. |
| **Fri 9/12** | **LT:** I can predict types of ions formed by main group elements. **SC1:** I can explain why metals form cations and nonmetals form anions. **SC2:** I can write charges of common ions. | **Think-Pair-Share**: “Why would atoms gain/lose electrons?” | **Demonstration**: Teacher models electron-dot structures showing ion formation. | **Prompting & Cueing**: Scaffolded questions on charge predictions for specific groups. | **Socratic Seminar**: Debate: “Is stability more important than reactivity in chemistry?” | **Performance Task**: Students write electron-dot diagrams for elements and label resulting ions. | **Revisit Learning Target**: Students self-assess mastery 1–4 and set a goal for next week. |