**Westside High School – Weekly Lesson Plan (Week at a Glance)**

**Teacher:** Rani  **Subject:** Physical Science  **Course:** Science  **Grade:** 11  **Date(s):** October 15–17, 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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| **Wednesday (Oct 15)** | **LT:** I can identify and describe single and double replacement reactions.**SC1:** I can classify reactions as single or double replacement using examples.**SC2:** I can explain the reactant-product pattern in each type. | **Anticipation Guide** – Students respond true/false to “One element replaces another in a single replacement reaction | **Direct Instruction (EDI)** – Mini-lesson on the concept of replacement reactions | **Graphic Organizer (Guided)** – Teacher and students complete a **T-chart** comparing single vs. double replacement reactions. | **Jigsaw Strategy** – Groups become “experts” on one reaction type and teach peers using real-life examples (e.g., rusting, precipitation). | **Choice Board** – Students complete a matching activity to show understanding | **Exit Ticket (3-2-1 Summary)** – 3 things learned, 2 examples, 1 question. |
| **Thursday (Oct 16)** | **LT:** I can balance chemical equations for replacement reactions following the law of conservation of mass.**SC1:** I can correctly balance equations by counting atoms. | **Quick Write** – “Why must equations be balanced in chemistry? | **Modeling with Worked Examples** – Teacher balances sample equations step-by-step using color coding | **Error Analysis** – Students correct pre-written unbalanced equations in pairs | **Team Problem Solving** – Groups compete to balance equations first, explaining reasoning aloud. | **Independent Practice (Performance Task)** – Students balance a set of equations independently in their notebooks. | **Peer Debrief & Revisit LT** – Students share challenges and rate their understanding 1–4. |
| **Friday (Oct 17)** | **LT:** I can review and apply knowledge of chemical equations and replacement reactions to analyze real-world examples.**SC1:** I can apply knowledge to explain chemical changes in daily life.**SC2:** I can evaluate which type of reaction occurs in different scenarios. | **KWL Chart** – Students fill “Know” and “Want to know” before review. | **Socratic Seminar** – Guided discussion on chemical reactions in real-world contexts (e.g., cooking, corrosion, cleaning). | **Collaborative Annotation** – Groups annotate a short passage describing a reaction, identifying evidence for reaction type. | **Gallery Walk** – Groups create mini-posters on examples of chemical reactions and rotate to review others’. | **Reading Apprenticeship & Reflection Journal** – Students reflect on which topic they mastered best and which needs review. | **One-Minute Summary** – “In one minute, explain how you can tell a reaction is balanced and what type it is.”hy |