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

**Teacher:** [Your Name] **Subject:** Physical Science **Course:** Science **Grade:** 11**Date(s):** October 6–8, 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 Oct 6 – Synthesis & Decomposition Reactions** | **LT:** I can classify and balance synthesis and decomposition reactions.**SC1:** I can recognize synthesis and decomposition patterns in chemical equations.**SC2:** I can balance equations correctly using coefficients. | **Quick Write**: “What happens when substances combine? When they break apart?” *(activates prior knowledge)* | **Direct Instruction (EDI)** with **Think-Aloud**: Teacher models identifying synthesis & decomposition reactions; demonstrates balancing using examples. | **Graphic Organizer (Guided)**: Students complete a T-chart comparing synthesis vs. decomposition, teacher circulates for feedback. | **Jigsaw Strategy**: Each group balances 2–3 sample equations, then “teaches” their solutions to peers. | **Practice Worksheet** (Choice Board option): Students independently classify & balance 6 equations. | **Exit Ticket (3-2-1 Summary):** 3 things learned, 2 examples, 1 question they still have. |
| **Tue Oct 7 – Single Replacement Reactions** | **LT:** I can predict and balance single replacement reactions using the activity series.**SC1:** I can use the activity series to determine if a reaction will occur.**SC2:** I can balance single replacement equations accurately. | **Anticipation Guide**: Students respond to true/false prompts (e.g., “Any element can replace another in a compound”). | **Modeling with Worked Examples**: Teacher explains activity series, models 2 single replacement reactions step-by-step. | **Error Analysis**: Students analyze a set of incorrectly balanced reactions and correct them together. | **Team Problem Solving**: Groups solve activity-series reaction scenarios (predict products, balance). | **Independent Practice**: Students complete 5 reaction prediction + balancing problems. | **Peer Debrief**: Students pair up and explain one solved problem to each other. |
| **Wed Oct 8 – Double Replacement Reactions** | **LT:** I can identify and balance double replacement reactions and predict precipitate formation.**SC1:** I can write products for double replacement reactions and determine if a precipitate forms.**SC2:** I can balance the equations correctly. | **Think-Pair-Share**: “What might happen if two solutions are mixed together?” | **Demonstration (Teacher-Led Lab Demo)**: Mix two aqueous solutions; model identification of precipitate and balanced equation. | **Collaborative Annotation**: Students annotate sample reaction equations, highlighting reactants, products, and precipitates. | **Socratic Seminar**: Groups discuss the role of double replacement in real-world contexts (e.g., water treatment, medicine). | **Performance Task**: Students independently predict products & balance 5 double replacement equations, including solubility rules. | **Revisit Learning Target**: Students rate their mastery (1–4) and submit reflection as **Exit Ticket**. |