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| **Lesson Plan:** |

**Hook and Introduction**

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| **Time** | **Activity** | **Teaching notes** | **Assessment** |
| 10 min | * Cool video for Ammonium dichromate and Mercury (II) thiocyanide | * Questions for probing: * Physical or chemical change? * Endothermic or Exothermic? * Reversible or Irreversible? | Write on piece of paper and teacher collects  Discussion afterward |

**Development**

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| **Time** | **Activity** | **Teaching notes** | **Assessment** |
| 10 min | * Naming compounds | * Notes on HoverCam |  |
| 10 min | * Example questions for students to try out on white board | * Walk around | * Do students understand how to write the compounds? Metal vs. non-metal? Changing the non-metal names |
| 15 min | * Introduce chemical formulae writing | * Notes on HoverCam |  |
| 10  min | * Example questions for students to try out on white board |  | * Students hand in questions at end of class |
| 10  min | * Exit Slip | * 1 chemical formulae * 1 chemical naming | * Check student's exit slips |

**Closure**

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| **Time** | **Activity** | **Teaching notes** | **Assessment** |
| 10 min | * Discussion on issues and next class | - Quiz on LO 1-6, 10, 12 and naming today  - Issues:   * Late to class * Assignments due * Earbuds * Phone usage in class | HMK: practice problems 86-87, #4 (pg95) |