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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 collectsDiscussion afterward |

**Development**

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| **Time** | **Activity** | **Teaching notes** | **Assessment** |
| 10 min | * Naming compounds
 | * Notes on HoverCam
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| 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
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| 10min | * Example questions for students to try out on white board
 |  | * Students hand in questions at end of class
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| 10min | * Exit Slip
 | * 1 chemical formulae
* 1 chemical naming
 | * Check student's exit slips
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**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) |