

TITLE OF LESSON

Physical Science Unit 1 Lesson 41 – Test 4: Chemical Equations
Nature of Matter: How do tribes gain understanding of compounds and molecules?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Sciences: Chem, Atomic and Molecular Structure 1; Chemical Bonds 2; Chemical Equilibrium 9;
Conservation of Matter and Stoichiometry 3; Reaction Rates 8; Investigation and Experimentation 1

MATERIALS

Test 4 Key – Teacher Page
Test 4: Chemical Equations – Teacher Page
Each student will need:
pen or pencil
Periodic Table

LESSON OBJECTIVES

- To assess students' knowledge of concepts
-

FOCUS AND MOTIVATE STUDENTS

- 1) Homework Check – Collect Lab Report 7. Stamp/initial complete review sheets. Pass back graded assignments and have students place in the appropriate sections of their binders.
 - 2) [Agenda](#) – Have students copy the agenda.
 - 3) Review – Students should look over their study sheet for five minutes. At the end of five minutes, call time. Collect all study sheets. Have students put everything on their desk away, but a pen or pencil.
 - 4) Test Protocol – Remind students that there should be no talking during a test. They will have the whole period to complete their test. If they have any questions, they should raise their hand and you will come to their desk to answer the question. If any student talks, it will automatically be assumed that they are cheating and both parties will receive and 'F' on their test. This is a timed test in that they must finish it by the end of the period. So students will need to pace themselves accordingly. Explain that you will post the remaining time on the front board to help them out. Finally, any student who finishes early should turn their test over and sit quietly until the bell rings.
-

ACTIVITIES – INDIVIDUAL AND GROUP

1. Test 4 – After five minutes, have students clear their desks. Hand out **Test 4: Chemical Equations**. Tell students they will have the rest of the period to complete the tests.
2. Work – Have students get right to work on their tests. Tell the students when they have 20 minutes remaining; then 10, then 5. Decide before class if you will walk around and collect tests or if students should hand them to you as they walk out. Just before the bell rings, collect the tests or ask them to hand them to you when the bell rings.

NOTE: The test is out of 50 points. To convert to a 100-point scale, multiply each student's results by two.

3. Homework Review – Review homework assignments below.
4. [Goal Setting](#) – If you have graded Lab Report 6, pass it back now. Ask students to look at the grade they earned. Have them decide what grade they would like to earn on their next lab report. Have them write the grade they will earn on their next lab report on a separate sheet of paper with their name on it. Under the grade, have them list 3 things they will do differently in order to earn the grade they say they want. This can be as simple as finishing each draft on time or making sure to get their report revised properly and thoroughly. Each student needs to decide what

his/her specific weaknesses are. Collect student goals. If you do not have time for this today, open class with it tomorrow.

5. **Portfolio** – Have students place Lab Report 6 in their portfolios.
6. **Homework Review** – Tell students that tonight they need to write down what type of image they would like to download as part of the visual for their presentation, including keys words they will use to search for this image. They may use the image in their table or in another sketch or image. See requirements below. They must create a mock table (hard copy) reflecting their portion of the final project presentation that includes all of the following:

Visual Aid Requirements

- At least 2 Images (from each group member) – can contain drawings, sketches, photos and 1 image downloaded from the Internet.
- One Table Created in Word (from each group member)– it must show information about the family of elements studied, it must have a title, at least 2 columns, headings, and show that the students understand how to create a table
- An illustration of your tribe and an illustration of the family of elements you are studying
- The visuals must describe an aspect of the family
- The visuals must provide information that helps the audience understand the family

Table Requirements

- Table Title
 - List font style and size
 - Rows and columns
 - Column titles
 - Row titles
 - Specification of height and width of cells
 - Center text in cell
 - Use of color to organize information
 - Creative use of borders
 - Logical organization of information
 - Font Style and Size logical and visually pleasing
 - Include required information about family of elements studied
 - Table represents what you as an individual will present during the final presentation
-

HOMEWORK

- 1) List type of image to download for visual and key words for finding visual.
 - 2) Create mock table for final project.
-

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Lab Report 2
Test 1: Matter
Lab Report 3
Class Periodic Table
Lab Report 4
Test 2: Atoms and Periodicity
Lab Report 5
Test 3: Compounds
Lab Report 6
Lab Report 7
Test 4: Chemical Equations