TEACHER:	GOODMAN	**CLASS:** IPC		**WEEK OF:** 09/30 - 10/04
DEPT:	SCIENCE			
TEKS:	6A, 6C, 7A			

Hunter Lesson Cycle Direct Teach Approach	Check for Understanding: How will you assess student understanding of the concept or skill?	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1. Learning Objective(s): *What do you want students to learn and/or be able to do?*		TSWBAT: - Examine atomic theory timeline and Relate element placement on the periodic table to its physical and chemical behavior.	TSWBAT: Examine atomic theory timeline and Relate element placement on the periodic table to its physical and chemical behavior.	TSWBAT: Examine atomic theory timeline and Relate element placement on the periodic table to its physical and chemical behavior.	TSWBAT: - Examine atomic theory timeline and Relate element placement on the periodic table to its physical and chemical behavior.	TSWBAT: - Examine atomic theory timeline and Relate element placement on the periodic table to its physical and chemical behavior.
2. Anticipatory Set: *How will you engage students at the beginning of the lesson?*			Relate lesson back to video and talk about real world examples of uses of elements			
3. Teaching—Input: *What information / knowledge / skills will you provide and by what means?*		List of scientists who contributed to the PT and AT	Note packet colored PT	Note packet colored PT	Note packet colored PT	Note packet colored PT
4. Teaching—Modeling: *How will you clarify / model / give feedback to students to facilitate their learning of the concept or skill?*						
5. Teaching—Guided Practice: *How will students practice the concept or skill with your guidance?*		Be able to identify who created what theories	PT worksheet			
6. Independent Practice: *What will students do to show mastery of the learning objective(s)?*		Timeline	Color PT	Periodic Table Puzzle - Cousin Al Labtivity	Complete puzzle Unit Three Quiz	Periodic Table Lab