

Lesson Idea/Topic and Rationale/Relevance:	<p><u>Lesson Idea:</u> Double Replacement Lab and notes</p> <p><u>Topic:</u> Double Replacement Reactions with a supplemental lab</p> <p><u>Rationale:</u> Students will have the opportunity to learn what double replacement is and then apply their new knowledge to a lab</p> <p><u>Relevance:</u> Students are learning about reactions in this unit. This is one of the 5 types of reactions we need to discuss for this unit</p> <p>Matter cannot be created nor destroyed</p>
Student Profile:	11 honors students some with IEPs and/or 504

Content Standard(s) addressed by this lesson: (Write Content Standards directly from the standard)

HS-PS-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outer most electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

HS-PS-7 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

CEP Lesson Plan Form

Understandings: (Big Ideas)

- Double Replacement Reactions and how they work
- Metals have to go with nonmetals and vice versa
- Conservation of Mass

Inquiry Questions: (Essential questions relating knowledge at end of the unit of instruction, select applicable questions from standard, one from each of the 5 facets of understanding.)

- Why can a metal not make an ionic bond with a nonmetal?
- When does a double replacement reaction occur?
- What will be the precipitate in a given double replacement?

Content: I can identify a double replacement reaction and determine whether or not the reaction will happen

Process: I can apply my learning in a lab setting to correctly explain why reactions happen

Product: I can be given the 2 solutions I am reacting and correctly predict the outcome of combining these two into one solution

List of Assessments: (Formative and summative, whether the summative occurs in this lesson or not)

- Lab from previous class will be tuned in after used as warm up
- Homework from previous night
- Quiz on Single Replacement
- Double Replacement Lab

Double Replacement Lesson Plan

Joan Boney, Lois Rhea



Double Replacement Lesson Plan:

Monthly Catalog of United States Government Publications ,1989 **Monthly Catalogue, United States Public Documents** ,1989 **Prentice Hall Physical Science Concepts in Action Program Planner National Chemistry Physics Earth Science** ,2003-11 Prentice Hall Physical Science Concepts in Action helps students make the important connection between the science they read and what they experience every day Relevant content lively explorations and a wealth of hands on activities take students understanding of science beyond the page and into the world around them Now includes even more technology tools and activities to support differentiated instruction *Lesson Plans for an Integrated Course in Home Mechanics and Craft Work* Ernest E. Au Clair,1948 Discover Science: Teacher's annotated edition ,1991 Science content helps develop the skills needed to understand how science works learn new concepts solve problems and make decisions in today s technological society *A Double Family; The Peace of the Household; A Study of Woman; Another Study of Woman; The Pretended Mistress* Honoré de Balzac,1897 *Minutes of the Universalist General Convention* ,1871 SourceBook Version 2.1 ,1998 **Report of Seminar on Student Teaching and Evaluation, Varanasi, 6th to 18th Jan. 1969** ,1969 *Teaching Science in the Secondary School* Jane Butler Kahle,1979 **Science Scope** ,2001 *A Guide to Student Teaching in Music* Joan Boney,Lois Rhea,1970 **Normal Instructor and Primary Plans** ,1926 **Practical Teacher's Art Monthly** ,1900 **Glencoe Writer's Choice** ,2001 State adopted textbook 2001 2007 Grade 7 **Midland Schools** ,1920 **Journal of Health, Physical Education, Recreation** ,1951 **Types of Chemical Reactions** Lifelique,2019 This lesson plan covers general equations for combination decomposition single replacement and double replacement reactions and predicting what kind of reaction will occur **Lessons in Chemistry** William Houston Greene,1884 **The American School Board Journal** William George Bruce,William Conrad Bruce,1902

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