



6-8 Physical Science (Chemistry Intro) — Weekly Student Pack

NAME	DATE	CLASS / PERIOD
_____	_____	_____

What you'll learn this week

This weekly Physical Science (Chemistry Intro) plan covers atoms, elements, and the periodic table — physical vs. chemical change for 6-8 students, aligned to NGSS MS-PS1-1, MS-PS1-2.

My goals for the week

- Session 1: I will engage with atoms, elements, and the periodic table — physical vs. chemical change at a 6-8 level — session 1 focus area.
- Session 2: I will engage with atoms, elements, and the periodic table — physical vs. chemical change at a 6-8 level — session 2 focus area.
- Session 3: I will engage with atoms, elements, and the periodic table — physical vs. chemical change at a 6-8 level — session 3 focus area.
- Session 4: I will engage with atoms, elements, and the periodic table — physical vs. chemical change at a 6-8 level — session 4 focus area.
- Session 5: I will engage with atoms, elements, and the periodic table — physical vs. chemical change at a 6-8 level — session 5 focus area.



Session 1

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TODAY'S GOAL

I will engage with atoms, elements, and the periodic table — physical vs. chemical change at a 6-8 level — session 1 focus area.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: 5 min — Open with a quick warm-up tied to atoms, elements, and the periodic table — physical vs. chemical...
2. Lesson: 15 min — Introduce the day's concept with a worked example on the board.
3. Practice together: 10 min — Work through 2-3 problems together, students at desks responding.
4. Practice on my own: 10 min — Students complete the practice handout at their own pace.
5. Exit ticket: 5 min — Exit ticket: students write one sentence summarizing today's learning.

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: 5 min — Exit ticket: students write one sentence summarizing today's learning.



Session 2

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TODAY'S GOAL

I will engage with atoms, elements, and the periodic table — physical vs. chemical change at a 6-8 level — session 2 focus area.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: 6 min — Open with a quick warm-up tied to atoms, elements, and the periodic table — physical vs. chemical...
2. Lesson: 20 min — Introduce the day's concept with a worked example on the board.
3. Practice together: 15 min — Work through 2-3 problems together, students at desks responding.
4. Practice on my own: 15 min — Students complete the practice handout at their own pace.
5. Exit ticket: 5 min — Exit ticket: students write one sentence summarizing today's learning.

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: 5 min — Exit ticket: students write one sentence summarizing today's learning.



Session 3

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TODAY'S GOAL

I will engage with atoms, elements, and the periodic table — physical vs. chemical change at a 6-8 level — session 3 focus area.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: 7 min — Open with a quick warm-up tied to atoms, elements, and the periodic table — physical vs. chemical...
2. Lesson: 15 min — Introduce the day's concept with a worked example on the board.
3. Practice together: 10 min — Work through 2-3 problems together, students at desks responding.
4. Practice on my own: 10 min — Students complete the practice handout at their own pace.
5. Exit ticket: 5 min — Exit ticket: students write one sentence summarizing today's learning.

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: 5 min — Exit ticket: students write one sentence summarizing today's learning.



Session 4

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TODAY'S GOAL

I will engage with atoms, elements, and the periodic table — physical vs. chemical change at a 6-8 level — session 4 focus area.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: 8 min — Open with a quick warm-up tied to atoms, elements, and the periodic table — physical vs. chemical...
2. Lesson: 20 min — Introduce the day's concept with a worked example on the board.
3. Practice together: 15 min — Work through 2-3 problems together, students at desks responding.
4. Practice on my own: 15 min — Students complete the practice handout at their own pace.
5. Exit ticket: 5 min — Exit ticket: students write one sentence summarizing today's learning.

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: 5 min — Exit ticket: students write one sentence summarizing today's learning.



Session 5

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TODAY'S GOAL

I will engage with atoms, elements, and the periodic table — physical vs. chemical change at a 6-8 level — session 5 focus area.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: 9 min — Open with a quick warm-up tied to atoms, elements, and the periodic table — physical vs. chemical...
2. Lesson: 15 min — Introduce the day's concept with a worked example on the board.
3. Practice together: 10 min — Work through 2-3 problems together, students at desks responding.
4. Practice on my own: 10 min — Students complete the practice handout at their own pace.
5. Exit ticket: 5 min — Exit ticket: students write one sentence summarizing today's learning.

MY PRACTICE — SHOW YOUR WORK

EXIT TICKET — before you leave today

Prompt: 5 min — Exit ticket: students write one sentence summarizing today's learning.



My Week — Reflection

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How did it go?

One thing I'm proud I learned this week:

One thing that was tricky for me:

A question I still have:

How I'd rate my effort this week (1–5) and why:
