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Free Lesson Plan — Teacher Edition

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6-8 Physical Science (Chemistry Intro) — Weekly Lesson Plan

GRADE LEVEL	SUBJECT	WEEK OF
6-8	Physical Science (Chemis…	_____

Unit Overview

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.

Standards Alignment

NGSS MS-PS1-1, MS-PS1-2

Global Standards Mapping

United States:
NGSS MS-PS1-1, MS-PS1-2

United Kingdom:
Key Stage 3 (Years 7–9, ages 11–14)

Australia / NZ:
Years 7–8 (AC v9.0) · NZ Levels 4–5

IB Programme:
MYP — Years 1–3 (ages 11–14)

Canada (Ontario):
Ontario Intermediate Division (Grades 7–8)

Singapore / India:
MOE Secondary 1–2 · NCERT Classes 6–8

EU/EEA note: EU/EEA: GDPR-compliant — no student PII collected; teacher use only

Companion Student Handout — ready to photocopy

Each lesson plan ships with a separate "Student Edition" PDF — daily I-can goals, vocabulary blanks, work space, and exit-ticket boxes. No teacher prep. Print and hand out.

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Session 1

6-8 Physical Science (Chemistry Intro) — Weekly Lesson Plan

Learning Objective

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

Standards Alignment

NGSS MS-PS1-1, MS-PS1-2

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

5 min — Open with a quick warm-up tied to atoms, elements, and the periodic table — physical vs. chemical change; ask: "What do you already know?"

Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

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

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

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Session 2

6-8 Physical Science (Chemistry Intro) — Weekly Lesson Plan

Learning Objective

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

Standards Alignment

NGSS MS-PS1-1, MS-PS1-2

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

6 min — Open with a quick warm-up tied to atoms, elements, and the periodic table — physical vs. chemical change; ask: "What do you already know?"

Direct Instruction (15-20 min):

20 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

15 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

15 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

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

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

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Session 3

6-8 Physical Science (Chemistry Intro) — Weekly Lesson Plan

Learning Objective

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

Standards Alignment

NGSS MS-PS1-1, MS-PS1-2

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

7 min — Open with a quick warm-up tied to atoms, elements, and the periodic table — physical vs. chemical change; ask: "What do you already know?"

Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

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

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

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Session 4

6-8 Physical Science (Chemistry Intro) — Weekly Lesson Plan

Learning Objective

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

Standards Alignment

NGSS MS-PS1-1, MS-PS1-2

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

8 min — Open with a quick warm-up tied to atoms, elements, and the periodic table — physical vs. chemical change; ask: "What do you already know?"

Direct Instruction (15-20 min):

20 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

15 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

15 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

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

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

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Session 5

6-8 Physical Science (Chemistry Intro) — Weekly Lesson Plan

Learning Objective

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

Standards Alignment

NGSS MS-PS1-1, MS-PS1-2

Materials Needed

- Whiteboard
- Student notebooks
- Subject-specific handouts (provided)
- Anchor chart paper

Lesson Flow

Opening / Hook (5-10 min):

9 min — Open with a quick warm-up tied to atoms, elements, and the periodic table — physical vs. chemical change; ask: "What do you already know?"

Direct Instruction (15-20 min):

15 min — Introduce the day's concept with a worked example on the board.

Guided Practice (10-15 min):

10 min — Work through 2-3 problems together, students at desks responding.

Independent Practice (10-15 min):

10 min — Students complete the practice handout at their own pace.

Closing / Exit Ticket (5 min):

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

Differentiation

For struggling learners:

Provide a partially-completed example to model the process step-by-step.

For advanced learners:

Offer an extension problem that requires applying the concept to a new context.

For ELL students:

Pre-teach 3-5 key vocabulary terms with visuals; provide a sentence frame.

For IEP students:

Reduce problem count by half; allow extended time and oral-response option.

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