9-12 Chemistry — 5-Day Student Pack

NAME	DATE	CLASS / PERIOD
_____	_____	_____

What you'll learn this week

This 5-day Chemistry plan covers stoichiometry: mole conversions and limiting reactants for 9-12 students, aligned to NGSS HS-PS1-7.

My goals for the week

- [ ] Day 1: I will engage with stoichiometry: mole conversions and limiting reactants at a 9-12 level — day 1 focus area.
- [ ] Day 2: I will engage with stoichiometry: mole conversions and limiting reactants at a 9-12 level — day 2 focus area.
- [ ] Day 3: I will engage with stoichiometry: mole conversions and limiting reactants at a 9-12 level — day 3 focus area.
- [ ] Day 4: I will engage with stoichiometry: mole conversions and limiting reactants at a 9-12 level — day 4 focus area.
- [ ] Day 5: I will engage with stoichiometry: mole conversions and limiting reactants at a 9-12 level — day 5 focus area.

Day 1

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TODAY'S GOAL

I will engage with stoichiometry: mole conversions and limiting reactants at a 9-12 level — day 1 focus area.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: 5 min — Open with a quick warm-up tied to stoichiometry: mole conversions and limiting reactants; ask: "What…
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.

Day 2

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TODAY'S GOAL

I will engage with stoichiometry: mole conversions and limiting reactants at a 9-12 level — day 2 focus area.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: 6 min — Open with a quick warm-up tied to stoichiometry: mole conversions and limiting reactants; ask: "What…
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.

Day 3

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TODAY'S GOAL

I will engage with stoichiometry: mole conversions and limiting reactants at a 9-12 level — day 3 focus area.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: 7 min — Open with a quick warm-up tied to stoichiometry: mole conversions and limiting reactants; ask: "What…
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.

Day 4

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TODAY'S GOAL

I will engage with stoichiometry: mole conversions and limiting reactants at a 9-12 level — day 4 focus area.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: 8 min — Open with a quick warm-up tied to stoichiometry: mole conversions and limiting reactants; ask: "What…
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.

Day 5

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TODAY'S GOAL

I will engage with stoichiometry: mole conversions and limiting reactants at a 9-12 level — day 5 focus area.

WORDS I NEED TO KNOW

Today's plan

1. Warm-up: 9 min — Open with a quick warm-up tied to stoichiometry: mole conversions and limiting reactants; ask: "What…
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: