

<p>Guided/Independent Practice</p> <p><i>Co-Teaching Approach:</i></p>	<p>Walking around assisting students as they create the model.</p> <p>4. Have students access the digital worksheet: Atomic Structure</p> <p>5. Complete #1 on the worksheet as a class. Draw a diagram to illustrate and label the cross section of the clay atom.</p> <p>6. Provide instruction for the students to complete the remainder of the worksheet independently.</p> <p>Team Teaching, One Teach/One Assist</p>	<ol style="list-style-type: none"> 1. Assist students in creating a model of an atom using clay. 2. Be sure to explain electrons move very fast and are found in a general area called the "Electron Cloud" 3. After students have completed their models, cut in half to observe its cross section. <p>Team Teaching, One Teach/One Assist</p>
<p>Closure</p> <p><i>Co-Teaching Approach:</i></p>	<p>Students will complete the Comparison Table. Concept 1: proton, Concept 2: neutron Concept 3: electron. The summary must include information from notes, activity as well as the Comparison Table.</p> <p>Team Teaching</p>	<p>Review mnemonic device/sentence with students prior to Comparison Table.</p> <p>Team Teaching</p>
<p>Formative Assessment Strategies</p> <p><i>Co-Teaching Approach:</i></p>	<p>Exit Ticket:</p> <p>Where are the subatomic particles of an atom located and what are the charges of each?</p>	
<p>Homework</p>	<p>Use the Periodic Table to choose 2 elements and create a model of each. One atom should have an atomic number between 5 and 10, the other atom should have an atomic number between 15 and 20.</p>	
<p>Specially Designed Instruction and Accommodations, Modifications for Specific Students</p>	<p>Student with written language deficit:</p> <ul style="list-style-type: none"> • Mnemonic Device • Check notes for completeness. • Preferential Seating • Have student verbalize the directions back to teacher. 	<p>Teachers share responsibility for assisting this student.</p>
<p>Notes</p>		