|  |  |
| --- | --- |
| **Part of the long-term plan** 9.1A Electrolytic dissociation |  |
| **Date:**  | **Teacher's name: Bitabarova Khadisha** |
| **CLOSED: 9** | **Attendees:**  | **Not Attended:** |
| **Subject of the lesson:**  | **Practical work №1. « Ion exchange reactions »** |
| **Learning Objectives Available in This Lesson (Link to the Curriculum)**  | 9. 9.2.2.1 Molecular and ionic formulation of the reaction equation;9.2.2.2 Interpretation of causes of ion exchange reactions . |
| **Objectives of the lesson**  | **All students:** |
| Ion exchange can be written in molecular and ionic equations of reaction , explain the causes of ion exchange reactions ; |
| **Most pupils are:** |
| Reduced ionic equation for ionic and molecular equations .     |
| **Some pupils say:**  |
| Ion exchanges can give examples and reactions to the reactions.  |
| **Evaluation criteria** | * Compounds of ion exchange form molecular and ionic equations of reactions;
* The end-to-end ion exchange explains the causes of the reaction.
 |
| **The level of thinking skills** | Knowledge , understanding, application |
| **Language Goals** | **Learners can:**The ion exchange reacts |
| **Key words and phrases:** ion exchange, full and abbreviated ionic equations, end-to-end ion exchange reactions |
| **Useful language definitions for a classroom dialogue / subscription:**What is ion exchange reactions?- What are the reactions of neutralization?What are the ion exchange reactions going on? |
| **Engaging in Values** | Collaboration, critical thinking, teamwork, respect, respect, cooperation, active involvement, sense of responsibility, readiness to learn. |
| **Interdisciplinary communication** | F flute / electric current / |
| **Previous reading**  | 9.4.1.5 removal of acidity and alkalinity of the solution9.4.1.6 - Development of equations of electrolytic dissociation of acid, alkaline, medium and acid salts9.4.1.7 - Example of strong and weak electrode and their disconnection, ability to define the principle of dissociation |
| **Planned stages of the lesson** | **Types of exercises planned on the lesson** | **Resources** |
| The beginning of the lesson  | 3 minutes        | Organizational stage . Formation of favorable climate.**The method "Find your family" :**Splitting into groups : Students are divided into three groups by identifying the "family" of the cards written.Group 1 "Acids"Group 2Group 3 "Salts" | cards |
| The middle of lesson  | 5 minutes           5 min               3 minutes         5 min          15 min  | **Previous education:****(SS) Task1** . " Magic basket " method / ADD questions and answers /- Electrical p o What lïtter?-What are we called beel electrolytes?- What kind of father ?Electric p o What lïttik dissociation?What is the ions dissolved in acids?-How many ions are broken down?- Which ions are broken down by salt?- What types of chemical reactions are there?**Rating** : (asterisk)**(T g) Tapsırma2** "method somey""Acids, bases and salts in the water solubility of substances given in the following table, using the table" Write out the formula: CuO, Cu (OH) 2 , Ca (OH) 2 , H 2 SO 4 , K 2 SO 4 , BaSO 4 , AgNO 3 , AgCl, FeCl 3 , PbCO 3 .

|  |  |
| --- | --- |
| Water soluble substances | The dissociation equation of water soluble substances |
|   |   |

 **Descriptor:**1. It writes insoluble substances in water
2. Detects and writes soluble substances
3. Writes the equation for the dissolution of water soluble substances

**Rating :** One assesses the "traffic sources", the teacher distributes active students jüldızşalar  **Explaining the lesson : The** teacher emphasizes that the chemical properties of electrolytes are properties of ions. That is why explains the reaction , as in the ionic form, rather than molecular . The teacher shows 3 types of ion exchange reactions through video recording: 1) ion exchange reactions; 2) gas-exchange ion exchange reaction; 3) Aqueous ion exchange reaction. Then the equation of reaction: a) molecular; b) full ion; b) in shortened ionic form. **(Jf) Task 3.** Method "Find a Coupon" . This cationic tuñbağa shoot for "solubility" & c teni using anionic: Ba 2+ , Pb 2+ , Al 3+ , Cu 2+ , Ag + dissociation equation of the summer .**Descriptor:**1. It defines the anion that catso's drooping
2. Writes the equation of dissociation

**Evaluation:** checks each other, evaluates through traffic lights**(Tj) Task 4 : Practical work №1 " Ion rejection reactions" The experiment method** / student experiments in the group, acquainted with the textbook in terms of work .**Purpose of the work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Reactives: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****-Jabdıq narrow tools : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **(TP) : work in progress**                         1top: Practice: 1 hour , pour a solution of sodium hydroxide ınawıqqa phenolphthalein solution tamızıñdar. Gradually add sulfuric acid to this solution. What Changes Have We Made?Group 2: 2 **:** ınawıqqa 2-3 ml of sodium hydroxide solution and copper (II) sulphate solution Do it slowly.Group 3 ***:*** Case 3 ***:*** Put sodium carbonate into the test and pour 1 ml of diluted solution of sulfuric acid onto it. All groups: Crown Crown : To the first test, add sodium chloride and the other sodium phosphate solution. Gradually add both the pipetone and the silver nitrate solution.

|  |  |  |
| --- | --- | --- |
| What did he do? | Do not know what? | Conclusion |
|   |   |   |

Completes the table according to the experience of all groups. What did you notice? Explain. Write the molecular, full, and reduced ionic equation of the reaction**Descriptor:** - Makes practice instructions-Molecular , complete and abbreviated ionic equations of the equation of chemical reaction .- Conclusion **Evaluation: Evaluation** of each other's "traffic light" method                                    |  Basket, cards            ICT           video record                     |
| End of lesson  | 4 min            | ( F ) lessons in the head flag "in order to face " method **of 5 :** irreversibility of ion-exchange reactions are reversible and seams. Define the type of reactionary reactions:1.

|  |  |
| --- | --- |
| 1. Residual reactions | 2.No reactions  |
|   | Ground formation \_\_\_\_\_\_\_\_Gas separated \_\_\_\_\_\_\_Weak electrolyte \_\_\_\_\_\_\_\_\_ |

A / AlCl 3 + 3NaOH →B / CaCO 3 + 2HCl   C / H 2 SO 4 + Ba (OH) 2   D / K NO 3 + NaCl →E / Na 2 SO 4 + 2KCl →N / A NO 3 + KOH →**Descriptor** :1. Determine the reaction of the reagent2. Detects uncomfortable reactions3. Writes molecular, ionic equationsAssessment: oral  Reflexes: **The stick apple "Blue apple, red apple" is distributed to the** blue apple, "What's wrong with the lesson?", Comments on the " Reduced Everyone"**Home task:** |   |
| **Sort - How Do You Plan Yourself? How do you plan to complicate the task to high schoolchildren?** | **Assessment - How do you plan to check whether students are accustomed to learning?** | **Health and** **safety precautions** |
| - When I work in the group, I am able to load leadership skills on the talented students. Students perform tasks according to their abilities. In experiments with low-skilled students, the majority of pupils write molecular, ionic, and chemical reactions. Highly qualified pupils summarize their experience. The teacher monitors and guides the work of all students .    | Evaluate each other: through traffic lights;Teacher evaluates oral and asterisk distribution. Steak "Blue apple, red apple"I plan on checking the accustomed learners through effective methods of assessment |   **Safety rules**- taking into account the safety rules in the course of work  |

|  |  |
| --- | --- |
| **Reflexes** Is the lesson / learning objective true? What Did Students Learn From Today? What was the situation in the classroom? Was the differentiated differentials I planned to be effective? Am I progressing over time? And amended its plan what and why over there ?  | **Lesson n Write ikiriñizdi an empty cell below . With the theme of your lessons in the same cell , answer the questions that**  |