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| **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 solution  9.4.1.6 - Development of equations of electrolytic dissociation of acid, alkaline, medium and acid salts  9.4.1.7 - 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 2  Group 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 reagent  2. Detects uncomfortable reactions  3. Writes molecular, ionic equations  Assessment: 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 | | | |

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| **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** |