Teaching elements: practical checklist

Use before, during and after an investigation.

Before

[ ] Choose one observable learning goal and an exit ticket.

[ ] Check sources, units, model limits and reference conditions.

[ ] Choose an appropriate element set; prepare a printed alternative.

[ ] Plan vocabulary support, readable contrast and partner roles.

[ ] Decide how evidence will be assessed; share the rubric.

[ ] Preview content and optional ad preferences; use Presentation mode for a projected lesson.

During

[ ] Ask for a prediction before revealing data.

[ ] Distinguish atomic number, mass number and atomic mass.

[ ] Refer to periods as rows and groups as columns.

[ ] Look for a pattern and an exception.

[ ] Treat unknowns as unknown; do not replace them with zero.

[ ] Ask how evidence supports the claim and what it cannot establish.

After

[ ] Collect the exit ticket and identify one misconception.

[ ] Give one specific next step using the rubric.

[ ] Let learners revise an explanation.

[ ] Download student notes before leaving a shared browser.

[ ] Record what to change for the next lesson.

Suggested levels are starting points, not formal curriculum alignment. Use the site or printed data; no physical element samples are needed. Source data and limitations: elementexplore.com/sources.html. These original Element Explore materials may be copied and adapted for classroom use.