

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Monday 12/18/23</p> <p>Day 6 Music</p>	<p><u>OBJECTIVES:</u> cite evidence from a text, make inferences, compare/contrast ideas and concepts, explore informational text, analyze an author's purpose, identify text and graphic features, identify Latin and Greek root words</p> <p><u>ACTIVITIES:</u> 1- POW-go over last week's 2-Spelling Word list 3-Review vocab words 4-Venn diagrams with anchor text 5-Time to work on Ch. 3-4 NTS activities 6-Read Chapter 5</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-make a Christmas tree out of your words that includes color (3 times each)</p>	<p><u>OBJECTIVES:</u> history of Language</p> <p><u>ACTIVITIES:</u> -Using Egyptian phonetic alphabet to write first names activity</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> argumentative writing and plural nouns</p> <p><u>ACTIVITIES:</u> -pages 75/76 -collect late rough drafts</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Tuesday 12/19/23</p> <p>Day 1 Art</p>	<p><u>OBJECTIVES:</u> cite evidence from a text, make inferences, compare/contrast ideas and concepts, explore informational text, analyze an author's purpose, identify text and graphic features</p> <p><u>ACTIVITIES:</u> 1-Spelling HW check with partner 2-UNit 2-Week 2 test</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-</p>	<p><u>OBJECTIVES:</u> the history of language</p> <p><u>ACTIVITIES:</u> Pages 16-17 Fun with Languages</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> identify plural nouns</p> <p><u>ACTIVITIES:</u> 1-pg 77 and review activity/kahoot 2-final drafts</p> <p><u>EVALUATION:</u> Student participation and response/Exit ticket</p> <p>HW-study for plural nouns</p>

Lesson Plans Subject to Change

Day	Reading/Spelling	Social Studies	Grammar/Writing
<p>Wednesday 12/20/23</p> <p style="text-align: center;">Day 2 Library</p>	<p><u>OBJECTIVES:</u> cite evidence from a text, make inferences, compare/contrast ideas and concepts, explore informational text, analyze an author's purpose, identify text and graphic features</p> <p><u>ACTIVITIES:</u> 1-return tests 2-SPARKLE game 3-NTS- Chapter 5 discuss and activity</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-w-sheet page 80</p>	<p><u>OBJECTIVES:</u> history of language</p> <p><u>ACTIVITIES:</u> 1-Journal response: What language would you like to learn and why?</p> <p><u>EVALUATION:</u> -Discussion and participation</p> <p>HW: exit ticket</p>	<p><u>OBJECTIVES:</u> identifying uses for commas</p> <p><u>ACTIVITIES:</u> 1-grammar quiz</p> <p>Student participation and response</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
Thursday 12/21/23 Day 3 GYM	<p><u>OBJECTIVES:</u> cite evidence from a text, make inferences, compare/contrast ideas and concepts, explore informational text, analyze an author's purpose, identify text and graphic features</p> <p><u>ACTIVITIES:</u> 1-Spelling test 2-NTS-read Ch. 6 and discussion</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW- finish page 115 for HW and study vocab for Unit 2-Weeks 1 & 2 test</p>	<p><u>OBJECTIVES:</u> history of Language <u>ACTIVITIES:</u> -Christmas movie in the afternoon.</p> <p><u>EVALUATION:</u> -written work</p> <p>HW: none</p>	<p><u>OBJECTIVES:</u> identifying appositives and editing <u>ACTIVITIES:</u> 1-Appositives-identify and use in context</p> <p>Student participation and response</p>
Friday 12/22/23 Day 4 STEM 12:30 dismissal	<p><u>OBJECTIVES:</u> word identification and building words <u>ACTIVITIES:</u> 1-Christmas Boggle game 2-Christmas Sing-along <u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> <u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> identifying appositives <u>ACTIVITIES:</u> 1-pop culture activity with appositives</p> <p>Student participation and response</p>
Accommodations and Modifications Included but not limited to:	<ul style="list-style-type: none"> · Follow IEPs · Differentiated group work · Preferential seating · Opportunities for enrichment connected to content · Challenge work connected to content 		