

Lesson Plans Subject to Change

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Monday 3/11/24</p> <p>Day 6 Music</p>	<p><u>OBJECTIVES:</u> tone/voice, text structure, central idea, key details, summarizing, cause and effect, sequencing, prefixes, and root words</p> <p><u>ACTIVITIES:</u> 1-POW Review #2 2-Spelling Words-Unit 3 Week 4 (Prefixes) 3-R/W companion wbook pages 40-43</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW:</p>	<p><u>OBJECTIVES:</u> Roman Empire Review</p> <p><u>ACTIVITIES:</u> 1-Kahoot game</p> <p><u>EVALUATION:</u> -written work</p> <p>HW: study vocab for quiz</p>	<p><u>OBJECTIVES:</u> avoiding verb shifts in sentences, poetry, and TDA writing</p> <p><u>ACTIVITIES:</u> 1-grammar packet pg. 147 2-Read poem and highlight figurative language</p> <p><u>EVALUATION:</u> Student participation and response</p> <p><u>HW:</u></p>
<p>Tuesday 3/12/24</p> <p>Day 1 Art</p>	<p><u>OBJECTIVES:</u> tone/voice, text structure, central idea, key details, summarizing, cause and effect, sequencing, prefixes, and root words</p> <p><u>ACTIVITIES:</u> 1-Preview anchor text 2-Read pages 197-200 3-POW Review (sentences)</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-study root words for POW #2 Quiz</p>	<p><u>OBJECTIVES:</u> Roman Empire Magazine</p> <p><u>ACTIVITIES:</u> 1-Roman Empire Test</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> perfect and progressive verbs tenses and TDA writing, poetry</p> <p><u>ACTIVITIES:</u> 1- pg. 148 2-Poem packet-theme of poem 3-multiple choice questions</p> <p><u>EVALUATION:</u> HW-none</p>

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Day	Reading/Spelling	Social Studies	Grammar/Writing
<p>Wednesday 3/13/24</p> <p style="text-align: center;">Day 2 Library</p>	<p><u>OBJECTIVES:</u> tone/voice, text structure, central idea, key details, summarizing, cause and effect, sequencing, prefixes, and root words</p> <p><u>ACTIVITIES:</u> 1-Read pages 201-207 2-Discuss text 3-Review vocabulary (38-39) 4-POW Quiz #2</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW- Spelling HW on GC</p>	<p><u>OBJECTIVES:</u> Vikings magazine</p> <p><u>ACTIVITIES:</u> 1-Vikings pages 2-3 2-Touring Teacher video 3-Runes Writing</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> perfect/progressive verb tenses</p> <p><u>ACTIVITIES:</u> 1-pg 149-Review 2-Kahoot game</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-Study chart for quiz</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Thursday 3/14/24</p> <p>Day 3 Gym</p>	<p><u>OBJECTIVES:</u> tone/voice, text structure, central idea, key details, summarizing, cause and effect, sequencing, prefixes, and root words</p> <p><u>ACTIVITIES:</u> 1-Spelling Test 2-Anchor Text Review activity 3-Read Chapter 2 PJ</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW- study vocab Unit 3: Weeks 3 & 4</p>	<p><u>OBJECTIVES:</u> Viking Magazine</p> <p><u>ACTIVITIES:</u> 1-Continue Runes packet 2-Touring Teachers Video 2/3</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> Verb tenses</p> <p><u>ACTIVITIES:</u> 1-HV/MV and perfect and progressive tense, consistent verb tense quiz</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>
<p>Friday 3/15/24</p> <p>Day 4 STEM</p> <p>Field Trip to Laurel Hill in the morning</p> <p>Musical in the afternoon</p>	<p><u>OBJECTIVES:</u> direct text evidence, myths, and figurative language</p> <p><u>ACTIVITIES:</u> 1-"Pot that Juan Built" test 2-Cont. read Ch. 2 PJ</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> viking magazine</p> <p><u>ACTIVITIES:</u> 1-Explorers and Traders pages 4-5 2-Touring Teacher Video 4</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> Linking Verbs and TDA writing</p> <p><u>ACTIVITIES:</u> 1-pg. 157 2-LV video</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Accommodations and Modifications</p> <p>Included but not limited to:</p>	<ul style="list-style-type: none"> · Follow IEPs · Differentiated group work · Preferential seating · Opportunities for enrichment connected to content · Challenge work connected to content 		