

Lesson Plans Subject to Change

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Monday 11/13/23</p> <p>Day</p> <p>In-Service Day Parent/Teacher Conferences</p>	<p><u>OBJECTIVES:</u> <u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-</p>	<p><u>OBJECTIVES:</u> <u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p> <p><u>HW-</u></p>	<p><u>OBJECTIVES:</u></p> <p><u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Tuesday 11/14/23</p> <p>Day 4 STEM</p>	<p><u>OBJECTIVES:</u> read expository text, author's point of view, identify text evidence, identify graphic features, Greek/Latin root words, and compound words,</p> <p><u>ACTIVITIES:</u> 1-Read and discuss <i>Economic Roller Coaster</i>-complete pages 70-71 1a-T chart cause/effect 2-Vocab Review- Wonders online website 3-Chapter 16-BW 4-Spelling-Thanksgiving Words-read informational text from National Geographics</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-Spelling 3x each</p>	<p><u>OBJECTIVES:</u> Ancient Egypt-Leaving Their Mark</p> <p><u>ACTIVITIES:</u> 1-pgs. 12-13 2-Importance of the Rosetta Stone 3-Google Slide-presentation 4-GC -Questions</p> <p><u>Homework:</u> finish questions</p>	<p><u>OBJECTIVES:</u> Nouns-common/proper, argumentative writing</p> <p><u>ACTIVITIES:</u> 1-worksheet 2-argumentative essay-reasons/evidence/examples</p> <p><u>EVALUATION:</u> Student participation and response/Exit ticket</p>

Lesson Plans Subject to Change

Day	Reading/Spelling	Spelling	Grammar/Writing
<p>Wednesday 11/15/23</p> <p>Day 5</p> <p>LOT</p>	<p><u>OBJECTIVES:</u> read expository text, author's point of view, identify text evidence, identify graphic features, Greek/Latin root words, and compound words,</p> <p><u>ACTIVITIES:</u> 1-Spelling-word search activity-collect HW 2-Economic Roller Coaster discuss 3-Chapter 1617-BW</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>	<p><u>OBJECTIVES:</u> Explore Ancient Egypt</p> <p><u>ACTIVITIES:</u> Pgs. 14-15 Mummies and the Egyptian afterlife</p> <p><u>EVALUATION:</u> -Discussion and participation</p> <p>HW: exit ticket</p>	<p><u>OBJECTIVES:</u> nouns-concrete vs. abstract and argumentative</p> <p><u>ACTIVITIES:</u> 1-Activity-concrete vs. abstract 2-Argumentative writing-reasons/evidence/examples</p> <p>Student participation and response</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Thursday 11/16/23</p> <p>Day 6 Music</p>	<p><u>OBJECTIVES:</u> read expository text, author's point of view, identify text evidence, identify graphic features, Greek/Latin root words, and compound words, theme, tone</p> <p><u>ACTIVITIES:</u> 1-BW-Chapter 16/17 2-BW Project 3-Theme/Tone Activity 40pgs, 54-55 in textbook-page 75 in workbook (cause/effect)</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW- study vocab for test on 11/17 and spelling test words</p>	<p><u>OBJECTIVES:</u> Ancient Egyptian culture</p> <p><u>ACTIVITIES:</u> -Pgs. 16-17 Nubia and Kush-read together</p> <p><u>EVALUATION:</u> -written work</p> <p>HW: none</p>	<p><u>OBJECTIVES:</u> nouns_(common/proper) and argumentative</p> <p><u>ACTIVITIES:</u> 1-note card game 2-argumentative essay-conclusion</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Friday 11/17/23</p> <p>Day 1 Art</p>	<p><u>OBJECTIVES:</u> read expository text, author's point of view, identify text evidence, identify graphic features, Greek/Latin root words,</p> <p><u>ACTIVITIES:</u> 1-Unit 1-Week 5 test 2-BW-vocabulary and projects 3-Spelling Test</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> Ancient Egyptian culture-c/c</p> <p><u>ACTIVITIES:</u> 1-Ancient Egypt Test-open magazine</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> argumentative writing and nouns</p> <p><u>ACTIVITIES:</u> 1-partner activity (common/proper/concrete/abstract nouns) 2-Type rough draft</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 		