

LESSON PLAN

Mr. Romesberg - Room 102

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****Lesson plans are subject to change. If you have any questions please feel free to email for clarification****

Students will complete vocabulary bellringers intermittently throughout the grading period. **CC.1.2.7.J, CC.1.2.8.J**

Week of: January 29 - February 2, 2024

Day	Standard(s)	Objective(s)	Activities	Evaluations
Monday	<ul style="list-style-type: none">• CC.1.3.7.A• CC.1.3.7.B• CC.1.3.7.C• CC.1.3.7.F• CC.1.3.7.J	<ul style="list-style-type: none">• Students will be able to identify and define vocabulary words; identify elements of foreshadowing and figurative language; identify characters, setting, plot, climax, and conclusion; make inferences based on information within the story; Identify elements of science fiction within a text.	*Continue working on Blueprint design for Sci-Fi house	Informally evaluated on participation. Formally evaluated on completion of guided notes.
Tuesday	See Above	See Above	*Read <i>The Veldt</i>	Informally evaluated on participation. Formally evaluated on completion of guided notes.
Wednesday	See Above	See Above	*Answer Qs for <i>The Veldt</i>	Informally evaluated on participation.

			*Continue working on Blueprint design for Sci-Fi house	Formally evaluated on completion of guided notes.
Thursday	See Above	See Above	*Continue working on Blueprint design for Sci-Fi house *Review for Test on Ray Bradbury Stories	Informally evaluated on participation. Formally evaluated on completion of guided notes.
Friday	See Above	See Above	*Continue working on Blueprint design for Sci-Fi house *Test on Ray Bradbury Stories	Informally evaluated on participation. Formally evaluated on completion of guided notes.

ENRICHMENT: All enrichment plans are meant to adhere to GIEP guidelines, including: leadership opportunities within the realms of the classroom, opportunities to work with the other gifted students, additional reading/writing supplements as the teacher sees reasonable, multiple opportunities to contribute to class discussion.

ACCOMODATIONS: All accommodations are meant to adhere to IEP/Ch. 15/504 plans, including: Preferential seating, use of graphic organizers, one-on-one attention and tutoring, task monitoring, and checking for reassurance during all tasks.