

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 22 - 26, 2024

Day	Standard(s)	Objective(s)	Activities	Evaluations
Monday	<ul style="list-style-type: none">• CC.1.3.8.A• CC.1.3.8.B• CC.1.3.8.C• CC.1.3.8.D• CC.1.3.8.F• CC.1.3.8.I• CC.1.3.8.J• CC.1.3.8.K	<ul style="list-style-type: none">• Students will be able to identify and analyze characters, setting, plot, climax, and conclusion; identify elements of a fiction story focusing on the elements of fantasy; identify and define vocabulary words; and make inferences using context clues.	<p>*Continue reading <i>Diary of Anne Frank</i> - Act One Scene 2</p> <p>*Answer comprehension questions</p>	<p>Informally evaluated on participation.</p> <p>Formally evaluated on completion of assignments.</p>
Tuesday	See Above	See Above	<p>*Continue reading <i>Diary of Anne Frank</i> - Act One Scene 3 - Part 1</p> <p>*Answer comprehension questions</p>	<p>Informally evaluated on participation.</p> <p>Formally evaluated on completion of assignments.</p>
Wednesday	See Above	See Above	<p>*Continue reading <i>Diary of Anne Frank</i> - Act One Scene 3 - Part 2</p> <p>*Answer comprehension questions</p>	<p>Informally evaluated on participation.</p> <p>Formally evaluated on completion of assignments.</p>

Thursday	See Above	See Above	*Continue reading <i>Diary of Anne Frank</i> - Act One Scene 4 *Answer comprehension questions	Informally evaluated on participation. Formally evaluated on completion of assignments.
Friday	See Above	See Above	*Continue reading <i>Diary of Anne Frank</i> - Act One Scene 5 *Answer comprehension questions	Informally evaluated on participation. Formally evaluated on completion of assignments.

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.