

## 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: February 5 - 9, 2024**

| Day       | Standard(s)   | Objective(s)  | Activities  | Evaluations   |
|-----------|---|---|---|---|
| Monday    | <ul style="list-style-type: none"><li>• CC.1.3.8.A</li><li>• CC.1.3.8.B</li><li>• CC.1.3.8.C</li><li>• CC.1.3.8.D</li><li>• CC.1.3.8.F</li><li>• CC.1.3.8.I</li><li>• CC.1.3.8.J</li><li>• CC.1.3.8.K</li></ul> | <ul style="list-style-type: none"><li>• 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.</li></ul> | <p>*Continue reading <i>Diary of Anne Frank</i> - Act Two Scenes 4 and 5</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>*Complete any remaining questions for scenes 1 - 5</p> <p>*Review for Act Two Quiz</p>                           | <p>Informally evaluated on participation.</p> <p>Formally evaluated on completion of assignments.</p> |
| Wednesday | See Above   | See Above   | <p>*Complete Act Two Quiz</p>   | <p>Informally evaluated on participation.</p>   |

|          |           |           |  |  |
|----------|-----------|-----------|--|--|
|          |           |           |  | Formally evaluated on completion of assignments.   |
| Thursday | See Above | See Above | *Begin <i>Anne Frank</i> Characterization Essay<br>- rough draft<br><br>*Review essay rubric | Informally evaluated on participation.<br><br>Formally evaluated on completion of assignments. |
| Friday   | See Above | See Above | *Continue <i>Anne Frank</i> Characterization Essay<br>- rough draft                          | Informally evaluated on participation.<br><br>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.