

Lesson Plans Subject to Change

Day	Reading/Spelling	Soc. St.	Grammar/Writing
Monday 1/1/24 Day	<u>OBJECTIVES:</u> <u>ACTIVITIES:</u> <u>EVALUATION:</u> Student participation and response	<u>OBJECTIVES:</u> <u>ACTIVITIES:</u> <u>EVALUATION:</u> Student participation and response	<u>OBJECTIVES:</u> <u>ACTIVITIES:</u> <u>EVALUATION:</u> Student participation and response
Tuesday 1/2/24 Day	<u>OBJECTIVES:</u> <u>ACTIVITIES:</u> <u>EVALUATION:</u> Student participation and response HW-	<u>OBJECTIVES:</u> <u>ACTIVITIES:</u> <u>EVALUATION:</u>	<u>OBJECTIVES:</u> <u>ACTIVITIES:</u> <u>EVALUATION:</u> HW-

Lesson Plans Subject to Change

Day	Reading/Spelling	Social Studies	Grammar/Writing
<p>Wednesday 1/3/24</p> <p>Day 5 LOT</p>	<p><u>OBJECTIVES:</u> identify setting, denotation and connotation, point of view, make predictions, define domain specific vocabulary, identify the author's purpose</p> <p><u>ACTIVITIES:</u> 1-R/W workbook-pages 130-131 2-Watch intro video on Wonders website 3-Define vocabulary Unit 2: Weeks 3 & 4 4-pages 132-133 (predictions)</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-complete vocabulary review page on ELA google classroom</p>	<p><u>OBJECTIVES:</u> Early Romans</p> <p><u>ACTIVITIES:</u> 1-Journal response: What do you know about Rome? 2-Pass out magazines-Early Romans</p> <p><u>EVALUATION:</u> -Discussion and participation</p> <p>HW: exit ticket-What do you know about Rome now?</p>	<p><u>OBJECTIVES:</u> appositives and self evaluation of rough drafts</p> <p><u>ACTIVITIES:</u> 1-Google slide presentation of appositives 2-Writing appositives - as a group 3-Use structured sentence with "my neighbor's pet"</p> <p>Student participation and response</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
Thursday 1/4/24 Day 6 Music	<p><u>OBJECTIVES:</u> identify setting, denotation and connotation, point of view, make predictions, define domain specific vocabulary, identify the author's purpose</p> <p><u>ACTIVITIES:</u> 1-R/W Workbook pages 134-135- as a group 2-Go over HW 3-pages 138-141-individually</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW- finish pages 138-141</p>	<p><u>OBJECTIVES:</u> Early Romans</p> <p><u>ACTIVITIES:</u> Pages 2-3- Early Settlers</p> <p><u>EVALUATION:</u> -written work</p> <p>HW: none</p>	<p><u>OBJECTIVES:</u> identifying appositives and editing/final draft</p> <p><u>ACTIVITIES:</u> 1-Appositives-w-sheet 2-Final draft editing</p> <p>Student participation and response</p>
Friday 1/5/24 Day 1 Art	<p><u>OBJECTIVES:</u> identify setting, denotation and connotation, point of view, make predictions, define domain specific vocabulary, identify the author's purpose</p> <p><u>ACTIVITIES:</u> 1-NTS-Chapter 7-read together and discuss 2-Setting/point of view of two different characters/make predictions</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> Early Romans</p> <p><u>ACTIVITIES:</u> 1-pages 4-5 Founding the City of Rome</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> identifying appositives</p> <p><u>ACTIVITIES:</u> 1-pop culture activity with appositives 2-finish final drafts</p> <p>Student participation and response</p>
Accommodations and Modifications Included but not limited to:	<ul style="list-style-type: none"> · Follow IEPs · Differentiated group work · Preferential seating · Opportunities for enrichment connected to content · Challenge work connected to content 		