Lesson Plans Subject to Change

| Day | Reading/Spelling | Soc. St. | Grammar/Writing |
| :---: | :---: | :---: | :---: |
| Monday <br> 3/4/24 <br> Day 2 <br> Library | OBJECTIVES: Vowel team syllables, context clues, POV, theme, making predictions, and realistic fiction, and personification <br> ACTIVITIES: <br> 1-"Lizzie Bright" Comprehension and vocab test <br> 2-Read Chapter 1 Percy Jackson <br> 3-What is myth (Google Slide presentation) <br> 4-Introduce spelling words <br> 5-POW-ben and mal <br> EVALUATION: <br> Student participation and response <br> HW: $3 \times$ each | OBJECTIVES: compare/contrast ACTIVITIES: <br> 1-Google Slide Presentation <br> EVALUATION: <br> -written work <br> HW: Project due by $3 / 7$ | OBJECTIVES: main verbs and helping verbs <br> ACTIVITIES: <br> 1-grammar packet pg. 145 <br> EVALUATION: Student participation and response <br> HW: |
| Tuesday 3/5/24 <br> Day 3 GYM | OBJECTIVES: sequence, tone, voice, summarizing, prefix/suffixes, foreshadowing, commonly misspelled words, text evidence <br> ACTIVITIES: <br> 1-"Jewels of the Sea" vocab <br> 2-pages 31-35 <br> EVALUATION: <br> Student participation and response HW- | OBJECTIVES: Roman Empire Magazine ACTIVITIES: <br> 1-Romans at Play read pages 14-15 <br> EVALUATION: <br> Student participation and response | OBJECTIVES: perfect and progressive verbs tenses ACTIVITIES: <br> 1-pg. 146 <br> EVALUATION: <br> HW-none |

## Lesson Plans Subject to Change

| Day | Reading/Spelling | Social Studies | Grammar/Writing |
| :---: | :---: | :---: | :---: |
| Wednesday $3 / 6 / 24$ <br> Day 4 <br> STEM | OBJECTIVES:sequence, tone, voice, summarizing, prefix/suffixes, foreshadowing, commonly misspelled words, text evidence <br> ACTIVITIES: <br> 1-pages 36-37 independently' <br> 2-pages $40-43$ as a class <br> EVALUATION: <br> Student participation and response <br> HW- review vocabulary ( $G C$ ) and spelling HW on GC | OBJECTIVES: Roman Empire Magazine, compare and contrast ACTIVITIES: <br> Choose a game that the Romans played and create a poster to showcase the comparisons/contrasts of an American sport- complete with a partner. Use pages 14-15 <br> EVALUATION: <br> Student participation and response | OBJECTIVES: perfect/progressive verb tenses <br> ACTIVITIES: <br> 1-continued practice with perfect and progressive tenses <br> EVALUATION: <br> Student participation and response |


| Day | Reading/Spelling | Soc. St. | Grammar/Writing |
| :---: | :---: | :---: | :---: |
| Thursday 3/7/24 <br> Day 5 LOT | OBJECTIVES: sequence, tone, voice, summarizing, prefix/suffixes, foreshadowing, commonly misspelled words, text evidence <br> ACTIVITIES: <br> 1-Spelling Test <br> 2-Continue pages 40-43 <br> 3-POW work time <br> EVALUATION: <br> Student participation and response <br> HW-POW due on $3 / 8$ (GC) | OBJECTIVES: Roman Empire Magazine ACTIVITIES: <br> 1-Presentation of posters with partners EVALUATION: <br> Student participation and response | OBJECTIVES: avoiding verb shifts in sentences ACTIVITIES: 1-pg. 147 <br> EVALUATION: Student participation and response <br> HW-none |
| Friday <br> 3/8/24 <br> Day 6 <br> Field Trip to Laurel Hill in the morning <br> Musical in the afternoon | OBJECTIVES: direct text evidence, myths, and figurative language ACTIVITIES: <br> 1-Chapter 1 Quiz <br> 2-Discussion of Ch. 1 <br> 2-Read Chapter 2 <br> EVALUATION: <br> Student participation and response | OBJECTIVES: <br> ACTIVITIES: <br> EVALUATION: <br> Student participation and response | OBJECTIVES: <br> ACTIVITIES: <br> EVALUATION: Student participation and response |
| Accommodation $s$ and Modifications Included but not limited to: | Follow IEPs <br> Differentiated group work <br> Preferential seating <br> Opportunities for enrichment connected to content <br> Challenge work connected to content |  |  |

