

Lesson Plans Subject to Change

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Monday 5/6/24</p> <p>Day 2 Library</p> <p>5th-6th Grade Concert Practice- 2:20-2:40 pm</p>	<p><u>OBJECTIVES:</u> biographies, text evidence, author's point of view, graphs/tables, and idioms</p> <p><u>ACTIVITIES:</u> 1-Cold Read-"More Than A Long Neck" 2-POW-"flect/flex" 3-Read "Seeing Things His Own Way" 4-Listen to Chapter 11 PJ 5-Spelling-Unit 4-Week 4</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW: alphabetical order</p>	<p><u>OBJECTIVES:</u> First Americans magazine-</p> <p><u>ACTIVITIES:</u> 1-Work on pages 4-5 Sea People Activity 2-Work on Flower Project (Cordaro)due May 8th</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>	<p><u>OBJECTIVES:</u> identifying pronoun-verb agreement, contractions, easily confused words, & biographies</p> <p><u>ACTIVITIES:</u> 1-pages 218-219/220-221 2-Mobymax assignment-due May 3 3-biography writing-gathering information/writing rough drafts</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>
<p>Tuesday 5/7/24</p> <p>Day 3 Gym</p>	<p><u>OBJECTIVES:</u> biographies, text evidence, author's point of view, graphs/tables, and idioms</p> <p><u>ACTIVITIES:</u> 1-Continue reading "Seeing Thing His Own Way" 2-GC Questions- in pairs 3-Finish Ch. 11 PJ</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-Ch. 11 Activity PJ</p>	<p><u>OBJECTIVES:</u> culture of the peoples of the of the Desert Southwest</p> <p><u>ACTIVITIES:</u> 1-read pages 6-7 2-Questions on GC</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>	<p><u>OBJECTIVES:</u> identifying pronoun-verb agreement, contractions, easily confused words, & biographies</p> <p><u>ACTIVITIES:</u> 1-pages 220-221 2-Mobymax assignment-due May 3 3-biography writing-gathering information/writing rough drafts</p> <p><u>EVALUATION:</u> HW-</p>

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Day	Reading/Spelling	Social Studies	Grammar/Writing
<p>Wednesday 5/8/24</p> <p>Day 4 STEM</p>	<p><u>OBJECTIVES:</u> biographies, text evidence, author's point of view, graphs/tables, and idioms</p> <p><u>ACTIVITIES:</u> 1-PJ Ch. 12 2-Finish questions from "Seeing Things His Own Way" 3-Ch. 12 activity</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-Spelling fill in the blank w-sheet</p>	<p><u>OBJECTIVES:</u> Farmers of the Great Plains-culture</p> <p><u>ACTIVITIES:</u> 1-read pages 8-9 2-Flower projects</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> relative and interrogative pronouns</p> <p><u>ACTIVITIES:</u> 1-pgs.229-230 2-Finish biography rough drafts</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Thursday 5/9/24</p> <p>Day 5 LOT</p> <p>4-6th Grade Spelling Bee 1-2:30 pm</p>	<p><u>OBJECTIVES:</u> vowel alternation, biographies, text evidence, author's point of view, graphs/tables, and idioms</p> <p><u>ACTIVITIES:</u> 1-"Seeing Things His Own Way" Test 2-Ch. 13-PJ read independently 3-Ch. 13 activity</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW- none</p>	<p><u>OBJECTIVES:</u> Discovery and explore the culture of the Eastern Woodlands Peoples</p> <p><u>ACTIVITIES:</u> 1-read pages 12-13 2-Discuss together 3-Exit Ticket</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> relative and interrogative pronouns</p> <p><u>ACTIVITIES:</u> 1-pgs.231-232/233 2-Finish biography due May 17th</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>
<p>Friday 5/10/24</p> <p>Day 6 Music</p> <p>Author Day</p>	<p><u>OBJECTIVES:</u></p> <p><u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u></p> <p><u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u></p> <p><u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Accommodations and Modifications</p> <p>Included but not limited to:</p>	<ul style="list-style-type: none"> · Follow IEPs · Differentiated group work · Preferential seating · Opportunities for enrichment connected to content · Challenge work connected to content 		