

Lesson Plans Subject to Change

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Monday 4/7/25</p> <p>Day 4 Library</p>	<p><u>OBJECTIVES:</u> biographies, text evidence, author's point of view, graphs/tables, and idioms</p> <p><u>ACTIVITIES:</u> 1-Spelling Unit 4-Week 1 2-Read RW-pages 98-99 3-Unit 4 Week 1 & 2 Vocab-in vocab journals 4-POTW-root words (jug,join,junct)</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW: Read Chapter 7 by 4/10 and Spelling HW (GC)</p>	<p><u>OBJECTIVES:</u> Mexico-culture, text features</p> <p><u>ACTIVITIES:</u> 1-"Legend of the Poinsettia" 2-Informational text/text features google doc</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW: Finish poinsettia article and google doc activity due before class on 4/8</p>	<p><u>OBJECTIVES:</u> identifying pronouns (subject/object/reflexive/intensive)</p> <p><u>ACTIVITIES:</u> 1-pg. 196-197 2-kahoot</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-Review for Quiz</p>
<p>Tuesday 4/8/25</p> <p>Day 5 Gym</p>	<p><u>OBJECTIVES:</u> biographies, text evidence, author's point of view, graphs/tables, and idioms</p> <p><u>ACTIVITIES:</u> 1-RW-pages 100-103-read independently and complete column questions 2-Idioms activity w-shet page 204 3-PSSA packet</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-Read Chapter 7 of PJ (be ready to discuss by 4/10)</p>	<p><u>OBJECTIVES:</u> Mexico-food/culture</p> <p><u>ACTIVITIES:</u> 1-Foods from Mexico 2-Read newspaper article 3-Make slide-follow example/requirements</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> identifying pronouns and subject and verb agreement</p> <p><u>ACTIVITIES:</u> 1-Pronoun Quiz (subject/object/reflexive/intensive)</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-study packet</p>

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Day	Reading/Spelling	Social Studies	Grammar/Writing
<p>Wednesday 4/9/25</p> <p>Day 6 STEM</p>	<p><u>OBJECTIVES:</u> biographies, text evidence, author's point of view, graphs/tables, and idioms</p> <p><u>ACTIVITIES:</u> 1- Review vocab-GC 2-RW-pages 107-109 (partners) 3-PSSA packet</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-study vocab</p>	<p><u>OBJECTIVES:</u> Mexico-food/culture</p> <p><u>ACTIVITIES:</u> 1-work on slide 2-"Ancient Ruins" article</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> pronouns</p> <p><u>ACTIVITIES:</u> 1-pg. 205 2-PSSA review</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Thursday 4/10/25</p> <p>Day 1 LOT</p>	<p><u>OBJECTIVES:</u> biographies, text evidence, author's point of view, graphs/tables, and idioms</p> <p><u>ACTIVITIES:</u> 1-Chapter 7 partner review 2-Ch. 7 Questions 3-Ch. 7 class discussion 4-PSSA Packet 5-Spelling test</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW- POTW-root words (jug, join, junct) Google slides due by class on 4/11</p>	<p><u>OBJECTIVES:</u> Mexico-food/culture/review</p> <p><u>ACTIVITIES:</u> 1-Review and complete page 4 2-Review vocabulary words</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> pronouns</p> <p><u>ACTIVITIES:</u> 1-pg. 206 2.PSSA review</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>
<p>Friday 4/11/25</p> <p>Day 2 Music</p>	<p><u>OBJECTIVES:</u> biographies, text evidence, author's point of view, graphs/tables, and idioms</p> <p><u>ACTIVITIES:</u> 1-Preview anchor text pages 256-267 2-Review idioms 3-Listen to Chapter 8 of PJ</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> food/culture/government/geography</p> <p><u>ACTIVITIES:</u> 1-Mexico Quiz</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> pronouns/cold read</p> <p><u>ACTIVITIES:</u> 1-Cold Read (SLO) 2-pg. 207 3-PSSA review</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 		