

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Monday 12/2/24</p> <p>Day</p>	<p><u>OBJECTIVES:</u></p> <p><u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-</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>Tuesday 12/3/24</p> <p>Day 4 Library</p>	<p><u>OBJECTIVES:</u> cite evidence from a text, make inferences, compare/contrast ideas and concepts, explore informational text, analyze an author's purpose, identify text and graphic features</p> <p><u>ACTIVITIES:</u> 1-Unit 2 Week 2 Spelling 2-Preview and read the "Who Created Democracy?" pages 98-102 3-What is an idiom? Examples</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-Spelling page 79</p>	<p><u>OBJECTIVES:</u> understanding Southern Africa-geography and culture</p> <p><u>ACTIVITIES:</u> 1-Intro video-Southern Africa 2-Read "Exploring Southern Africa" pages 2-3 3-Exit Ticket =What did you learn about Southern Africa from today's lesson?</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> argumentative writing and nouns and comma usage</p> <p><u>ACTIVITIES:</u> 1-Finish graphic organizer with evidence 2-pg. 75</p> <p><u>EVALUATION:</u> Student participation and response/Exit ticket</p>

Lesson Plans Subject to Change

Day	Reading/Spelling	Social Studies	Grammar/Writing
<p>Wednesday 12/4/24</p> <p>Day 5 Gym</p>	<p><u>OBJECTIVES:</u> cite evidence from a text, make inferences, compare/contrast ideas and concepts, explore informational text, analyze an author's purpose, identify text and graphic features</p> <p><u>ACTIVITIES:</u> 1-Review page 79 spelling HW 2-Read pages 102-107 -"Who Created Democracy?" 3-Venn Diagram activity (compare/contrast)</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-vocabGC-slide</p> <p>Spelling Practice test with parent signature</p>	<p><u>OBJECTIVES:</u> Southern Africa-history</p> <p><u>ACTIVITIES:</u> 1-Read "Overcoming Apartheid" page 1 2-Discuss/Questions</p> <p><u>EVALUATION:</u> -Discussion and participation</p> <p>HW: Read "The Rhino Makes a Comeback"</p>	<p><u>OBJECTIVES:</u> argumentative writing and plural noun review</p> <p><u>ACTIVITIES:</u> 1-pg. 76 2-Complete Argument Organizer/start rough draft</p> <p>Student participation and response</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Thursday 12/5/24</p> <p>Day 6 STEM</p>	<p><u>OBJECTIVES:</u> cite evidence from a text, make inferences, compare/contrast ideas and concepts, explore informational text, analyze an author's purpose, identify text and graphic features</p> <p><u>ACTIVITIES:</u> 1-"Who Created Democracy?" Comprehension questions-partner work 2-Review answers</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW- review vocab pages 105-106</p>	<p><u>OBJECTIVES:</u> Southern Africa-people <u>ACTIVITIES:</u> 1a-5 questions about Rhino article 1-read "Nelson Mandela" article on page 2 2-Question on GC</p> <p><u>EVALUATION:</u> -written work</p> <p>HW: Finish question on GC if not completed in class</p>	<p><u>OBJECTIVES:</u> argumentative writing and plural nouns</p> <p><u>ACTIVITIES:</u> 1-pg. 76/Kahoot Review 2-Write rough draft</p> <p>Student participation and response</p>
<p>Friday 12/6/24</p> <p>Day 1 LOT</p>	<p><u>OBJECTIVES:</u> cite evidence from a text, make inferences, compare/contrast ideas and concepts, explore informational text, analyze an author's purpose, identify text and graphic features</p> <p><u>ACTIVITIES:</u> 1-"Who Created Democracy?" Test 2-Spelling Test 3-Read Ch. 5 NTS together</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> Northern Africa-economy and natural resources</p> <p><u>ACTIVITIES:</u> 1-Read "Diamonds" article</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> argumentative writing and comma usage</p> <p><u>ACTIVITIES:</u> 1-Plurals Quiz 2-rough draft writing</p> <p>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 		