

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Monday 2/10/25</p> <p>Day 2 Music</p>	<p><u>OBJECTIVES:</u> Identify rhyme scheme and meter, sonnet and lyric poetry, theme, text evidence</p> <p><u>ACTIVITIES:</u> 1-Unit 2 Week 5 vocabulary-review 2-R/W workbook pages 158-159 and 162-165 3-POW-"mal" and "ben" 4-Read Ch. 11-together</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW: NTS-Ch. 11 Activity due by midnight on 2/12 and POW due 2/14</p>	<p><u>OBJECTIVES:</u> people in global economics</p> <p><u>ACTIVITIES:</u> 1-video on FDR 2-biography of John Keynes 3-Partner work- Find one fact about the "New Deal" that shows this program helped people during the Depression in the US.</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> appositives/comma/dashes/parentheses usage</p> <p><u>ACTIVITIES:</u> 1-pages 112/113 2-Kahoot game to review</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Tuesday 2/11/25</p> <p>Day 3 Art</p>	<p><u>OBJECTIVES:</u> identify setting, denotation and connotation, point of view, make predictions, define domain specific vocabulary, identify the author's purpose, closed syllables spellings</p> <p><u>ACTIVITIES:</u> 1-Finish pages 162-165 2-Read Majestic and Clay and Mummy 3-Time to work on POW</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-NTS-Ch. 11 Activity due by midnight on 2/12 and POW due 2/14</p>	<p><u>OBJECTIVES:</u> Global Interdependence</p> <p><u>ACTIVITIES:</u> 1-page 4 to review 2-Kahoot gameWeek 8</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-study vocab</p>	<p><u>OBJECTIVES:</u> appositives</p> <p><u>ACTIVITIES:</u> 1-Appositive Quiz</p> <p><u>EVALUATION:</u> Student participation and response</p>

Lesson Plans Subject to Change

Day	Reading/Spelling	Social Studies	Grammar/Writing
<p>Wednesday 2/12/25</p> <p>Day 4 Library</p>	<p><u>OBJECTIVES:</u> Identify rhyme scheme and meter, sonnet and lyric poetry, theme, text evidence, and figurative language</p> <p><u>ACTIVITIES:</u> 1-Finish reading poems in anchor text 2-pgs. 168-169 3-Personification exercise 4-Time to read Ch. 12</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-Read Ch. 12 by 2/14, study vocab for test, & POW due 2/14</p>	<p><u>OBJECTIVES:</u> Global Interdependence</p> <p><u>ACTIVITIES:</u> 1-Week 8 Quiz</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>	<p><u>OBJECTIVES:</u> types of verbs: action verbs and direct objects</p> <p><u>ACTIVITIES:</u> 1-pg. 121 2. video</p> <p><u>EVALUATION:</u> Student participation and response</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Thursday 2/13/25</p> <p>Day 5 Gym</p>	<p><u>OBJECTIVES:</u> Identify rhyme scheme and meter, sonnet and lyric poetry, theme, text evidence</p> <p><u>ACTIVITIES:</u> 1-Unit 2 Week 5 Test 2-Time to read Ch. 12 NTS 3-Time for POW</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW- POW due 2/14</p>	<p><u>OBJECTIVES:</u> North America-Canada</p> <p><u>ACTIVITIES:</u> 1-Intro video 2-Read "Hotel de Glace" 3-Week 9 vocab</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>	<p><u>OBJECTIVES:</u> direct and indirect objects</p> <p><u>ACTIVITIES:</u> 1-page 122 2-Dry Erase Activity</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Friday 2/14/25</p> <p>Day 6 STEM</p>	<p><u>OBJECTIVES:</u> Identify rhyme scheme and meter, sonnet and lyric poetry, theme, text evidence, and novels</p> <p><u>ACTIVITIES:</u> 1-Ch. 12 quiz 2-Ch. 12 Discuss as a class 3-Ch. 12 activity</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> Canadian vs, US Healthcare, compare/contrast</p> <p><u>ACTIVITIES:</u> 1-"Canadian Vs. US Healthcare systems" 2-Compare/Contrast Chart/ <u>EVALUATION:</u> Student participation and response</p> <p>HW-finish chart</p>	<p><u>OBJECTIVES:</u> dialogue and quotation marks</p> <p><u>ACTIVITIES:</u> 1-pg. 123 2-Written paragraph including dialogue</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 		