

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Monday 2/17/25</p> <p>Day</p> <p>Act 80 Day</p> <p>No school for students</p>	<p><b><u>OBJECTIVES:</u></b> <b><u>ACTIVITIES:</u></b></p> <p><b><u>EVALUATION:</u></b> Student participation and response</p> <p>HW:</p>	<p><b><u>OBJECTIVES:</u></b> <b><u>ACTIVITIES:</u></b></p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b> <b><u>ACTIVITIES:</u></b></p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>
<p>Tuesday 2/18/25</p> <p>Day 1 LOT</p>	<p><b><u>OBJECTIVES:</u></b> Vowel team syllables, context clues, POV, theme, making predictions, and realistic fiction, and personification</p> <p><b><u>ACTIVITIES:</u></b> 1- Unit 3-Week 1 spelling words 2-R/W Companion ebook pages 1 3-Unit 3 Week 1 vocab-make predictions on page 2 4-POW Review (port, miss/mit, graph, script/scrib, cred, jur/jus/jud, ben, and mal) 5-NTS-Listen to Ch. 15/time to work on GC activity</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p> <p>HW: Spelling Sort &amp; finish NTS Ch. 14 and 15 GC activity</p>	<p><b><u>OBJECTIVES:</u></b> Canadian vs, US Healthcare, compare/contrast -Hotel de Glace-Cordaro</p> <p><b><u>ACTIVITIES:</u></b> 1-"Canadian Vs. US Healthcare systems" 2-Compare/Contrast Chart/</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p> <p>HW-finish chart</p>	<p><b><u>OBJECTIVES:</u></b> direct and indirect objects</p> <p><b><u>ACTIVITIES:</u></b> 1-page 121-122 2-Dry Erase Activity</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>

## Lesson Plans Subject to Change

Day	Reading/Spelling	Social Studies	Grammar/Writing
<p>Wednesday 2/19/25</p> <p>Day 2 Music</p>	<p><b><u>OBJECTIVES:</u></b> Vowel team syllables, context clues, POV, theme, making predictions, and realistic fiction, and personification</p> <p><b><u>ACTIVITIES:</u></b> 1-vocabulary review 2-R/W-pgs. 2-5 3-pg. 128</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p> <p>HW-personification w-sheet &amp; finish NTS Ch. 14 and 15 GC activity</p>	<p><b><u>OBJECTIVES:</u></b> Exploring Canada-geography, climate, economy, and government</p> <p><b><u>ACTIVITIES:</u></b> 1-Intro video 2-Read article on pages 2-3</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p> <p>HW-none</p>	<p><b><u>OBJECTIVES:</u></b> dialogue and quotation marks</p> <p><b><u>ACTIVITIES:</u></b> 1-pg. 123 2-Written paragraph including dialogue</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Thursday 2/20/25</p> <p>Day 3 Art</p>	<p><b><u>OBJECTIVES:</u></b> Vowel team syllables, context clues, POV, theme, making predictions, and realistic fiction, and personification</p> <p><b><u>ACTIVITIES:</u></b> 1-R/W pages 2-5 2-pgs. 9-11</p> <p><b><u>EVALUATION:</u></b> Student participation and response  HW-Finish pages 9-11 and spelling hw</p>	<p><b><u>OBJECTIVES:</u></b> North America-Canada</p> <p><b><u>ACTIVITIES:</u></b> 1-Read "Canadian Fast Facts" 2-Discuss/Activity 3-Create your own "Fast Fact Banner" -5 facts required/one picture with color</p> <p><b><u>EVALUATION:</u></b> Student participation and response  HW-finish "Fast Facts' activity</p>	<p><b><u>OBJECTIVES:</u></b> verbs, direct, indirect, and quotation marks</p> <p><b><u>ACTIVITIES:</u></b> 1-pages 124-125 2-Kahoot to review</p> <p><b><u>EVALUATION:</u></b> Student participation and response  HW-Study for grammar quiz</p>
<p>Friday 2/21/25</p> <p>Day 4 Library</p>	<p><b><u>OBJECTIVES:</u></b>Vowel team syllables, context clues, POV, theme, making predictions, and realistic fiction, and personification, text evidence</p> <p><b><u>ACTIVITIES:</u></b> 1-partner review of Ch. 15 2-Google Forms-questions about Ch. 15 3-Ch. 15 Activity-videos of sections of Ch. 15 4-POW Quiz 2</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b> North America-Canada</p> <p><b><u>ACTIVITIES:</u></b> 1-Display and read "Fast Facts' activity 2-Google Presentation of NS, PEI, and NB</p> <p><b><u>EVALUATION:</u></b> Student participation and response  HW-none</p>	<p><b><u>OBJECTIVES:</u></b> verbs, direct, indirect, and quotation marks</p> <p><b><u>ACTIVITIES:</u></b> 1-Action Verb/DO/IO and Quotation Marks Quiz</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>
<p>Accommodations and Modifications</p> <p>Included but not limited to:</p>	<ul style="list-style-type: none"> <li>· Follow IEPs</li> <li>· Differentiated group work</li> <li>· Preferential seating</li> <li>· Opportunities for enrichment connected to content</li> <li>· Challenge work connected to content</li> </ul>		