

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Monday 2/3/25</p> <p>Day 3 Art</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 2-R/W workbook pages 154-157 3-Review graphic organizer/ pg. 147 (pairs) 4-Finish Chapter 11 and Chapter 11 activity 5-Spelling-Consonant and -le syllable 6-POW-"jur, jud, & jus"</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW: Spelling/compound sentences GC/POW due by 2/7</p>	<p><u>OBJECTIVES:</u> Four major economies of the world</p> <p><u>ACTIVITIES:</u> 1-Supply and Demand video 2-Continue outline to distinguish the difference/similarities of the 4 world economies</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> appositives and cause/effect writing</p> <p><u>ACTIVITIES:</u> 1-page 109 2-Dry erase board activity 3-Definition cause/effect- show an example of the writing</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Tuesday 2/4/25</p> <p>Day 4 Library</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-Review vocab 2-R/W workbook page 158-159</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-Read Ch. 12 by 2/7</p>	<p><u>OBJECTIVES:</u> Economies of the world</p> <p><u>ACTIVITIES:</u> 1- Read article "Trade Balance" 2-Exit Ticket</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-Complete exit ticket</p>	<p><u>OBJECTIVES:</u> <u>ACTIVITIES:</u> 1-pg 110 2-Pop Culture Appositive activity 3-Brainstorm ideas-outcome first- cause in the body of the writing. 4-Give sample writing and identify parts</p> <p><u>EVALUATION:</u> Student participation and response</p>

Lesson Plans Subject to Change

Day	Reading/Spelling	Social Studies	Grammar/Writing
<p>Wednesday 2/5/25</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-R/W workbook pgs.162-165 2-Read Majestic and Clay and Mummy</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-wsheet pg. 115</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-pg. 111 2. Khan Ed. video 3-Brainstorm-A positive outcome you are proud that happened</p> <p><u>EVALUATION:</u> Student participation and response</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Thursday 2/6/25</p> <p>Day 6 STEM</p>	<p><u>OBJECTIVES:</u> Identify rhyme scheme and meter, sonnet and lyric poetry, theme, text evidence</p> <p><u>ACTIVITIES:</u> 1-Reread poems 2-pgs. 168-169 3-spelling test</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW- Read Ch. 12 by 2/7 and POW due on 2/7</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/comma/dashes/parentheses usage</p> <p><u>ACTIVITIES:</u> 1-pages 112/113 2-Kahoot game to review 3-3 causes that contributed to the final positive outcome</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Friday 2/7/25</p> <p>Day 1 LOT</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> Global Interdependence</p> <p><u>ACTIVITIES:</u> 1-Week 8 Quiz</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-</p>	<p><u>OBJECTIVES:</u> appositives</p> <p><u>ACTIVITIES:</u> 1-Appositive Quiz</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 		