

# Lesson Plans Subject to Change

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Monday 1/8/24</p> <p>Day 2 Library</p>	<p><b><u>OBJECTIVES:</u></b> identify setting, denotation and connotation, point of view, make predictions, define domain specific vocabulary, identify the author's purpose, closed syllables spellings</p> <p><b><u>ACTIVITIES:</u></b>                      1-Spelling words: Unit 2-Week 3                      2-POW: root word-scribe/script                      3-R/W ebook pages 138-141                      3-Preview Roman Diary                      4-Time to work on vocab sentences</p> <p><b><u>EVALUATION:</u></b>                      Student participation and response</p> <p>HW: On paper, write 7 compound sentences using 5 spelling words. Underline the spelling words in your sentences.</p>	<p><b><u>OBJECTIVES:</u></b> ancient Roman culture</p> <p>1-pages 4-5 Founding the City of Rome</p> <p><b><u>EVALUATION:</u></b>                      Student participation and response</p> <p>Exit Ticket Question: What did you find the most interesting about the city of Rome as it was being established?</p>	<p><b><u>OBJECTIVES:</u></b> more plural nouns and appositives, final drafts</p> <p><b><u>ACTIVITIES:</u></b>                      1-pg.86                      2-Final drafts</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>
<p>Tuesday 1/9/24</p> <p>Day 3</p> <p>Gym</p>	<p><b><u>OBJECTIVES:</u></b> identify setting, denotation and connotation, point of view, make predictions, define domain specific vocabulary, identify the author's purpose, closed syllables spellings</p> <p><b><u>ACTIVITIES:</u></b>                      1-Go over spelling HW                      2-Read pages 112-116                      3-Start Story Elements map                      4-Roman Diary Questions- #1-5                      5-Denotation/Connotation exercise</p> <p><b><u>EVALUATION:</u></b>                      Student participation and response</p> <p>HW-On paper, write 7 compound sentences using 5 spelling words. Underline the spelling words in your sentences. (5 different words from Unit 2 Week 3 spelling words)</p>	<p><b><u>OBJECTIVES:</u></b> ancient Roman culture</p> <p><b><u>ACTIVITIES:</u></b>                      1-Pgs. Lead up to Republic                      2-Read and discuss</p> <p><b><u>EVALUATION:</u></b>                      Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b> more plural nouns and appositives</p> <p><b><u>ACTIVITIES:</u></b>                      1-Pg. 87                      2-Review TDA structure- use RACES</p> <p><b><u>EVALUATION:</u></b>                      HW-</p>

## Lesson Plans Subject to Change

Day	Reading/Spelling	Social Studies	Grammar/Writing
<p>Wednesday 1/10/24</p> <p>Day 4 STEM</p>	<p><b><u>OBJECTIVES:</u></b> identify setting, denotation and connotation, point of view, make predictions, define domain specific vocabulary, identify the author's purpose, closed syllables spellings</p> <p><b><u>ACTIVITIES:</u></b>            1-Go over Spelling HW (sentences)            2-Read pags. 117-121            3-Complete questions # 6-8 on RD questions            4-Continue working on story elements map            5-Figurative Language examples in story (give pages-work in partners)</p> <p><b><u>EVALUATION:</u></b>            Student participation and response</p> <p>HW-On paper, write 6 compound sentences using 5 spelling words. Underline the spelling words in your sentences.</p>	<p><b><u>OBJECTIVES:</u></b> ancient Roman culture</p> <p><b><u>ACTIVITIES:</u></b>            1-The Roman Republic-pages 8-9            2-Complete Roman Gov't Outline on Google classroom</p> <p><b><u>EVALUATION:</u></b>            -Discussion and participation</p> <p>HW: finish outline</p>	<p><b><u>OBJECTIVES:</u></b> appositives and more plural nouns</p> <p><b><u>ACTIVITIES:</u></b>            1-pg. 89/Kahoot            2-TDA-Historical TextRead together-"The First Flag" (First Read)            3-Active Reading methods            4-Answer first read questions            Student participation and response</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
Thursday 1/11/24  Day 5 LOT	<p><b><u>OBJECTIVES:</u></b> identify setting, denotation and connotation, point of view, make predictions, define domain specific vocabulary, identify the author's purpose, closed syllable spellings</p> <p><b><u>ACTIVITIES:</u></b>            1-Go over spelling HW (turn it in)            2-Spelling test            3-Read pages 122-127 Roman Diary            4-Finish questions #9-12            5-Finish story elements map</p> <p><b><u>EVALUATION:</u></b>            Student participation and response</p> <p>HW- Complete page 144</p>	<p><b><u>OBJECTIVES:</u></b> ancient Roman culture</p> <p><b><u>ACTIVITIES:</u></b>            Pages 10-11 The Twelve Tables</p> <p><b><u>EVALUATION:</u></b>            -written work</p> <p>HW: none</p>	<p><b><u>OBJECTIVES:</u></b> identifying appositives and plural nouns, TDAs</p> <p><b><u>ACTIVITIES:</u></b>            1-More Plurals quiz            2-TDA-Historical TextRead together-"The First Flag" (Second Read)            3-Answer 2nd read questions</p> <p>Student participation and response</p>
Friday 1/12/24 Day 6 Music	<p><b><u>OBJECTIVES:</u></b> identify setting, denotation and connotation, point of view, make predictions, define domain specific vocabulary, identify the author's purpose</p> <p><b><u>ACTIVITIES:</u></b>            1-NTS-Chapter 8-read together and discuss            2-Ch. 8 activity-Google Forms</p> <p><b><u>EVALUATION:</u></b>            Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b> ancient Roman culture</p> <p><b><u>ACTIVITIES:</u></b>            1-pages 12-13 Rome Expands            2-Google Questions</p> <p><b><u>EVALUATION:</u></b>            Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b> TDA writing</p> <p><b><u>ACTIVITIES:</u></b>            1-TDA-Historical TextRead together-"The First Flag" (Third Read)            2-Answer Third read questions</p> <p>Student participation and response</p>
Accommodations and Modifications  Included but not limited to:	<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>		