

Lesson Plans Subject to Change

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Monday 1/15/24</p> <p style="text-align: center;">Day</p> <p>Act 80 Day-No School for Students</p>	<p><u>OBJECTIVES:</u> <u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW:</p>	<p><u>OBJECTIVES:</u> <u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW:</p>	<p><u>OBJECTIVES:</u> <u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Tuesday 1/16/24</p> <p style="text-align: center;">Day 6</p> <p>Music</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-Go over spelling words 2-Read pages 121-127 (M) and pgs. 117-127 (C) 3-Continue Story Elements map 4-Roman Diary Questions- 5-12 5-Denotation/Connotation examples</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-spelling choice activity</p>	<p><u>OBJECTIVES:</u> ancient Roman culture</p> <p><u>ACTIVITIES:</u> 1-Pgs. Lead up to Republic pages 6-7 2-Read and discuss</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> more plural nouns and TDA writing</p> <p><u>ACTIVITIES:</u> 1-Pg. 88/89 2-Kahoot game 2-Review TDA structure- use RACES</p> <p><u>EVALUATION:</u> HW-</p>

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Day	Reading/Spelling	Social Studies	Grammar/Writing
<p>Wednesday 1/17/24</p> <p>Day 1 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-Go over spelling words 2-Read pages 121-127 (M) and pgs. 117-127 (C) 3-Continue Story Elements map 4-Roman Diary Questions- 5-12 5-Denotation/Connotation examples</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-spelling choice activity</p>	<p><u>OBJECTIVES:</u> ancient Roman culture</p> <p><u>ACTIVITIES:</u> 1-The Roman Republic-pages 8-9 2-Complete Roman Gov't Outline on Google classroom</p> <p><u>EVALUATION:</u> -Discussion and participation</p> <p>HW: finish outline</p>	<p><u>OBJECTIVES:</u> appositives and more plural nouns</p> <p><u>ACTIVITIES:</u> 1-TDA-Historical TextRead together-"The First Flag" (First Read) 2-Active Reading methods 4-Answer first read questions Student participation and response 2-More Plurals Quiz/appositive</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Thursday 1/18/24</p> <p>Day 2 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 syllable spellings</p> <p><u>ACTIVITIES:</u> 1-Unit 2 Week 3 & 4 Test 2-NTS- Vocabulary/Chapter 10 3-Explain NTS project</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW- Finish reading Chapter 10</p>	<p><u>OBJECTIVES:</u> ancient Roman culture</p> <p><u>ACTIVITIES:</u> Pages 10-11 The Twelve Tables</p> <p><u>EVALUATION:</u> -written work</p> <p>HW: none</p>	<p><u>OBJECTIVES:</u> identifying appositives and TDAs</p> <p><u>ACTIVITIES:</u> 1-TDA-Historical TextRead together-"The First Flag" (Second Read) 2-Answer 2nd read questions</p> <p>Student participation and response</p>
<p>Friday 1/19/24</p> <p>Day 3 Gym</p>	<p><u>OBJECTIVES:</u> identify setting, denotation and connotation, point of view, make predictions, define domain specific vocabulary, identify the author's purpose</p> <p><u>ACTIVITIES:</u> 1-NTS-Chapter 10-discuss as a group 2-Ch. 10 Connotation/denotation activity 2-Ch. 11 Listen as a class</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> ancient Roman culture</p> <p><u>ACTIVITIES:</u> 1-pages 12-13 Rome Expands 2-Google Questions</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> TDA writing</p> <p><u>ACTIVITIES:</u> 1-TDA-Historical TextRead together-"The First Flag" (Third Read) 2-Answer Third read questions 3-Answer the 5 comprehension questions</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 		