

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Monday 1/20/25</p> <p>No School Act 80 Day</p>	<p><u>OBJECTIVES:</u></p> <p><u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-</p>	<p><u>OBJECTIVES:</u></p> <p><u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p> <p><u>HW-</u></p>	<p><u>OBJECTIVES:</u></p> <p><u>ACTIVITIES:</u> 1-</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW:</p>
<p>Tuesday 1/21/25</p> <p>Day 2 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</p> <p><u>ACTIVITIES:</u> 1-R/W Workbook pages 141 2-Spelling words-open syllables 3-Preview "Roman Diary" pages 112-127 4-Setting/point of view of two different characters/make predictions-use NTS Ch. 9 5-MLK reading</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW- NTS-Ch. 8/9 Activity due 1/23</p>	<p><u>OBJECTIVES:</u> Western Africa</p> <p><u>ACTIVITIES:</u> 1- Week 7 test 2-Play Oware when finished with test</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>	<p><u>OBJECTIVES:</u> possessive nouns and TDA writing</p> <p><u>ACTIVITIES:</u> 1-pg. 98 2-Write TDA together-finish</p> <p><u>EVALUATION:</u> Student participation and response</p>

Lesson Plans Subject to Change

Day	Reading/Spelling	Social Studies	Grammar/Writing
<p>Wednesday 1/22/25</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</p> <p><u>ACTIVITIES:</u> 1-Denotation/Connotation exercise 2-Read pages 112-116 3-Start Story Elements map 4-Roman Diary Questions- #1-5</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-Spelling page 104</p>	<p><u>OBJECTIVES:</u> Interdependence of world economies</p> <p><u>ACTIVITIES:</u> 1- Read "Sold Out" 1a-Watch video on fur trading in NA 2-Week 8 vocab terms</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> possessive nouns</p> <p><u>ACTIVITIES:</u> 1-pg 99 2-Finish TDA</p> <p><u>EVALUATION:</u> Student participation and response</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
Thursday 1/23/25 Day 4 Library	<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-Read pages 117-127 3-Cont. Story Elements map 4-Roman Diary Questions- #6-10</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW- Finish anchor read questions/Spelling HW-3x each</p>	<p><u>OBJECTIVES:</u> Economies of the world</p> <p><u>ACTIVITIES:</u> 1- Read article "Meeting of the Economic Minds"</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-GC question</p>	<p><u>OBJECTIVES:</u> possessive nouns</p> <p><u>ACTIVITIES:</u> 1-pages 100/101 2-Kahoot review</p> <p><u>EVALUATION:</u> Student participation and response</p>
Friday 1/24/25 Day 5 Gym	<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-Read Ch. 10 with partners 2-Partner Connotation exercise using Ch. 10 3-NTS independent activity</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> Four major economies of the world</p> <p><u>ACTIVITIES:</u> 1-Supply and Demand video 2-Read and discuss "Economies Around the Globe" 3-Complete 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> possessive nouns</p> <p><u>ACTIVITIES:</u> 1-Possessive Noun quiz</p> <p><u>EVALUATION:</u> Student participation and response</p>
Accommodations and Modifications Included but not limited to:	<ul style="list-style-type: none"> · Follow IEPs · Differentiated group work · Preferential seating · Opportunities for enrichment connected to content · Challenge work connected to content 		