

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Monday 1/6/25</p> <p>Day 6</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</p> <p><b><u>ACTIVITIES:</u></b>  1-R/W workbook-pages 130-131  2-Watch intro video on Wonders website  3-Define vocabulary Unit 2: Weeks 3 &amp; 4  4-pages 133-135 (predictions)  5-Unit 3 Week 3 Spelling Words  6-POW-"graph" explain assignment for the week</p> <p><b><u>EVALUATION:</u></b>  Student participation and response</p> <p>HW-complete vocabulary review page on ELA google classroom</p>	<p><b><u>OBJECTIVES:</u></b> historical background of Western Africa, culture, climate, economy overview</p> <p><b><u>ACTIVITIES:</u></b>  1-watch video intro  2-Read article "Overview of Western Africa" pages 2-3 read as a class and call on volunteers  3-GC questions</p> <p><b><u>EVALUATION:</u></b>  Student participation and response</p> <p>HW-Finish GC questions</p>	<p><b><u>OBJECTIVES:</u></b> plural nouns and TDA writing</p> <p><b><u>ACTIVITIES:</u></b>  1-pg. 87  2-Finish TDA questions  3-Use RACES in graphic organizer</p> <p><b><u>EVALUATION:</u></b>  Student participation and response</p> <p>HW-none</p>
<p>Tuesday 1/7/25</p> <p>Day 1</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</p> <p><b><u>ACTIVITIES:</u></b>  1-R/W Workbook pages 134-135- as a group  2-Go over HW  3-pages 138-141-individually  4-POW w-sheet #1-5</p> <p><b><u>EVALUATION:</u></b>  Student participation and response</p> <p>HW- finish pages 138-141</p>	<p><b><u>OBJECTIVES:</u></b> people of Western Africa</p> <p><b><u>ACTIVITIES:</u></b>  1-Read about Kofi Annan on page 3  2-True or False activity</p> <p><b><u>EVALUATION:</u></b>  Student participation and response</p> <p><b><u>HW:</u></b> Complete T/F activity</p>	<p><b><u>OBJECTIVES:</u></b> plural nouns and TDA writing</p> <p><b><u>ACTIVITIES:</u></b>  1-pg. 88 review  2-Finish RACES organizer</p> <p><b><u>EVALUATION:</u></b>  Student participation</p>

## Lesson Plans Subject to Change

Day	Reading/Spelling	Social Studies	Grammar/Writing
<p>Wednesday 1/8/25</p> <p>Day 2 Music</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</p> <p><b><u>ACTIVITIES:</u></b>            1-NTS-Chapter 8-read together and discuss            2-Setting/point of view of two different characters/make predictions            3-Preview "Roman Diary" pages 112-127            4-POW w-sheet #6-10</p> <p><b><u>EVALUATION:</u></b>            Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b> African culture and folklore</p> <p><b><u>ACTIVITIES:</u></b>            1-Read the folktale page 2            2-Write a theme for the folktale</p> <p><b><u>EVALUATION:</u></b>            Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b> plural nouns and TDA writing</p> <p><b><u>ACTIVITIES:</u></b>            1-pg. 89 practice quiz/Kahoot game            2-Write TDA together</p> <p><b><u>EVALUATION:</u></b>            Student participation and response</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
Thursday 1/9/25  Day 3 Art	<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-POW w-sheet #11-15            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-</p>	<p><b><u>OBJECTIVES:</u></b> culture of Western Africa</p> <p><b><u>ACTIVITIES:</u></b>            1- What is the Oware game?            2-Play oware with egg cartons and seeds</p> <p><b><u>EVALUATION:</u></b>            Student participation and response</p> <p>HW-none</p>	<p><b><u>OBJECTIVES:</u></b> plural nouns and TDA writing</p> <p><b><u>ACTIVITIES:</u></b>            1-Unit 2 Week 3 Plural Noun Quiz            2-Write TDA together</p> <p><b><u>EVALUATION:</u></b>            Student participation and response</p>
Friday 1/10/25  Day 4 Library	<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-Read Ch. 9 with partners            2-Partner Connotation exercise using Ch. 9            3-NTS independent activity</p> <p><b><u>EVALUATION:</u></b>            Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b> Health concerns of Western Africa and cause and effect</p> <p><b><u>ACTIVITIES:</u></b>            1- Read "Tsetse Fly"            2-Graphing the effects of the Tsetse fly to the people of Western Africa.</p> <p><b><u>EVALUATION:</u></b>            Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b> plural nouns and TDA writing</p> <p><b><u>ACTIVITIES:</u></b>            1-Hand back quizzes            2-Write TDA together</p> <p><b><u>EVALUATION:</u></b>            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>		