

Lesson Plans Subject to Change

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Monday 3/24/25</p> <p>Day 6 STEM</p>	<p><u>OBJECTIVES:</u> problem and solution genre, direct text evidence, graphic features, main ideas and key details, root words, suffixes (-ion/-tion), and argumentative texts</p> <p><u>ACTIVITIES:</u> 1-Unit 3 Week 5-vocab 2-Spelling Words-Unit 3 Week 5 3-POW-"frail/fract/frag" 4-Discuss Chapter 2 PJ</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW: Spelling HW- pg. 175 and read Chapter 3 of PJ read by 3/27</p>	<p><u>OBJECTIVES:</u> Mexico-tourism</p> <p><u>ACTIVITIES:</u> 1-Pages 1 and 4 2-GC Question</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> pronouns and cold read</p> <p><u>ACTIVITIES:</u> 1-pg. 181 2-Cold read</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>
<p>Tuesday 3/25/25</p> <p>Day 1 LOT</p>	<p><u>OBJECTIVES:</u> problem and solution genre, direct text evidence, graphic features, main ideas and key details, root words, suffixes (-ion/-tion), and argumentative texts</p> <p><u>ACTIVITIES:</u> 1-pgs. 59-61 R/W Workbook 2-POW frail/fract/frag"-(#1-10)</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-read Chapter 3 of PJ by 3/27</p>	<p><u>OBJECTIVES:</u> Mexico-geography, climate, government and economy</p> <p><u>ACTIVITIES:</u> 1-Read article "Getting to Know Mexico" 2-GC activity</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> pronouns and cold read</p> <p><u>ACTIVITIES:</u> 1-pg. 182 2-cold read</p> <p><u>EVALUATION:</u> HW-none</p>

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Day	Reading/Spelling	Social Studies	Grammar/Writing
<p>Wednesday 3/26/24</p> <p>Day 2 Music</p>	<p><u>OBJECTIVES:</u> problem and solution genre, direct text evidence, graphic features, main ideas and key details, root words, suffixes (-ion/-tion), and argumentative texts</p> <p><u>ACTIVITIES:</u> 1-pgs.64-67 2-Subject/verb agreement 3-POW-"frail/frag/fract" #10-15</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW- Spelling HW pg. 176</p>	<p><u>OBJECTIVES:</u> Mexico-culture</p> <p><u>ACTIVITIES:</u> 1-"Legend of the Poinsettia"</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> pronouns and cold read</p> <p><u>ACTIVITIES:</u> 1-pg 183 2-Review Cold Read</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-Study chart for quiz</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
Thursday 3/27/25 Day 3 Art	<p><u>OBJECTIVES:</u> problem and solution genre, direct text evidence, graphic features, main ideas and key details, root words, suffixes (-ion/-tion), and argumentative texts</p> <p><u>ACTIVITIES:</u> 1-Spelling Test 2-Finish pages 64-67 3-Discuss Ch. 3 (PJ) 4-Ch. 3 activity</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW- none</p>	<p><u>OBJECTIVES:</u> Mexico-biography <u>ACTIVITIES:</u> 1-Read "Diego Rivera" 2-Five questions about article <u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> identifying pronouns and subject and verb agreement <u>ACTIVITIES:</u> 1-pg 184 2-Subject/Verb Agreement packet 3-Argumentative Text RW page 79</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-none</p>
Friday 3/28/25 Day 4 Library Author Day!	<p><u>OBJECTIVES:</u> <u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> <u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> <u>ACTIVITIES:</u></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 		