

Lesson Plans Subject to Change

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Monday 11/4/24</p> <p>Day 5</p> <p>Gym</p>	<p><u>OBJECTIVES:</u> compound words, text evidence, tone, and root words</p> <p><u>ACTIVITIES:</u> 1-Spelling Unit 1 Week words 2-Root Word Review (ped, man, spec, dict, ject, and sect) 3-Brian's Winter Test</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW: Spelling page 55 due 11/5</p> <p>POW Review due 11/7, POW Quiz on 11/8</p>	<p><u>OBJECTIVES:</u> Middle Africa/Geography/resources/countries of this region</p> <p><u>ACTIVITIES:</u> 1-Partner work on Google Slide 2-Read "Kids Help Starving Children in Africa" 3-Make a quiz-How/why questions (5 questions)</p> <p><u>EVALUATION:</u> Student participation and response, completion of slide, and student-made quiz</p> <p>HW-Finish reading and quiz</p>	<p><u>OBJECTIVES:</u> narrative writing/nouns-common and proper</p> <p><u>ACTIVITIES:</u> 1-Finish rough draft writing 2-page 61 3-note card game -common and proper</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Tuesday 11/5/24</p> <p>Day 6</p> <p>STEM</p>	<p><u>OBJECTIVES:</u> cite text evidence, inferences, author's point of view, text structure, and identify text features (graphs/charts), argumentative text</p> <p><u>ACTIVITIES:</u> 1. pg 57 in RW (group work) 2-Read page 59-61 independently with first read column questions</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-Finish reading and completing pages 59-61 in RW and POW Review due 11/7</p>	<p><u>OBJECTIVES:</u> Middle Africa/Folklore, identifying theme</p> <p><u>ACTIVITIES:</u> 1-African Folklore-read "The Hare and the Tug of War" 1a-Review theme-Google slide 2-Partner work- identify theme based on characters actions/consequences 3-Exit Ticket-Google Classroom</p> <p><u>EVALUATION:</u> Student participation and response/Exit ticket</p>	<p><u>OBJECTIVES:</u> narrative writing/nouns-concrete and abstract</p> <p><u>ACTIVITIES:</u> 1-Conferencing with students/typing draft on a Google doc 2-page 62</p> <p><u>EVALUATION:</u> Student participation and response</p>

Lesson Plans Subject to Change

Day	Reading/Spelling	Spelling	Grammar/Writing
<p>Wednesday 11/6/24</p> <p>Day 1</p> <p>LOT</p>	<p><u>OBJECTIVES:</u> cite text evidence, inferences, author's point of view, text structure, and identify text features (graphs/charts), argumentative text</p> <p><u>ACTIVITIES:</u></p> <p>1-Review answers to pages 59-61</p> <p>2-Define Vocabulary terms in journal</p> <p>3-Work on pages 64-67</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW: Spelling page 56 and POW Review due 11/7</p>	<p><u>OBJECTIVES:</u> Middle Africa/Geography</p> <p><u>Activities:</u></p> <p>1-The Congo River 2-Watch video-Studies Weekly website</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW: none</p>	<p><u>OBJECTIVES:</u> Narrative writing/nouns/business letter</p> <p><u>ACTIVITIES:</u></p> <p>1-page 63 2-typing draft on Google doc</p> <p><u>EVALUATION:</u> Student participation and response</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Thursday 11/7/24</p> <p>Day 2</p> <p>Music</p>	<p><u>OBJECTIVES:</u> cite text evidence, inferences, author's point of view, text structure, and identify text features (graphs/charts), argumentative text</p> <p><u>ACTIVITIES:</u> 1- Go over HW (pg. 56) and Spelling Test 2- Go over POW Review for quiz on 11/8 3- Cont. Work on 64-67 4- Preview anchor text "The Economic Roller Coaster" pages 50-53 5- Inference Exit Ticket</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW: none</p>	<p><u>OBJECTIVES:</u> Middle Africa/culture</p> <p><u>Activities:</u> 1- Read "Who are the Pygmies" 2- Discuss as a class</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW: none</p>	<p><u>OBJECTIVES:</u> narrative writing/proofreading skills/nouns</p> <p><u>ACTIVITIES:</u> 1- typed draft on Google doc due by 11/8 2- page 64</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW: finish tying narrative draft due by 11/8</p>
<p>Friday 11/8/24</p> <p>Day 3</p> <p>Art</p>	<p><u>OBJECTIVES:</u> cite text evidence, inferences, author's point of view, text structure, and identify text features (graphs/charts), argumentative text</p> <p><u>ACTIVITIES:</u> 1- Root Word Quiz (#1) 2- Read anchor text "The Economic Roller Coaster" pages 50-53 3- Discuss as we read</p> <p><u>EVALUATION:</u> Student participation and response/test</p>	<p><u>OBJECTIVES:</u> Middle Africa/culture/mapping/charting/review</p> <p><u>ACTIVITIES:</u> 1- page 4 Mapping Activity 2- Key Terms crossword activity 3- Review Vocabulary terms</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>Week 4 Quiz on 11/12 (open newspaper)</p>	<p><u>OBJECTIVES:</u> narrative writing/peer editing.</p> <p><u>ACTIVITIES:</u> 1- Peer Review/editing 2- Numbering/highlight specific content for completed assignment</p> <p><u>EVALUATION:</u> 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 		