

LESSON PLAN

Mr. Romesberg - Room 102

jromesberg@rockwoodschoools.org

****Lesson plans are subject to change. If you have any questions please feel free to email for clarification****

Students will complete vocabulary bellringers intermittently throughout the grading period. **CC.1.2.7.J**

Students will complete nonfiction reading assignments intermittently throughout the grading period. **CC.1.2.7.D, CC.1.2.7.E.**

Week of: November 25 - 29, 2024

| Day | Standard(s) | Objective(s) | Activities | Evaluations |
|---------|---|---|---|--|
| Monday | <ul style="list-style-type: none">• CC.1.2.7.A• CC.1.2.7.B• CC.1.2.7.D• CC.1.2.7.H | <ul style="list-style-type: none">• Students will be able to: Identify and define the five story elements; Define specific parts of plot (e.g. exposition, climax...); Define relationships between conflict, characters, and setting; Actively identify and explain a story's theme. | <p>*Continue listening to / reading <i>The Fall of the House of Usher</i>.</p> <p>*Answer comprehension questions.</p> | <p>Informally evaluated on participation.</p> <p>Formally evaluated on completion of quiz, guided notes.</p> |
| Tuesday | See Above | See Above | <p>*Finish listening to / reading <i>The Fall of the House of Usher</i> and comprehension questions.</p> <p>*Turn in rough draft for Presidential biographical essay.</p> | <p>Informally evaluated on participation.</p> <p>Formally evaluated on completion of quiz, guided notes.</p> |

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| Wednesday | See Above | See Above | *Introduce slideshow project assignment for <i>The Fall of the House of Usher</i> . | Informally evaluated on participation. Formally evaluated on completion of quiz, guided notes. |
| Thursday | No School | Thanksgiving Break | | |
| Friday | No School | Thanksgiving Break | | |

ENRICHMENT: All enrichment plans are meant to adhere to GIEP guidelines, including: leadership opportunities within the realms of the classroom, opportunities to work with the other gifted students, additional reading/writing supplements as the teacher sees reasonable, multiple opportunities to contribute to class discussion.

ACCOMODATIONS: All accommodations are meant to adhere to IEP/Ch. 15/504 plans, including: Preferential seating, use of graphic organizers, one-on-one attention and tutoring, task monitoring, and checking for reassurance during all tasks.