

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: January 20 - 24, 2025

Day	Standard(s)	Objective(s)	Activities	Evaluations
Monday	No School	Act 80 Day		
Tuesday	<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.	*Read <i>There Will Come Soft Rains</i> and answer comprehension questions.	Informally evaluated on participation. Formally evaluated on completion of quiz, guided notes.
Wednesday	See Above	See Above	*Introduce Blueprint Poster assignment (work with a partner). *Review rubric, begin working.	Informally evaluated on participation. Formally evaluated on completion of quiz, guided notes.

Thursday			<p>*Continue working on Blueprint Poster assignment with a partner.</p> <p>*Complete <i>The Run Series #5</i>.</p>	<p>Informally evaluated on participation.</p> <p>Formally evaluated on completion of quiz, guided notes.</p>
Friday	See Above	See Above	<p>*Finish and submit Blueprint Poster assignment with a partner.</p> <p>*Complete <i>The Run Series #6</i>.</p>	<p>Informally evaluated on participation.</p> <p>Formally evaluated on completion of quiz, guided notes.</p>

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.