

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: February 10 - 14, 2025

Day	Standard(s)	Objective(s)	Activities	Evaluations
Monday	<ul style="list-style-type: none">CC.1.2.7.ACC.1.2.7.BCC.1.2.7.DCC.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>*Watch <i>Monsters are Due on Maple Street</i> TV Episode</p> <p>*Answer comparison questions for TV episode</p>	<p>Informally evaluated on participation.</p> <p>Formally evaluated on completion of quiz, guided notes.</p>
Tuesday	See Above	See Above	<p>*Introduce <i>The Giver</i> and distribute reading guide packets.</p> <p>*As a class, answer pre-reading questions.</p>	<p>Informally evaluated on participation.</p> <p>Formally evaluated on completion of quiz, guided notes.</p>
Wednesday	See Above	See Above	<p>*Read <i>The Giver</i> chapter 1 and answer</p>	<p>Informally evaluated on participation.</p>

			comprehension questions after reading.	Formally evaluated on completion of quiz, guided notes.
Thursday	See Above	See Above	*Read <i>The Giver</i> chapters 2 and 3, and answer comprehension questions after reading.	Informally evaluated on participation. Formally evaluated on completion of quiz, guided notes.
Friday	See Above	See Above	*Unit 1 Vocab Test * <i>The Giver</i> chapters 1 - 3 quiz.	Informally evaluated on participation. Formally evaluated on completion of quiz, guided notes.

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.