

## LESSON PLAN

Mr. Romesberg - Room 102

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**\*\*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 3 - 7, 2025**

Day	Standard(s)	Objective(s)	Activities	Evaluations
Monday	<ul style="list-style-type: none"><li>• CC.1.2.7.A</li><li>• CC.1.2.7.B</li><li>• CC.1.2.7.D</li><li>• CC.1.2.7.H</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>	*Read <i>The Monsters are Due on Maple Street</i> Act One.	Informally evaluated on participation.  Formally evaluated on completion of quiz, guided notes.
Tuesday	See Above	See Above	*Complete <i>Maple Street</i> Act Two Quiz	Informally evaluated on participation.  Formally evaluated on completion of quiz, guided notes.
Wednesday	See Above	See Above	*Watch <i>Monsters are Due on Maple Street</i> TV Episode	Informally evaluated on participation.

			*Answer comparison questions for TV episode	Formally evaluated on completion of quiz, guided notes.
Thursday	See Above	See Above	*Introduce <i>The Giver</i> and distribute reading guide packets.  *As a class, answer pre-reading questions.	Informally evaluated on participation.  Formally evaluated on completion of quiz, guided notes.
Friday	See Above	See Above	*Read <i>The Giver</i> chapter 1 and answer comprehension questions after reading.	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.