

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.1.2.8.J.**

Students will complete nonfiction reading assignments intermittently throughout the grading period. **CC.1.2.8.D, CC.1.2.8.E.**

Week of: October 14 - 18, 2024

| Day | Standard(s) | Objective(s) | Activities | Evaluations |
|-----------|---|---|-------------------------------|---|
| Monday | No School | In-Service Day | | |
| Tuesday | <ul style="list-style-type: none">• CC.1.2.8.A• CC.1.2.8.B• CC.1.2.8.D• CC.1.2.8.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. | *Review for Chapters 7-9 Quiz | Informally evaluated on participation. Formally evaluated on completion of quiz, guided notes. |
| Wednesday | See Above | See Above | *Chapters 7-9 Quiz | Informally evaluated on participation. Formally evaluated on completion of quiz, guided notes. |

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|----------|-----------|-----------|---|---|
| Thursday | See Above | See Above | *Begin brochure assignment for <i>The Odyssey</i> . | Informally evaluated on participation. Formally evaluated on completion of quiz. |
| Friday | See Above | See Above | *Continue/finish brochure assignment for <i>The Odyssey</i> . | Informally evaluated on participation. Formally evaluated on completion of quiz. |

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.