

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 21 - 25, 2024

Day	Standard(s)	Objective(s)	Activities	Evaluations
Monday	<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.	*Begin watching <i>Onward</i> and complete the accompanying Hero's Journey worksheet.	Informally evaluated on participation. Formally evaluated on completion of quiz, guided notes.
Tuesday	See Above	See Above	*Continue watching <i>Onward</i> and complete the accompanying Hero's Journey worksheet.	Informally evaluated on participation. Formally evaluated on completion of quiz, guided notes.
Wednesday	See Above	See Above	*Finish watching <i>Onward</i> and complete	Informally evaluated on participation.

			the accompanying Hero's Journey worksheet.	Formally evaluated on completion of quiz, guided notes.
Thursday	See Above	See Above	*Kahoot review for 25 word vocab quiz. *Begin notes on <i>Mystery</i> genre unit.	Informally evaluated on participation. Formally evaluated on completion of quiz.
Friday	See Above	See Above	*Continue notes on the <i>Mystery</i> genre unit. *Kahoot review for 25 word vocab quiz.	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.