

## 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: November 11 - 15, 2024**

Day	Standard(s)	Objective(s)	Activities	Evaluations
Monday	No School	Act 80 Day		
Tuesday	<ul style="list-style-type: none"><li>• CC.1.2.8.A</li><li>• CC.1.2.8.B</li><li>• CC.1.2.8.D</li><li>• CC.1.2.8.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>	*Continue working with a partner on the slideshow presentation assignment.	Informally evaluated on participation.  Formally evaluated on completion of quiz, guided notes.
Wednesday	See Above	See Above	*Read Edgar Allan Poe's <i>Hop-Frog</i> and answer comprehension questions.	Informally evaluated on participation.  Formally evaluated on completion of quiz, guided notes.

Thursday	See Above	See Above	*Vocab Quiz  *Continue working with a partner on the slideshow presentation assignment.	Informally evaluated on participation.  Formally evaluated on completion of quiz.
Friday	See Above	See Above	*Read Edgar Allan Poe's <i>The Oval Portrait</i> and answer comprehension questions.	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.