

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: January 20 - 24, 2025

Day	Standard(s)	Objective(s)	Activities	Evaluations
Monday	No School	Act 80 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	<p>*Begin reading the <i>Diary of Anne Frank</i> Act 1 Scene 1.</p> <p>*Answer questions related to the reading.</p>	<p>Informally evaluated on participation.</p> <p>Formally evaluated on completion of quiz, guided notes.</p>
Wednesday	See Above	See Above	<p>*Begin reading the <i>Diary of Anne Frank</i> Act 1 Scene 2.</p> <p>*Answer questions related to the reading.</p>	<p>Informally evaluated on participation.</p> <p>Formally evaluated on completion of quiz, guided notes.</p>

Thursday	See Above	See Above	*Begin reading the <i>Diary of Anne Frank</i> Act 1 Scene 3 (part one). *Answer questions related to the reading.	Informally evaluated on participation. Formally evaluated on completion of quiz, guided notes.
Friday	See Above	See Above	*Begin reading the <i>Diary of Anne Frank</i> Act 1 Scene 3 (part two). *Answer questions related to the 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.