

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: February 10 - 14, 2025

| 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 | <p>*Read the <i>Diary of Anne Frank</i> Act 2 Scenes 4 and 5.</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> |
| Tuesday | See Above | See Above | *Review for <i>Anne Frank</i> Act Two Exam | <p>Informally evaluated on participation.</p> <p>Formally evaluated on completion of quiz, guided notes.</p> |
| Wednesday | See Above | See Above | * <i>Anne Frank</i> Act Two Exam | Informally evaluated on participation. |

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| | | | | Formally evaluated on completion of quiz, guided notes. |
| Thursday | See Above | See Above | *Introduce and begin working on <i>Anne Frank</i> characterization essay | Informally evaluated on participation. Formally evaluated on completion of quiz, guided notes. |
| Friday | See Above | See Above | *Unit 1 Vocab Test *Continue working on <i>Anne Frank</i> characterization essay | 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.