

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: September 16 - 20, 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.	<ul style="list-style-type: none">*The Odyssey Notes quiz.*Continue working on poster assignment	<ul style="list-style-type: none">Informally evaluated on participation.Formally evaluated on completion of quiz, guided notes.
Tuesday	See Above	See Above	<ul style="list-style-type: none">*Bell ringers for vocab words #11-15*Begin reading <i>The Odyssey</i>*Complete Chapter 1 Q's	<ul style="list-style-type: none">Informally evaluated on participation.Formally evaluated on completion of quiz, guided notes.

			*Work on poster	
Wednesday	See Above	See Above	*Continue reading <i>The Odyssey</i> *Complete Chapter 2 Q's *Vocab worksheet *Work on poster	Informally evaluated on participation. Formally evaluated on completion of quiz, guided notes.
Thursday	See Above	See Above	*Continue reading <i>The Odyssey</i> *Complete Chapter 3 part 1 Q's *Work on poster	Informally evaluated on participation. Formally evaluated on completion of quiz.
Friday	See Above	See Above	*Time provided to read books for the book report assignment. *Poster project due	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.