

Lesson Plans Subject to Change

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Monday 9/30/24</p> <p>Day 6</p> <p>STEM</p>	<p><u>OBJECTIVES:</u> Identify main idea/key details, metaphors and similes; Make inferences based on evidence; identify/define/use vocab terms; identify/use graphic features, To spell grade level words-short vowel</p> <p><u>ACTIVITIES:</u> 1-spelling Unit 1-Week 3 words 2-POW- "dict"- to speak (handout root word list, go over words, and meanings) -The worksheet is the POW this week. 3-Review Weeks 1 and 2 vocab words in Vocab journal. As a class 4-Give 5 minutes to start vocab practice page on GC due 10/2 (Wed) 5-Grammar Review pages -morning work</p> <p><u>EVALUATION:</u> Student participation and response/completion of activities</p> <p>HW-Read Chapter 11 in <i>Brian's Winter</i> due 10/4 and POW w-sheet</p> <p>Spelling HW- 3 times each (handout)</p>	<p><u>OBJECTIVES:</u></p> <ul style="list-style-type: none"> Identify culture, vocab words, and political boundaries <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> 1-Group work(3 students per group)-List as many ways as you can to say "hello" in English 2-Research how to say hello in at least 5 other languages Have student groups pronounce the 5 hellos from different languages <p><u>EVALUATION:</u> Student participation and response</p> <p><u>HW-</u> none</p>	<p><u>OBJECTIVES:</u> compound sentences and personal narratives</p> <p><u>ACTIVITIES:</u> 1-pg. 28-do as a class 2-Gathering ideas for personal narratives When through your own story you learned a lesson about life or yourself. GC w-sheet</p> <p><u>EVALUATION:</u> Student participation and response/Exit ticket</p>
<p>Tuesday 10/1/24</p> <p>Day 1</p> <p>LOT</p> <p>6th Grade Field Trip to <i>Wild Robot</i></p>	<p><u>OBJECTIVES:</u> Identify main idea/key details, metaphors and similes; Make inferences based on evidence; identify/define/use vocab terms; identify/use graphic features</p> <p><u>ACTIVITIES:</u> 1-Review for test on Wed. 2-Kahoot vocabulary 3-Reread narrative nonfiction</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-Read Chapter 10 in <i>Brian's Winter</i></p>	<p><u>OBJECTIVES:</u> Identify culture, vocab words, and political boundaries</p> <p><u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> <u>Homework:</u></p>	<p><u>OBJECTIVES:</u></p> <p><u>ACTIVITIES:</u></p> <p><u>EVALUATION:</u> Student participation and response/Exit ticket</p>

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Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Wednesday 10/2/23</p> <p>Day 2</p> <p>Music</p>	<p><u>OBJECTIVES:</u> Identify main idea/key details, metaphors and similes; Make inferences based on evidence; identify/define/use vocab terms; identify/use graphic features</p> <p><u>ACTIVITIES:</u> 1-Unit 1 Weeks 1 & 2 test 2-Spelling Review-SPARKLE game 3-Work on BW project-character traits</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>-Exit ticket-similes/metaphors</p> <p>HW-Read Chapter 11 in <i>Brian's Winter</i> due 10/4 and POW w-sheet, Practice test with parent signature</p>	<p><u>OBJECTIVES:</u> Identify culture, vocab words, and political boundaries</p> <p><u>ACTIVITIES:</u> 1-Review for quiz on Thursday 2-Kahoot game</p> <p><u>EVALUATION:</u> 1-Completed paragraph</p> <p>HW: study and review newspaper</p>	<p><u>OBJECTIVES:</u> personal narrative writing; conjunctions, compound sentences</p> <p><u>ACTIVITIES:</u> 1-pg. 29 2-Review for Quiz 3-Share three choices with a partner-narrow choice to one 4-Qualities of a Personal Narrative -Graphic Organizer (setting/characters/beginning/middle/end)</p> <p><u>EVALUATION:</u> Student participation and response</p>

Day	Reading/Spelling	Soc. St.	Grammar/Writing
<p>Thursday 10/3/24</p> <p>Day 3 Art</p>	<p><u>OBJECTIVES:</u>Identify main idea/key details, metaphors and similes; Make inferences based on evidence; identify/define/use vocab terms;identify/use graphic features</p> <p><u>ACTIVITIES:</u> 1-Spelling Test 2-Return Unit tests 3-Independent Read-"The Volcano Lady"-Google Forms comprehension</p> <p><u>EVALUATION:</u> Student participation and response</p> <p>HW-Read Chapter 11 in <i>Brian's Winter</i> due 10/4 and POW w-sheet</p>	<p><u>OBJECTIVES:</u> Identify culture, vocab words, and political boundaries</p> <p><u>ACTIVITIES:</u> 1-Week 2 Culture Newspaper Quiz</p> <p><u>EVALUATION:</u> Completed assignment</p> <p>HW: none</p>	<p><u>OBJECTIVES:</u>expository writing; conjunctions, compound sentences</p> <p><u>ACTIVITIES:</u> 1- Unit 1 Week 3 Quiz 2- Continue-Qualities of a Personal Narrative -Graphic Organizer (setting/characters/beginning/middle/end)</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Friday 10/4/24</p> <p>Day 4 Library</p>	<p><u>OBJECTIVES:</u> comprehension, text evidence, vocabulary</p> <p><u>ACTIVITIES:</u> 1-Partner review of Chapter 11 2-Ch. 11 Questions-Google Classroom 3-Read Ch. 12 with partners</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> Identify East African culture, vocab words, and background information</p> <p><u>ACTIVITIES:</u> 1-Return quizzes 2-Week 3-East Africa-page 1 "Going on Safari"</p> <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u> dialogue in narratives</p> <p><u>ACTIVITIES:</u> 1-Example page-two paragraphs 1a-Writing dialogue 2-Art examples with group work</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Accommodations and Modifications</p> <p>Included but not limited to:</p>	<ul style="list-style-type: none"> · Follow IEPs · Differentiated group work · Preferential seating · Opportunities for enrichment connected to content · Challenge work connected to content 		