

LESSON PLAN

Mr. Romesberg - Room 102

jromesberg@rockwoodschoools.org

****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.1.2.7.J, CC.1.2.8.J**

Week of: April 8 - 12, 2024

Day	Standard(s)	Objective(s)	Activities	Evaluations
Monday	<ul style="list-style-type: none">• CC.1.2.7.A• CC.1.2.7.B• CC.1.2.7.D• CC.1.2.7.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">*Begin reading <i>Flowers for Algernon</i>*Answer questions for Progress Report 1	<ul style="list-style-type: none">Informally evaluated on participation.Formally evaluated on completion of guided notes.
Tuesday	See Above	See Above	<ul style="list-style-type: none">*Continue reading <i>Flowers for Algernon</i>*Answer questions for Progress Report 2	<ul style="list-style-type: none">Informally evaluated on participation.Formally evaluated on completion of guided notes.
Wednesday	See Above	See Above	<ul style="list-style-type: none">*Continue reading <i>Flowers for Algernon</i>*Answer questions for Progress Report 3	<ul style="list-style-type: none">Informally evaluated on participation.

				Formally evaluated on completion of guided notes.
Thursday	See Above	See Above	*Continue reading <i>Flowers for Algernon</i> *Answer questions for Progress Report 4	Informally evaluated on participation. Formally evaluated on completion of guided notes.
Friday	See Above	See Above	*Continue reading <i>Flowers for Algernon</i> *Answer questions for Progress Report 5	Informally evaluated on participation. Formally evaluated on completion of 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.