

Weekly Lesson Plans

Teacher: Lauren Svonavec

Week: 2/17/25 - 2/21/25

Time	Monday 2/17/25 NO SCHOOL	Tuesday 2/18/25	Wednesday 2/19/25	Thursday 2/21/25	Friday 2/21/25
7:45 - 8:05		AS/ES as scheduled Resource: 4-6	AS/ES as scheduled Resource: 4-6	AS/ES as scheduled Resource: 4-6	AS/ES as scheduled Resource: 4-6
8:05 - 9:15		6th ELA (Mumau) Assist teacher, modify and adapt assignments as needed	6th ELA (Mumau) Assist teacher, modify and adapt assignments as needed	6th ELA (Mumau) Assist teacher, modify and adapt assignments as needed	6th ELA (Mumau) Assist teacher, modify and adapt assignments as needed
9:15 - 10:30		6th Writing and Math (Mumau and Cordaro) Assist teacher, modify and adapt assignments as needed	6th Writing and Math (Mumau and Cordaro) Assist teacher, modify and adapt assignments as needed	6th Writing and Math (Mumau and Cordaro) Assist teacher, modify and adapt assignments as needed	6th Writing and Math (Mumau and Cordaro) Assist teacher, modify and adapt assignments as needed
10:30 - 11:15		4th ELA (Sarver) Assist teacher, modify and adapt assignments as needed	4th ELA (Sarver) Assist teacher, modify and adapt assignments as needed	4th ELA (Sarver) Assist teacher, modify and adapt assignments as needed	4th ELA (Sarver) Assist teacher, modify and adapt assignments as needed
11:15 - 11:45	LUNCH				
11:45 - 12:15	PREP				
12:15 - 12:45	PREP				
12:45 - 1:15		Wilson Reading Grade 4 <u>Objectives:</u> - SWBAT blend and segment up	Wilson Reading Grade 4 <u>Objectives:</u> - SWBAT blend and segment up	Wilson Reading Grade 4 <u>Objectives:</u> - SWBAT blend and segment up	Wilson Reading Grade 4 Progress Monitoring

		<p>to five sounds in a closed syllable</p> <ul style="list-style-type: none"> - SWBAT identify common closed syllable latin bases <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.4: Latin base card activity (pg. 175) <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> - Student Work - Teacher Observation 	<p>to five sounds in a closed syllable</p> <ul style="list-style-type: none"> - SWBAT identify common closed syllable latin bases <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.4: word card reading, word list reading, sentence reading 	<p>to five sounds in a closed syllable</p> <ul style="list-style-type: none"> - SWBAT identify common closed syllable latin bases <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.4: teach and review concepts for spelling 	
1:15 - 1:45		Resource: 5th Grade	Resource: 5th Grade	Resource: 5th Grade	Resource: 5th Grade
1:45 - 2:15		<p>Wilson Reading Grade 5</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> - SWBAT blend and segment up to five sounds in a closed syllable - SWBAT identify common closed syllable latin bases <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.4: sound quick drill, review concepts, student notebook entry, closed syllable latin bases <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> - Student Work - Teacher Observation 	<p>Wilson Reading Grade 5</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> - SWBAT blend and segment up to five sounds in a closed syllable - SWBAT identify common closed syllable latin bases <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.4: Latin base card activity (pg. 175) <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> - Student Work - Teacher Observation <p>Resource: 5th & 6th</p>	<p>Wilson Reading Grade 5</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> - SWBAT blend and segment up to five sounds in a closed syllable - SWBAT identify common closed syllable latin bases <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.4: word card reading, word list reading, sentence reading <p>Resource: 5th & 6th</p>	<p>Wilson Reading Grade 5 Progress Monitoring</p> <p>Resource: 5th & 6th</p>

		Resource: 5th & 6th			
2:15 - 2:40		AS/ES as scheduled Resource: as needed	AS/ES as scheduled Resource as needed	AS/ES as scheduled Resource: as needed	AS/ES as scheduled Resource: as needed
2:40 - 2:51		Student Pick-Up Check in Only (Cafeteria)		Student Pick-Up Check in Only (Cafeteria)	
2:51 - 3:15		Elementary Parking Lot Duty		Elementary Parking Lot Duty	
Accommodations and Modifications					
<p>Included but not limited to:</p> <ul style="list-style-type: none"> - Following all IEP's - Differentiated group work - Preferential seating - Opportunities for enrichment - Challenging work 					

**Lesson plans are subject to change.