

Weekly Lesson Plans

Teacher: Lauren Svonavec

Week: 1/20/25 - 1/24/25

Time	Monday 1/20/25 NO SCHOOL	Tuesday 1/21/25	Wednesday 1/22/25	Thursday 1/23/25	Friday 1/24/25
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 identify the difference	Wilson Reading Grade 4 <u>Objectives:</u> - SWBAT identify closed syllables,	Wilson Reading Grade 4 <u>Objectives:</u> - SWBAT identify the welded	Wilson Reading Grade 4 Progress Monitoring

		<p>between a blend and digraph</p> <ul style="list-style-type: none"> - SWBAT read words with welded sounds “am” and “an” in the medial position <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.2 activity- written work dictation <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> - Student Work - Teacher - Observation 	<p>short vowels, buddy letters, digraphs, bonus letters, welded sounds, and suffixes in words</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Word mapping activity <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> - Student Work - Teacher - Observation 	<p>sounds, ild, ind, old, olt, and ost in words</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.1 activity <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> - Student Work - Teacher - Observation 	
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 read and spell words with welded sounds (ang, ing, ong, ung, ank, ink, onk, unk) <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.1 activity - written work dictation <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 identify closed syllables, short vowels, buddy letters, digraphs, bonus letters, welded sounds, and suffixes in words <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Word mapping activity <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 identify the difference between a blend and digraph - SWBAT read words with welded sounds “am” and “an” in the medial position <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.1 activity <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>Progress Monitoring</p> <p>Resource: 5th & 6th</p>

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
<p style="text-align: center;">Accommodations and Modifications</p> <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.