

Weekly Lesson Plans

Teacher: Lauren Svonavec

Week: 1/6/25 - 1/10/25

Time	Monday 1/6/25	Tuesday 1/7/25	Wednesday 1/8/25	Thursday 1/9/25	Friday 1/10/25
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	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	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	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	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 the difference	Wilson Reading Grade 4 <u>Objectives:</u> - SWBAT identify the difference	Wilson Reading Grade 4 <u>Objectives:</u> - SWBAT identify the difference	Wilson Reading Grade 4 Progress Monitoring

	<p>between a blend and digraph</p> <ul style="list-style-type: none"> - SWBAT identify and read a blend and segment up to four sounds in a closed syllable <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.2 activity <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> - Student Work - Teacher Observation 	<p>between a blend and digraph</p> <ul style="list-style-type: none"> - SWBAT identify and read a blend and segment up to four sounds in a closed syllable <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.2 activity <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> - Student Work - Teacher Observation 	<p>between a blend and digraph</p> <ul style="list-style-type: none"> - SWBAT identify and read a blend and segment up to four sounds in a closed syllable <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.2 activity <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> - Student Work - Teacher Observation 	<p>between a blend and digraph</p> <ul style="list-style-type: none"> - SWBAT identify and read a blend and segment up to four sounds in a closed syllable <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.2 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	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 identify the difference between a blend and digraph - SWBAT identify and read a blend and segment up to four sounds in a closed syllable <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.2 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 identify and read a blend and segment up to four sounds in a closed syllable <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.2 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 identify and read a blend and segment up to four sounds in a closed syllable <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.2 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 identify and read a blend and segment up to four sounds in a closed syllable <p><u>Activities:</u></p> <ul style="list-style-type: none"> - Step 2.2 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 Progress Monitoring</p> <p>Resource: 5th & 6th</p>
2:15 - 2:40	AS/ES as scheduled	AS/ES as scheduled	AS/ES as scheduled	AS/ES as scheduled	AS/ES as scheduled

	Resource: as needed	Resource: as needed	Resource as needed	Resource: as needed	Resource: as needed
2:40 - 2:51	Student Pick-Up Check in Only (Cafeteria)		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		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.