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February 4, 2026

Domain 1E: Daily Schedule Plan

8:45-9:15 Students arrive and complete morning work. Today they will be working on a vocabulary activity focusing on the following words: begin, open, night, become, almost, kind, opened, one, high, and might

9:15-10:15 “Power Hour” This is when we do our phonics, heggerty, and typically a vocabulary activity.

10:15-10:30 I do grammar on days that are necessary. On this day, I did a review of adding -es and -s to verbs. We have four grammar pages and a six day cycle for our mornings, so some mornings we omit this and jump straight into science.

10:30-11 I do MysteryScience. This is a scripted curriculum that has slides and videos to accommodate it. This resource also comes with preplanned experiments and all of the resources that could be possibly needed for the ease of teachers.

11-11:30 We have our lunch block. Students go eat in the cafeteria.

11:30-11:50 We have recess. Any day above freezing we go outside, but on this particular day we had indoor recess

11:50-12:10 Springmath takes place. This is a timed activity to test their math facts. We have them partner up with someone we have preselected and they each get 2 minutes of practice and 2 minutes of official working time where we then have them check their partners for competency. When over half of the students meet the required amount correct, we are able to move on to the next paper.

12:10-12:45 This is the rest of our math block. Today we did a review activity where students went around the room solving problems that were taped to classroom items and walls. We then checked them for accuracy as the test is the following day.

12:45-1:00 My teacher and I read a chapter book to the students. We try to do this everyday, though that varies depending on the math lesson.

1:00-1:45 We do something called Panther Power. Panther Power is a time where students are able to do any activities that may need extra attention, something that

they didn't finish from earlier on in the day. That is also our pullout time, so I will pull students that need help with things I've noticed, and students that go to places like speech and OT will be pulled out during that time as well.

1:45-2:30 This is our time for ELA. We typically read our reading book and do a reading activity depending on the day. Today we introduced the week's story, so we read it and they did a sequencing cut and paste paper relating to the story.

2:30-3:15 This is their specials period. Today they had gym. I wrote lesson plans and created activities during this planning period.

3:15-3:45 Dismissal occurs during this time, and our contract hours end at 3:45. I will usually use this time to talk to students, finish up anything I have to finish, or discuss the next day's plan with my host teacher

Artifact Reflection:

This fits domain one for the reason that it shows planning and preparation. Students rely greatly on the understanding of routines. They often work better knowing what is generally coming and what they will be expected to accomplish in a given amount of time. Personally, having a very clear routine is helpful for me to be able to accurately plan and predict how long an activity will take. I am very good at adapting effectively and efficiently, but learning how to plan an entire day's tasks was a helpful learning tool for me to grow as an educator as I only had prior experience with isolated lessons.