



Lesson Plan 1 of 6: Attendance Skills

School Counselor:	Maria Spencer
Lesson Plan Title:	Red Light and Green Light Attendance
	<input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Unit of Classroom Lessons: Lesson ____ of ____ <input checked="" type="checkbox"/> Small-Group Session Lessons: Lesson 1 of 6
Target Audience:	6th & 7th grade, chronically absent students in danger of failing one or more classes

Evidence Base:

- ☒ Best Practice (*commonly used and believed to be of high quality*)
- ☐ Action Research (*individual investigates own practice to improve content/delivery*)
- ☐ Research-Informed (*a review of research provides foundation for content/delivery*)
- ☐ Evidence-Based (*highest level of evidence, results published in peer-reviewed journal*)

ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: (<i>Best practice = select one</i>)		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	Mindsets & Behaviors Statement	Student Learning Objectives
M 6	Positive attitude toward work and learning	Student(s) will: Get to know each other, create group rules. Learn what defines good attendance, identify attendance barriers.
B-LS 4	Apply self-motivation and self-direction to learning	

Materials:

Individually wrapped M&Ms (for icebreaker)
 M&M handout
 Group Rules sheet/writing utensils to record
 Feelings Chart (attached)
 “Am I missing too many days” worksheet? (enough copies for everyone)
 Plastic spoons (enough for group)

Deck(s) of cards

Describe how you will:

Introduce Lesson Topic/Focus:	Hello everyone - we're all here because we are trying to get our grades up this quarter - and one way we can do that is learn about why attendance is important and figure out how we can make it to school on time every day.
Communicate the Lesson Objective:	Today we'll get to know each other a little better, come up with some group rules, and talk a little bit about the difference between "red light" and "green light" attendance.
Teach Content:	<ol style="list-style-type: none">1. Icebreaker: Play M&Ms game (see attached).2. Group rules: ask students what they think is important for the group to run well and for them to feel safe. Ask each student to come up with a rule and write it on the list (keep number between 4 and 6). Review rules and bring to each meeting. (Respect, interruption, confidentiality, be on time, language...)3. Introduce Check-in: Feelings Chart (see attached)4. Show Am I Missing Too Many Days Worksheet (see attached). If it's early in the year, talk about the categories and which categories you'd like to see them aim for. Give students a copy to take home. This group is at the end of the school year: say, "Let's give everyone in this group a clean slate. Let's imagine we're starting at the beginning of the year – we only have a month and a half left of school, so let's see how close we can get to good attendance."
Practice Content:	Discuss reasons for missing school, have students come up with attendance barriers. Ask "what are some reasons we've missed school this year?" Can record answers on a sketch pad or whiteboard. During our group, we'll be coming up with strategies to overcome the barriers.
Summarize/Close:	Generalize – remind students we're aiming for the Green category – let's shoot for no absences between this week and next! Play "spoons" card game. Reinforce behaviors - encourage students to keep coming to school (just like today) and say you're excited to see them next week. Next week we are each going to make a goal for the rest of the year. What are some incentives that might be fun for when we meet our goals?

Data Collection Plan – For multiple lessons in a unit, complete this section only once for the unit.

Participation Data Plan:

Anticipated number of students:

4-6

Planned length of lesson(s):

45 minutes

ASCA Student Standards Data Plan:

For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.

Pre-/Post-Assessment items are:

1. Attendance Goal Worksheet
2. Attendance/grades printouts
3. Student attendance records
4. Student grades

Outcome Data Plan: (choose one and describe specific data point to compare)

Examples:

Achievement: School counselor will compare reading levels of students before and after delivery of lesson.

Attendance: School counselor will compare number of absences last year to this year.

Discipline: School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter

☐ Achievement (describe):

☒ Attendance (describe): School counselor will compare percentage of absences in previous 3 quarters to percentage of number of absences until the conclusion of the lesson.

☐ Discipline (describe):

Follow-Up Plans

Explain your plan for students who missed the lesson.

Check in during study hall the following day (or the next day they are in school) and catch them up with any missed instruction or materials.

Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.

Schedule individual counseling sessions or check-ins.



Lesson Plan 2 of 6

School Counselor:	Maria Spencer
Lesson Plan Title:	Developing Goals
	<input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Unit of Classroom Lessons: Lesson ____ of ____ <input checked="" type="checkbox"/> Small-Group Session Lessons: Lesson 2 of 6
Target Audience:	6th & 7th grade, chronically absent students in danger of failing one or more classes
Evidence Base:	
<input checked="" type="checkbox"/> Best Practice (<i>commonly used and believed to be of high quality</i>) <input type="checkbox"/> Action Research (<i>individual investigates own practice to improve content/delivery</i>) <input type="checkbox"/> Research-Informed (<i>a review of research provides foundation for content/delivery</i>) <input type="checkbox"/> Evidence-Based (<i>highest level of evidence, results published in peer-reviewed journal</i>)	

ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: (<i>Best practice = select one</i>)		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	Mindsets & Behaviors Statement	Student Learning Objectives
M 6	Positive attitude toward work and learning	Student(s) will: Make the connection between coming to school and passing their classes.
B-LS 4	Apply self-motivation and self-direction to learning	

Materials:

Group Rules

Beach ball with questions written on it

Printouts of each student's attendance/grades for the week (see attached for a sample)

Attendance and Achievement Graph, one copy (see attached)

[Group Goal](#) worksheet

Describe how you will:

Introduce Lesson Topic/Focus:	Start with feelings check-in. Compliment students for coming to school today. Give each student a printout of their Attendance/grades for the week and further praise students who came every day of the week. When addressing students who were absent, check in about why and take notes, follow up with caregivers if necessary.
Communicate the Lesson Objective:	Review last week's topic (green light vs. red light attendance), and ask if anyone can share something they learned from previous week. Review Group Rules. Tell the group that today we will be talking about our goals.
Teach Content:	Have students look at their attendance/grades sheets. Ask if they see something they wish they could re-do, or make up. Ask if they think there might be a way they can replace a zero or very low grade with a higher grade? Can they ask the teacher what they can do? Have students write a question they might have for the teacher on the Attendance/Grades sheet. (see attached for sample). Talk about what goal they could make for the next 6 weeks that would help them bring their grades up or maintain their grades at the level they need to avoid summer school.
Practice Content:	<p>We have 6 weeks left this school year. Let's make an attendance goal for the rest of the year. Pass out the Goal worksheet or have students fill out the google form. Ask students to make a goal together of what they plan to achieve for the rest of the year. Examples:</p> <ul style="list-style-type: none">● I will not miss any more days unless I'm very sick.● I will be in school for each group meeting● I will try to come to school every day● I will be on time every day this week● I will make up one homework assignment● I will ask my teacher if I can make up missed assignments or assignments with low grades. <p>Share goals, brainstorm for incentive ideas for success at the end of the group.</p>

Summarize/Close:	<p>We all came to school today - let's take it one day at a time and see how close we come to achieving our goal next week. And remember - we can make coming to school a habit - if we get in the habit of coming to school now we're making good habits for later.</p> <p>Tell students to keep coming to school and that you're excited to see them next week.</p> <p>Play game of catch if space allows, example: form a circle and toss around the circle, each person taking one step back with each successful round.</p>
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Lesson Plan 3 of 6

School Counselor:	Maria Spencer
Lesson Plan Title:	Best Things About School
	<input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Unit of Classroom Lessons: Lesson ____ of ____ <input checked="" type="checkbox"/> Small-Group Session Lessons: Lesson 3 of 6
Target Audience:	6th & 7th grade, chronically absent students in danger of failing one or more classes
Evidence Base:	
<input checked="" type="checkbox"/> Best Practice (<i>commonly used and believed to be of high quality</i>) <input type="checkbox"/> Action Research (<i>individual investigates own practice to improve content/delivery</i>) <input type="checkbox"/> Research-Informed (<i>a review of research provides foundation for content/delivery</i>) <input type="checkbox"/> Evidence-Based (<i>highest level of evidence, results published in peer-reviewed journal</i>)	

ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: (<i>Best practice = select one</i>)		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	Mindsets & Behaviors Statement	Student Learning Objectives
M 6	Positive attitude toward work and learning	Student(s) will: Help student identify the positive aspects of coming to school every day.
B-LS 4	Apply self-motivation and self-direction to learning	

Materials:
Feelings check-in handout Basket for “basketball” icebreaker Brightly colored pieces of paper Writing utensils Printout of Attendance/Grades for the week

Game to play afterward
Edibles for games
Single-packs of M&Ms or Skittles

Describe how you will:

Introduce Lesson Topic/Focus:	Remind students of their goals - check in about how they did this week by reviewing attendance/grade sheets. Check in about assignments and grades. Today we're going to share some things we like about coming to school.
Communicate the Lesson Objective:	If there's even one thing that you like about school, maybe it'd help to focus on that when it's time to get out of bed in the morning.
Teach Content:	<ol style="list-style-type: none">1. Play "basketball" game - place a basket in the center of the room. Give each student a piece of paper and ask them to write 3 hints about their identity on it. Crumple into a ball and toss into the basket. Whoever makes a basket gets an edible.2. Ask students to share their favorite things about school. Use the M&M game from the 1st lesson (maybe swap in skittles this time), but this time with questions like: Who is your favorite teacher? What is your favorite subject? What is your favorite activity you've done this year? What is the best part of your day? Who are your friends? Who do you like to sit with at lunch? Which of the end of year activities are you most looking forward to?
Practice Content:	Ask students: Which part of school do you miss the most when you don't come? (talking to friends at lunch, homeroom teacher, etc.) Is there anyone at school who you think is disappointed when you don't come? (friends, teachers, school counselor)? Is it hard to make up work when you miss a day?
Summarize/Close:	People at school care about you and miss you when you're not here, and you've just shared some things that you miss when you're not here. You all came to school today, though! Let's see how we do this week and check in at group next week. Remind them of the incentive you decided on last week.

Lesson Plan 4 of 6

School Counselor:	Maria Spencer
Lesson Plan Title:	Making a Routine
	<input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Unit of Classroom Lessons: Lesson ____ of ____ <input checked="" type="checkbox"/> Small-Group Session Lessons: Lesson 4 of 6
Target Audience:	6th & 7th grade, chronically absent students in danger of failing one or more classes
Evidence Base:	
<input checked="" type="checkbox"/> Best Practice (<i>commonly used and believed to be of high quality</i>) <input type="checkbox"/> Action Research (<i>individual investigates own practice to improve content/delivery</i>) <input type="checkbox"/> Research-Informed (<i>a review of research provides foundation for content/delivery</i>) <input type="checkbox"/> Evidence-Based (<i>highest level of evidence, results published in peer-reviewed journal</i>)	

ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: (<i>Best practice = select one</i>)		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	Mindsets & Behaviors Statement	Student Learning Objectives
BSMS 1	Responsibility for self and actions	Student(s) will: Increase their awareness of their morning routine and come up with ideas of how they can improve their routine.

Materials:
Would you rather? beach ball (beach ball with “Would you rather” questions written on it) Attendance/grade records

Describe how you will:

Introduce Lesson Topic/Focus:	Welcome students and congratulate them for coming to school. Give each student their attendance/grades printout to review and praise students with perfect attendance. Tell students that we're going to focus on what our mornings look like.
Communicate the Lesson Objective:	Last week we talked about things that we like about school. Ask students to each share one thing they remember from the last week. Today we'll be talking about our morning routines.
Teach Content:	<p>Give each student a chance to share their morning routine. Use the following questions to ensure that they're being specific and detailed.</p> <ul style="list-style-type: none">• What time do you wake up?• Do you use an alarm? Do you hit snooze?• When you wake up, what is the first thing you do?• Do you pick out your own clothes in the morning?• Do you pack your book bag in the morning?• What do you eat (if anything) for breakfast? Who cooks it?• What time do you leave for school? How much time do you give yourself between the alarm and the time you leave?
Practice Content:	<p>Explain to students that having good morning routines will make it easier to get to school on time. They may prevent you missing the bus or oversleeping or rushing on the walk to school and forgetting something. Ask students to think of one thing that could improve their routine. Examples:</p> <ul style="list-style-type: none">• Setting the alarm to go off earlier• Laying out clothes the night before• Waking up parent/guardian earlier• Packing book bag the night before <p>If students can't answer - have others in the group help out.</p> <p>Tell students you want each of them to do one thing that will make their routine better in the next week.</p>
Summarize/Close:	Good routines can even make it easier to go to school - if their bag is packed, clothes are ready, alarm is set, and they know what they're having for breakfast - it can be easier to decide to go to school because all those decisions have been made already.

Lesson Plan 5 of 6

School Counselor:	Maria Spencer
Lesson Plan Title:	Making the Right Choices
	<input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Unit of Classroom Lessons: Lesson ____ of ____ <input checked="" type="checkbox"/> Small-Group Session Lessons: Lesson 5 of 6
Target Audience:	6th & 7th grade, chronically absent students in danger of failing one or more classes
Evidence Base:	
<input checked="" type="checkbox"/> Best Practice (<i>commonly used and believed to be of high quality</i>) <input type="checkbox"/> Action Research (<i>individual investigates own practice to improve content/delivery</i>) <input type="checkbox"/> Research-Informed (<i>a review of research provides foundation for content/delivery</i>) <input type="checkbox"/> Evidence-Based (<i>highest level of evidence, results published in peer-reviewed journal</i>)	

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Identify 1–2 student standards relevant for this targeted group and goal: (<i>Best practice = select one</i>)		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	Mindsets & Behaviors Statement	Student Learning Objectives
B SMS 1	Responsibility for self and actions	Student(s) will: Understand that they alone need to make responsible choices regarding their attendance.

Materials:
Attendance/grade records Paper Pencil/pens

Describe how you will:	
Introduce Lesson Topic/Focus:	Welcome everyone, emphasize how glad you are to see everyone. Today we will follow up with how our morning routines went last week.
Communicate the Lesson Objective:	We'll discuss how our morning routines went - what worked, what did not work, and summarize the work we've done so far.
Teach Content:	Play "What's Changed" icebreaker. One student is designated to change one thing about their appearance (turn collar up, roll up sleeve, etc.) while students aren't looking, and students guess what's changed. Whoever is correct is the person to change one thing next. Continue play for as long as time/interest allows.
Practice Content:	Have students share one thing they changed about their morning routine, as assigned the following week. (If they didn't make a change, have them name something they think they could have changed and will try to change in the future.) Ask students to reflect on their peers' changes (eg.: Did what Jane change about their routine sound like a change you'd like to make?). Write "Summary" or something similar at the top of a sheet of paper. Write one tip for green light attendance at the top, and pass to the next student. Have each student write one thing that they remember from previous lessons or that worked for them (morning routine shift, making up an assignment, something they remember from other lessons, etc.). When complete, you should have a piece of paper that includes tips from everyone in the group (allow students to pass and offer to write the tips as they speak them to accommodate diverse needs in the group). Explain that you'll make a copy of the tips and bring to the next (and final) group.
Summarize/Close:	Tell students that next week will be the final week. You will bring a copy of their tips they've created, and you will be celebrating your hard work with a pizza lunch (or brownies, or whatever works with your time/budget).



Lesson Plan 6 of 6

School Counselor:	Maria Spencer
Lesson Plan Title:	Reflecting on success
	<input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Unit of Classroom Lessons: Lesson ____ of ____ <input checked="" type="checkbox"/> Small-Group Session Lessons: Lesson 6 of 6
Target Audience:	6th & 7th grade, chronically absent students in danger of failing one or more classes
Evidence Base:	
<input checked="" type="checkbox"/> Best Practice (<i>commonly used and believed to be of high quality</i>) <input type="checkbox"/> Action Research (<i>individual investigates own practice to improve content/delivery</i>) <input type="checkbox"/> Research-Informed (<i>a review of research provides foundation for content/delivery</i>) <input type="checkbox"/> Evidence-Based (<i>highest level of evidence, results published in peer-reviewed journal</i>)	

ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: (<i>Best practice = select one</i>)		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	Mindsets & Behaviors Statement	Student Learning Objectives
M 4	Self-confidence in the ability to succeed	Student(s) will:
B SMS 5	Perseverance to achieve long- and short-term goals	Reflect on their success in the last few weeks and make a plan to continue in the following weeks.

Materials:
Index cards for WhoDunIt icebreaker. Red light/green light figures for each student (would students fall into the green light attendance group if only the last 6 weeks were accounted for?) (use Am I Missing Too Many Days Worksheet) Attendance/grades record

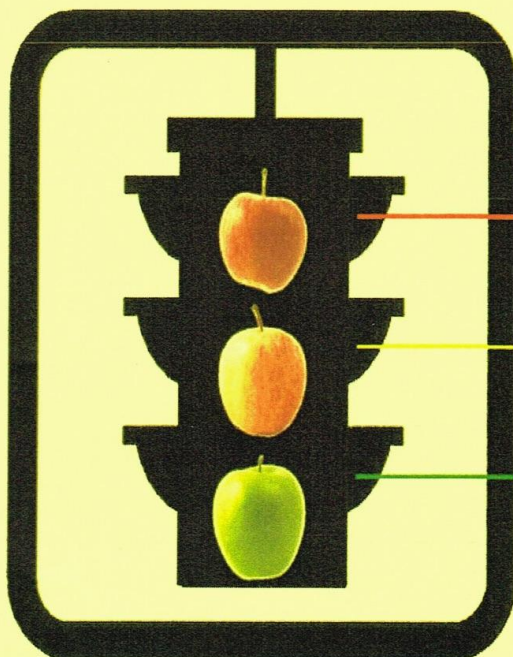
Writing utensils and blank pieces of paper
Pizza or other treat to celebrate

Describe how you will:

Introduce Lesson Topic/Focus:	Today we're going to reflect on your success and talk about how we can persevere - keep up that success - going forward.
Communicate the Lesson Objective:	You've all been making real improvements since we've been meeting (offer specifics). Today we are going to review what's been working for you, and we'll talk about the routine you worked on last week, and then we'll talk about how we can keep our momentum going.
Teach Content:	Play WhoDunIt icebreaker. Have each student write one thing they think they do really well on an index card. Fold index cards and shuffle. Read index cards aloud one by one, having students guess who the author was.
Practice Content:	<p>Review last week. Give students their attendance/grade records, and have them review. Bring out the Am I Missing Too Many Days worksheet. Tell students how many days they've missed since the beginning of the group and have them discuss whether their attendance has been "green, yellow, or red light".</p> <p>Brainstorm with students about what strategies were successful (morning routine adjustments so they get to school on time, missing fewer days, making up assignments). If students were in the green category - have them share what strategies they think they will use to keep the behavior going into the next year. What has become a good habit? If students were in the yellow or red, ask what strategies they will use to improve.</p> <p>Play game, go outside, have pizza or snack.</p>
Summarize/Close:	Congratulate students on their success - they've been attending group for 6 weeks, have made changes to their routine and are making more of an effort to get to school. If they can make these changes a habit, they can get a great start to the next year.



Am I Missing Too Many Days?



Chronic Absence
18 or more days

Warning Signs
10 to 17 days

Good Attendance
9 or fewer days

- Missing just two days a month adds up to 18 days in the school year = **Chronically Absent**
- When you are **chronically absent** it is almost impossible to catch up in school ☹️

Feelings Chart



Happy



Tired



Worried



Angry



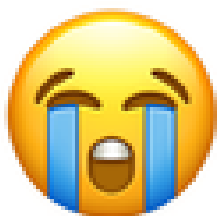
Proud



Bored



Excited



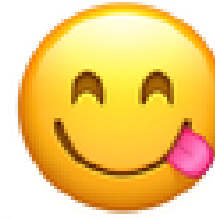
Upset



Embarrassed



Sick



Hungry



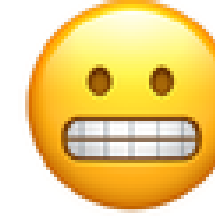
Lonely



Surprised



Relaxed



Scared



Silly



Stressed



Hurt



Nervous




Disappointed


THE GAME

FOR EVERY		SHARE
Red		what is the first thing you like to do when you get home from school?
Brown		what's your favorite movie?
Green		if you had a superpower, what would it be?
Yellow		if you had a million dollars, what would you do with it?
Blue		what is your favorite dessert? Your favorite dinner?
Orange		what's been the best part of your day so far?

Goals Form (Lesson 2)

Goals for Group

spencm@sage.edu [Switch account](#) 

 Not shared

Name

Your answer

Date

Your answer

What is your goal for the next 6 weeks of school?

Your answer


What can you do to make that happen?

Your answer

Submit [Clear form](#)

Never submit passwords through Google Forms.

This form was created inside of Russell Sage College. [Report Abuse](#)

Google Forms 

Attendance/Grades Sample Handout

(I used a screenshot of student grades - you can also print out their grades/attendance).
What's included here is two different days for the same student - I updated notes/comments each week).

Date

Student Name

Attendance since last week: Not absent or late. 😊

Grades:

Science - I need a 75 to pass (54 in 3rd Quarter) - I have a 70.

School Year	2022-2023	Working Period	Q4	Courses	Grade 6 Science	Aug 70.00	Help
Course	Category	Assignment Name / Description	Date	Max	Score		
Grade 6 Science (Backman)	Classwork	Self-Reflection	5/10/2023	100			
Grade 6 Science (Backman)	Classwork	Gallery Walk	5/10/2023	100			
Grade 6 Science (Backman)	Tests and Quizzes	Science Fair Project	5/9/2023	100	70		
Grade 6 Science (Backman)	Lab and Projects	Group Work Participation	5/9/2023	100	70		
Grade 6 Science (Backman)	Classwork	Reflection Egg Drop	4/26/2023	100	60		
Grade 6 Science (Backman)	Lab and Projects	Egg Drop	4/26/2023	100	60		
Grade 6 Science (Backman)	Lab and Projects	Egg Drop Lab Work	4/27/2023	100	100		
Grade 6 Science (Backman)	Classwork	Science Court Inertia	4/25/2023	100	94		
Grade 6 Science (Backman)	Classwork	Forces and Motion Notes	4/14/2023	100	0		
Grade 6 Science (Backman)	Classwork	Newton's 3 Laws of Motion	4/14/2023	100	80		
Grade 6 Science (Backman)	Classwork	Dominic Jones Questions	4/21/2023	100			

Questions for [teacher's name] (example: can I make up the Forces and Motion Notes?)

ELA - I need a 69 to pass (had a 55 in 3rd Quarter) - I have a 76. 😊

Student

School Year	2022-2023	Working Period	Q4	Courses	Grade 6 English Language Arts	Aug 76.00	Help
Course	Category	Assignment Name / Description	Date	Max	Score		
Grade 6 English Language Arts (Taylor / Scarnell)	Formative Assessments	Book Club Participation Reading/Writing/Discussing Participation	5/4/2023	100	75		
Grade 6 English Language Arts (Taylor / Scarnell)	Formative Assessments	Book Club Group Check-In Participation, Sharing Feedback, Respecting Others Rules	5/1/2023	24	20		
Grade 6 English Language Arts (Taylor / Scarnell)	Formative Assessments	Story of Medusa Classroom Story of Medusa MC & ACCEs Practice	4/18/2023	100	75		

Date _____

Student Name

Attendance since last week: Late 5/31 but good otherwise! 😊

Grades:

ELA - I need a 69 to pass - I have a 76!

Event No. 000-0000	Meeting Period 00 - 00	Current Date 01/01/2024 Language 000 - 000	Aug 5, 2024			
Event	Category	Assignment Name / Description	Date	Qty	Unit	
Event 01 English Language Arts - Chapter - Standard	Standard - Assessment	Math 101 Assessment 01	01/01/2024	10		
Event 02 English Language Arts - Chapter - Standard	Standard - Assessment	Math 102 Assessment 02	02/01/2024	20		
Event 03 English Language Arts - Chapter - Standard	Standard - Assessment	Math 103 Assessment 03	03/01/2024	30	10	
Event 04 English Language Arts - Chapter - Standard	Standard - Assessment	Math 104 Assessment 04	04/01/2024	10	10	
Event 05 English Language Arts - Chapter - Standard	Standard - Assessment	Math 105 Assessment 05	05/01/2024	10	10	
Event 06 English Language Arts - Chapter - Standard	Standard - Assessment	Math 106 Assessment 06	06/01/2024	10	10	
Event 07 English Language Arts - Chapter - Standard	Standard - Assessment	Math 107 Assessment 07	07/01/2024	10	10	
Event 08 English Language Arts - Chapter - Standard	Standard - Assessment	Math 108 Assessment 08	08/01/2024	10	10	
Event 09 English Language Arts - Chapter - Standard	Standard - Assessment	Math 109 Assessment 09	09/01/2024	100	10	
Event 10 English Language Arts - Chapter - Standard	Standard - Assessment	Math 110 Assessment 10	10/01/2024	20	20	
Event 11 English Language Arts - Chapter - Standard	Standard - Assessment	Math 111 Assessment 11	11/01/2024	100	10	

Keep up the good work in ELA!

Science - I need a 75 to pass - I have a 73.

Session Year	2022-2023	Meeting Period	24	Chapter	Grade 4 Science	Aug 19, 2022	
Session		Category		Assignment Name / Description	Start	End	Score
Grade 4 Science (Benchmark)		Classroom		A Traveler's Guide to Big Planets	9/1/2022	100	
Grade 4 Science (Benchmark)		Classroom		Space Science Review	9/26/2022	100	100
Grade 4 Science (Benchmark)		Classroom		Planet Facts	9/29/2022	100	100
Grade 4 Science (Benchmark)		Classroom		Unlabeled Moon Facts	9/29/2022	100	100
Grade 4 Science (Benchmark)		Class and Science		Antennae Quiz #1	9/29/2022	100	80
Grade 4 Science (Benchmark)		Classroom		Science Standards	9/11/2022	100	80
Grade 4 Science (Benchmark)		Classroom		Antennae & Navigation Worksheet	9/19/2022	100	80
Grade 4 Science (Benchmark)		Classroom		Navigation: Resources on Earth	9/11/2022	100	80
Grade 4 Science (Benchmark)		Classroom		Self Reflection	9/12/2022	100	100
Grade 4 Science (Benchmark)		Classroom		Galaxy Walk	9/19/2022	100	75
Grade 4 Science (Benchmark)		Class and Science		Science Fair Project	9/16/2022	100	75
Grade 4 Science (Benchmark)		Lab and Projects		Group Work Participation	9/26/2022	100	75
Grade 4 Science (Benchmark)		Classroom		Reflection Egg Drop	9/28/2022	100	80
Grade 4 Science (Benchmark)		Lab and Projects		Egg Drop	9/28/2022	100	80
Grade 4 Science (Benchmark)		Lab and Projects		Egg Drop Lab Work	9/27/2022	100	100
Grade 4 Science (Benchmark)		Classroom		Science Court Verdict	9/22/2022	100	80
Grade 4 Science (Benchmark)		Classroom		Process and Motion Review	9/24/2022	100	8
Grade 4 Science (Benchmark)		Classroom		Newton's 3 Laws of Motion	9/24/2022	100	80
Grade 4 Science (Benchmark)		Classroom		Newton, James Newton	9/21/2022	100	

You keep improving in science - you had a 70 on May 16, a 71 on May 23, and now a 73! 🌟

Source:

The idea for Red Light/Green Light attendance, handouts Red Light Green Light and Am I Missing Too Many Days) and some other structural parts of this lesson were adapted from a group series on attendance from Stacey Gangloff, Counseling Intern, Erie 1 Boces