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| Beth Miller | Mon. 4/7/25Day 140 | Tues. 4/8/25Day 141 | Wed. 4/9/25Day 142 | Thurs. 4/10/25Day 143 | Fri. 4/11/25Day 144 |
| 7:45-8:05 | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 8:05-8:40 | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 8:45-9:10 | Grade 2 Comp./Voc.Obj: Determine meanings of words (CC.1.2.2.F) Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Help out in Mrs. Hay’s room with ELA where neededEval: teacher observation | Grade 2 Comp./Voc.Obj: Determine meanings of words (CC.1.2.2.F) Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Help out in Mrs. Hay’s room with ELA where neededEval: teacher observation | Grade 2 Comp./Voc.Obj: Determine meanings of words (CC.1.2.2.F) Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Help out in Mrs. Hay’s room with ELA where neededEval: teacher observation | Grade 2 Comp./Voc.Obj: Determine meanings of words (CC.1.2.2.F) Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Help out in Mrs. Hay’s room with ELA where neededEval: teacher observation | Grade 2 Comp./Voc.Obj: Determine meanings of words (CC.1.2.2.F) Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Help out in Mrs. Hay’s room with ELA where neededEval: teacher observation |
| 9:10-9:40 | Grade 1 Guided ReadingObj: Learn reading skills (CC.1.1.1.D-CC.1.1.1.E)Act: Students will read books and practice skills through various activitiesEval: Teacher observation | Grade 1 Guided ReadingObj: Learn reading skills (CC.1.1.1.D-CC.1.1.1.E)Act: Students will read books and practice skills through various activitiesEval: Teacher observation | Grade 1 Guided ReadingObj: Learn reading skills (CC.1.1.1.D-CC.1.1.1.E)Act: Students will read books and practice skills through various activitiesEval: Teacher observation | Grade 1 Guided ReadingObj: Learn reading skills (CC.1.1.1.D-CC.1.1.1.E)Act: Students will read books and practice skills through various activitiesEval: Teacher observation | Grade 1 Guided ReadingObj: Practice using grammar, punctuation, phonetic spelling, and sentence formation (CC.1.4.1.F)Act: Complete Write Steps WritingEval: informal assessment of student work |
| 9:40-10:10 | Kindergarten Guided ReadingObj: Practice using grammar, punctuation, phonetic spelling, and sentence formation (CC.1.4.K.F)Act: Complete Write Steps WritingEval: informal assessmentof student work | Kindergarten Guided ReadingObj: Practice using grammar, punctuation, phonetic spelling, and sentence formation (CC.1.4.K.F)Act: Complete Write Steps WritingEval: informal assessmentof student work | Kindergarten Guided ReadingObj: Practice using grammar, punctuation, phonetic spelling, and sentence formation (CC.1.4.K.F)Act: Complete Write Steps WritingEval: informal assessmentof student work | Kindergarten Guided ReadingObj: Practice using grammar, punctuation, phonetic spelling, and sentence formation (CC.1.4.K.F)Act: Complete Write Steps WritingEval: informal assessmentof student work | Kindergarten Guided ReadingObj: Practice using grammar, punctuation, phonetic spelling, and sentence formation (CC.1.4.K.F)Act: Complete Write Steps WritingEval: informal assessmentof student work |
| 10:10-10:40 | Grade 1 Pull OutObj: Know and apply grade level phonics (CC.1.1.1.D) Read with accuracy and fluency to support comprehension (CC.1.1.1.E)Act: Work on phonics skills and fluency skills in class with Mrs. GrossEval: teacher observation | Grade 1 Pull OutObj: Know and apply grade level phonics (CC.1.1.1.D) Read with accuracy and fluency to support comprehension (CC.1.1.1.E)Act: Work on phonics skills and fluency skills in class with Mrs. GrossEval: teacher observation | Grade 1 Pull OutPrep | Grade 1 Pull OutObj: Know and apply grade level phonics (CC.1.1.1.D) Read with accuracy and fluency to support comprehension (CC.1.1.1.E)Act: Work on phonics skills and fluency skills in class with Mrs. GrossEval: teacher observation | Grade 1 Pull OutObj: Know and apply grade level phonics (CC.1.1.1.D) Read with accuracy and fluency to support comprehension (CC.1.1.1.E)Act: Work on phonics skills and fluency skills in class with Mrs. GrossEval: teacher observation |
| 10:40-11:10 | Grade 2 Pull OutObj: Identify and know the suffix “ful” (CC.1.1.2.D)Act: Introduce the suffix “ful” by watching the video on suffix “ful”.-Complete ws. on suffix “ful”Eval: teacher observation and responses to ws. page | Grade 2 Pull OutObj: Determine synonyms for words (CC.1.2.2.K)Act: Play “Synonym Bingo”Eval: Teacher observation | Grade 2 Pull OutLunch | Grade 2 Pull OutObj: Identify and know the suffix “less” (CC.1.1.2.D) Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Introduce the suffix “less” by watching the video on suffix “less”.-Complete ws. on suffix “less”Eval: teacher observation and responses to ws. page | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) Act: Read orally and discuss Nate the Great and the Missing Key by Marjorie Weinman SharmatEval: informal assessment of oral reading and discussion of the story |
| 11:10-11:45 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 11:45-12:15 | Prep | Prep | Prep | Prep | Prep |
| 12:20-12:50 | Kindergarten Pull OutObj: Read sight words (CC.1.1.K.D) Act: Have students write sentences using the words (play, has, one, every, ask, walk)Eval: informal assessment of written sentences | Kindergarten Pull OutObj: Recognize short vowel sounds and write cvc words (CC.1.1.K.D)Act: Continue working on Short Vowel PacketsEval: student work | Kindergarten Pull OutField Trip | Kindergarten Pull OutObj: Distinguish between long and short *i* sounds (CC.1.1.K.D)Act: Play “Vowel Sounds Space Sort” on the Smart BoardEval: teacher observation | Kindergarten Pull OutObj: Distinguish between long and short *a* in written words and read (CC.1.1.K.D)Act: Complete “Long *a* Phonics Silent *e* Changes” Eval: teacher observation |
| 12:50-1:20 | Grade 3 Pull OutCover for Mrs. Gindlesperger | Grade 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)Act: Read “A Prairie Dog’s Life” by Julie Mettenburg on Raz Kids and complete the quizEval: informal assessment of quiz | Grade 3 Pull OutField Trip | Grade 3 Pull OutObj: Use text structure to interpret information (CC.1.2.3.E)Act: Introduce Text Structures and complete “Informational Text Structures” task cardsEval: informal assessment of responses to packet | Grade 3 Pull OutObj: Use text structure to interpret information (CC.1.2.3.E)Act: Continue to work on “Informational Text Structures” task cardsEval: informal assessment of responses to packet |
| 1:20-1:40 | Grade 3 WinnersCover for Mrs. Gindlesperger  | Grade 3 WinnersObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)Act: Continue reading “The Puppy Place: Honey” by Ellen MilesEval: informal assessment of oral reading and discussion of the story | Grade 3 WinnersField Trip | Grade 3 WinnersObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)Act: Continue reading “The Puppy Place: Honey” by Ellen MilesEval: informal assessment of oral reading and discussion of the story | Grade 3 WinnersObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)Act: Continue reading “The Puppy Place: Honey” by Ellen MilesEval: informal assessment of oral reading and discussion of the story |
| 1:50-2:20 | Grade 2 Guided ReadingCover for Mrs. Gindlesperger | Grade 2 Guided ReadingObj: Learn reading skills (CC.1.1.2.D-CC.1.1.2.E)Act: Students will read books and practice skills through various activitiesEval: Teacher observation | Grade 2 Guided ReadingField Trip | Grade 2 Guided ReadingObj: Learn reading skills (CC.1.1.2.D-CC.1.1.2.E)Act: Students will read books and practice skills through various activitiesEval: Teacher observation | Grade 2 Guided ReadingObj: Practice using grammar, punctuation, phonetic spelling, and sentence formation (CC.1.4.2.F)Act: Complete Write Steps WritingEval: informal assessment of student work |
| 2:20-2:40 | Progress Monitoring | Progress Monitoring | Field Trip | Progress Monitoring | Progress Monitoring |
| 2:403:15 | Parent Pick Up | Parent Pick Up | Parent Pick Up | Parent Pick Up | Parent Pick Up |