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| Beth Miller |  Mon. 12/2/24 | Tues. 12/3/24Day 66 | Wed. 12/4/24Day 67 | Thurs. 12/5/24Day 68 | Fri. 12/6/24Day 69 |
| 7:45-8:05 | No School | Parent Drop Off | Parent Drop Off | Parent Drop Off | Parent Drop Off |
| 8:05-8:40 | No School | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 8:45-9:10 | No School | 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 | No School | 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 | No School | 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 | No School | Grade 1 Pull OutNo First Graders Identified Yet. Help Out In Mrs. Gross’s Room Where Needed | Grade 1 Pull OutNo First Graders Identified Yet. Help Out In Mrs. Gross’s Room Where Needed | Grade 1 Pull OutNo First Graders Identified Yet. Help Out In Mrs. Gross’s Room Where Needed | Grade 1 Pull OutNo First Graders Identified Yet. Help Out In Mrs. Gross’s Room Where Needed |
| 10:40-11:10 | No School | Grade 2 Pull OutObj: Distinguish between short and long vowels (CC.1.1.2.D)Act: Listen to “silent e” Jack Hartman video-Complete “Listen for It” short/long vowel packet and go overEval: Informal assessment of student work | Grade 2 Pull OutObj: Read with accuracy (CC.1.1.2.E)Obj: Have students read “Catching Santa” by Katherine Follett on Raz Kids and take the quizObj: informal assessment of results of quiz | Grade 2 Pull OutObj: Read sight words (CC.1.1.2.D) and write sentences using sight words (CC.1.4.2.F)Act: Give each student a list of sight words and have them write sentences using the sight words and readEval: informal assessment of written sentences and reading of sentences | Grade 2 Pull OutObj: Read with accuracy (CC.1.1.2.E)Obj: Have students read Christmas books individuallyObj: teacher observation |
| 11:10-11:45 | No School | Lunch | Lunch | Lunch | Lunch |
| 11:45-12:15 | No School | Prep | Prep | Prep | Prep |
| 12:20-12:50 | No School | Kindergarten Pull OutObj: Read color word “black” (CC.1.1.K.D)Act: Read Black by Nigel Pepperhouse on the Smart Board and have the students pick out the color word “black”- Complete color word page (black) in color word book-Have students practice writing the color word “black” and saying the letter namesEval: teacher observation | Kindergarten Pull OutObj: Read color word “brown” (CC.1.1.K.D)Act: Read Epic book Are You My Brown Bear? by Christine O’Donovan and have the students pick out the color word “brown”- Complete color word page (brown) in color word book-Have students practice writing the color word “brown” and saying the letter namesEval: teacher observation | Kindergarten Pull OutObj: Read color word “pink” (CC.1.1.K.D)Act: Read All Tutus Should Be Pink by Sheri Brownrigg and have the students pick out the color word “pink”- Complete color word page (pink) in color word book-Have students practice writing the color word “pink” and saying the letter namesEval: teacher observation | Kindergarten Pull OutObj: Read color words (CC.1.1.K.D)Act: Play file folder color word gamesEval: teacher observation |
| 12:50-1:20 | No School | Grade 3 Pull OutObj: Understand Similes and Alliteration (CC.1.2.3.K), read words with r-controlled sounds (CC.1.1.3.D)Act: Watch video on “Similes, Alliteration, and r-controlled vowels”-Complete ws. on similes, alliteration, and r-controlled vowelsEval: students work | Grade 3 Pull OutObj: Understand Similes and Alliteration (CC.1.2.3.K), read words with r-controlled sounds (CC.1.1.3.D)Act: Finish ws. on similes, alliteration, and r-controlled vowelsEval: students work | Grade 3 Pull OutObj: Decode words with 3 letter blends (CC.1.1.3.D)Act: Read the story “The Robin” by Joe Richards from Raz KidsEval: teacher observation | Grade 3 Pull OutObj: Read with accuracy (CC.1.1.3.E)Obj: Have students read Christmas books individuallyObj: teacher observation |
| 1:20-1:40 | No School | Grade 3 WinnersObj: Know and apply grade level phonics (CC.1.1.3.D)Act: Review skills 2-4 in 95% GroupEval: 95% testing | Grade 3 WinnersObj: Know and apply grade level phonics (CC.1.1.3.D)Act: Review skills 2-4 in 95% GroupEval: 95% testing | Grade 3 WinnersObj: Know and apply grade level phonics (CC.1.1.3.D)Act: Review skills 2-4 in 95% GroupEval: 95% testing | Grade 3 WinnersObj: Know and apply grade level phonics (CC.1.1.3.D)Act: Review skills 2-4 in 95% GroupEval: 95% testing |
| 1:50-2:20 | No School | 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: 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: 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 | No School | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 2:403:15 | No School | Parent Pick Up | Parent Pick Up | Parent Pick Up | Parent Pick Up |