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| Beth Miller | Mon. 2/3/25Day 96 | Tues. 2/4/25Day 97 | Wed. 2/5/25Day 98 | Thurs. 2/6/25Day 99 | Fri. 2/7/25Day 100 |
| 7:45-8:05 | Parent Drop Off | Parent Drop Off | Parent Drop Off | Parent Drop Off | Parent Drop Off |
| 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: Learn reading skills (CC.1.1.K.D-CC.1.1.K.E)Act: Students will read books and practice skills through various activitiesEval: Teacher observation | Kindergarten Guided ReadingObj: Learn reading skills (CC.1.1.K.D-CC.1.1.K.E)Act: Students will read books and practice skills through various activitiesEval: Teacher observation | Kindergarten Guided ReadingObj: Learn reading skills (CC.1.1.K.D-CC.1.1.K.E)Act: Students will read books and practice skills through various activitiesEval: Teacher observation | 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 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 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: Read to identify the author’s purpose (CC.1.2.2.D)Act: Go over Author’s Purpose of the stories “Nick and Puff Play” and “Traveling Butterflies”Eval: student | Grade 2 Pull OutObj: Read long *a* words(CC.1.1.2.D) and read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Watch long *a* video-Read The Baby Who Got All the Blame by JoAnne Nelson -Have students complete the long “a” page in the “Winter Long Vowel” booklet (a, ai, ay, ea, ei, eigh, eyEval: informal assessment of written and reading of long *a* words | Grade 2 Pull OutObj: Know and apply phonics (contractions and r-controlled vowels) (CC.1.1.2.D)Act: Use Boom Cards to practice contractions (‘s, ‘re, ‘ll, ‘ve) and r--controlled vowels (eer, ere, ear, are, air, ear, ere)Eval: teacher observation | Grade 2 Pull OutObj: Read and use words with “er” and “est” endings (CC.1.1.2.D)Act: Watch video on “er” and “est” endings-Complete ws. on “er” and “est” endingsEval: responses to worksheet | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) Read long *i* words(CC.1.1.2.D) Act: Watch long *i* video-Read If I Could by Judy Nayer -Have students complete the long “i” page in the “Winter Long Vowel” bookletEval: informal assessment of written and reading of long *i* words |
| 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) and read emergent reader (CC.1.1.K.E)Act: Introduce sight words “will” and “little” -Read booklet “At the Zoo” and fill in the sight word “will” to complete the story and then read and color-Read sight word booklet “Big Cat and Little Dog” (little)-Complete ws. on sight words (will, little)Eval: Informal assessment of oral reading and worksheet | Kindergarten Pull OutObj: Read sight words (CC.1.1.K.D) and read emergent reader (CC.1.1.K.E)Act: Introduce sight words “be”, “but”, “is”, “on”-Read booklet “When I Grow Up” and fill in the sight word “be” to complete the story-Read sight word booklets “Let’s Ride” (on) and “This Is A Peach” (is)Eval: Informal assessment of oral reading | Kindergarten Pull OutObj: Identify the letter *b* and the initial sound (CC.1.1.K.D)Act: Have students cut “b” pictures out and glue them onto the *“b*” page-complete the “b” pageEval: teacher observation and “b*”* page | Kindergarten Pull OutObj: Identify the letter *l* and the initial sound (CC.1.1.K.D)Act: Have students cut “*l”* pictures out and glue them onto the *“l”* page-complete the “l” pageEval: teacher observation and “*l*” page  | Kindergarten Pull OutObj: Identify the letter *r* and the initial sound (CC.1.1.K.D)Act: Have students cut “*r*” pictures out and glue them onto the *“r*” page-complete the “r” pageEval: teacher observation and “*r* page |
| 12:50-1:20 | Grade 3 Pull OutObj: Read and identify main idea/details (CC.1.2.3.A)Act: Have students complete “main idea/details” task cardsEval: informal assessment of responses to task cards | Grade 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) identify and define words with the suffix “less” (CC.1.1.3.D)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 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) identify and know the meaning of the suffix “able” (CC.1.1.3.D) -Act: introduce the suffix “able” by watching a video-Have students complete the ws. on suffix “able and discussEval: student work | Grade 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)Read words with diphthongs (oi, oy)(CC.1.1.3.D) Act: Introduce Diphthongs (oi, oy) by watching a video.-Begin Diphthong (oi, oy) packet togetherEval: Student work | Grade 3 Pull OutObj: Read words with diphthongs (ou)(CC.1.1.3.D) and read with accuracy and fluency to support comprehension (CC.1.1.3.E)Act: Introduce (ou) by watching a video-Begin Diphthong (ou) packet togetherEval: Student work |
| 1:20-1:40 | Grade 3 WinnersObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)Act: Begin reading The Littles by John PetersonEval: 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 Littles by John PetersonEval: 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 Littles by John PetersonEval: 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 Littles by John PetersonEval: 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 Littles by John PetersonEval: informal assessment of oral reading and discussion of the story |
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| 2:20-2:40 | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 2:403:15 | Parent Pick Up | Parent Pick Up | Parent Pick Up | Meeting | Parent Pick Up |