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| Beth Miller | Mon. 1/27/25Day 91 | Tues. 1/28/25Day 92 | Wed. 1/29/25Day 93 | Thurs. 1/30/25Day 94 | Fri. 1/31/25Day 95 |
| 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 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: Determine meanings of words (CC.1.2.2.F) and read with accuracy and fluency to support comprehension Act: Students will complete Grade 2 Unit 3 Week 5 vocabulary together-Have students write sentences using the vocabEval: student work | Grade 2 Pull OutObj: Read to identify the author’s purpose (CC.1.2.2.D) and read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Finish “Author’s Purpose” task cards and go overEval: informal assessment of responses to task cards | Grade 2 Pull OutObj: Read and sequence events (CC.1.2.2.C)Act: Use Smart Board and play “Sequence Comprehension Activity”Eval: teacher observation | Grade 2 Pull OutObj: Read and identify Main Idea/Details (CC.1.2.2.A) Act: Have students work on “Literacy Center: Main Idea Markup”Eval: Student work and practice Cloze | Grade 2 Pull OutObj: Decode compound words (CC.1.1.2.D)Act: Finish Compound Word Task CardsEval: Informal assessment of task cards |
| 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 word (with)-Read booklet “Rhyming Book” and fill in the sight word “with” to complete the story and then read and color-Read sight word sentences with “with”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 “he”-Read booklet “He Ran Away!” -Read sight word sentences with “he”Eval: Informal assessment of oral reading and worksheet | Kindergarten Pull OutObj: Identify the number of sounds in a word determine what the word is based on the phonemes in the word (CC.1.1.K.C)Act: Finish completing the Blending/Segmenting packet togetherEval: student responses | 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: Identify the letter *f* and the initial sound (CC.1.1.K.D)Act: Have students cut “*f*” pictures out and glue them onto the *“f*” page-complete the “f” pageEval: teacher observation and “*f*” page |
| 12:50-1:20 | Grade 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) and determine meanings of words (CC.1.2.3.F)Act: Complete a practice cloze togetherStudents will complete Grade 3 Unit 3 Week 5 Vocabulary together-Have the students use the vocab in written sentencesEval: teacher observation | Grade 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) Identify and define words with the suffix “ful” (CC.1.1.3.D)Act: Complete a practice “Cloze” together-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 3 Pull OutObj: Read and sequence events (CC.1.2.3.C)Act: Read How to Make Ice Cream by Steven Accardi on Raz Kids and complete he quizEval: informal assessment of quiz | Grade 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)Act: Complete “Problem/Solution task cards and go overEval: student 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 |
| 1:20-1:40 | Grade 3 WinnersObj: Know and apply grade level phonics (CC.1.1.3.D)Act: Complete Skills 7.5 in 95% GroupEval: 95% testing | Grade 3 WinnersObj: Know and apply grade level phonics (CC.1.1.3.D)Act: Complete Skills 7.5 in 95% GroupEval: 95% testing | Grade 3 WinnersObj: Know and apply grade level phonics (CC.1.1.3.D)Act: Complete Skills 7.5 in 95% GroupEval: 95% testing | Grade 3 WinnersObj: Know and apply grade level phonics (CC.1.1.3.D)Act: Complete Skills 7.6 in 95% GroupEval: 95% testing | Grade 3 WinnersObj: Know and apply grade level phonics (CC.1.1.3.D)Act: Complete Skills 7.6 in 95% GroupEval: 95% testing |
| 1:50-2:20 | 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: 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 | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 2:403:15 | Parent Pick Up | Parent Pick Up | Parent Pick Up | Parent Pick Up | Parent Pick Up |