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| Beth Miller | Mon. 1/27/25  Day 91 | Tues. 1/28/25  Day 92 | Wed. 1/29/25  Day 93 | Thurs. 1/30/25  Day 94 | Fri. 1/31/25  Day 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 needed  Eval: 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 needed  Eval: 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 needed  Eval: 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 needed  Eval: 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 needed  Eval: teacher observation |
| 9:10-9:40 | Grade 1 Guided Reading  Obj: Learn reading skills (CC.1.1.1.D-CC.1.1.1.E)  Act: Students will read books and practice skills through various activities  Eval: Teacher observation | Grade 1 Guided Reading  Obj: Learn reading skills (CC.1.1.1.D-CC.1.1.1.E)  Act: Students will read books and practice skills through various activities  Eval: Teacher observation | Grade 1 Guided Reading  Obj: Learn reading skills (CC.1.1.1.D-CC.1.1.1.E)  Act: Students will read books and practice skills through various activities  Eval: Teacher observation | Grade 1 Guided Reading  Obj: Learn reading skills (CC.1.1.1.D-CC.1.1.1.E)  Act: Students will read books and practice skills through various activities  Eval: Teacher observation | Grade 1 Guided Reading  Obj: Practice using grammar, punctuation, phonetic spelling, and sentence formation (CC.1.4.1.F)  Act: Complete Write Steps Writing  Eval: informal assessment of student work |
| 9:40-10:10 | Kindergarten Guided Reading  Obj: Practice using grammar, punctuation, phonetic spelling, and sentence formation (CC.1.4.K.F)  Act: Complete Write Steps Writing  Eval: informal assessment  of student work | Kindergarten Guided Reading  Obj: Practice using grammar, punctuation, phonetic spelling, and sentence formation (CC.1.4.K.F)  Act: Complete Write Steps Writing  Eval: informal assessment  of student work | Kindergarten Guided Reading  Obj: Practice using grammar, punctuation, phonetic spelling, and sentence formation (CC.1.4.K.F)  Act: Complete Write Steps Writing  Eval: informal assessment  of student work | Kindergarten Guided Reading  Obj: Practice using grammar, punctuation, phonetic spelling, and sentence formation (CC.1.4.K.F)  Act: Complete Write Steps Writing  Eval: informal assessment  of student work | Kindergarten Guided Reading  Obj: Practice using grammar, punctuation, phonetic spelling, and sentence formation (CC.1.4.K.F)  Act: Complete Write Steps Writing  Eval: informal assessment  of student work |
| 10:10-10:40 | Grade 1 Pull Out  Obj: 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. Gross  Eval: teacher observation | Grade 1 Pull Out  Obj: 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. Gross  Eval: teacher observation | Grade 1 Pull Out  Obj: 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. Gross  Eval: teacher observation | Grade 1 Pull Out  Obj: 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. Gross  Eval: teacher observation | Grade 1 Pull Out  Obj: 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. Gross  Eval: teacher observation |
| 10:40-11:10 | Grade 2 Pull Out  Obj: 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 vocab  Eval: student work | Grade 2 Pull Out  Obj: 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 over  Eval: informal assessment of responses to task cards | Grade 2 Pull Out  Obj: Read and sequence events (CC.1.2.2.C)  Act: Use Smart Board and play “Sequence Comprehension Activity”  Eval: teacher observation | Grade 2 Pull Out  Obj: 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 Out  Obj: Decode compound words (CC.1.1.2.D)  Act: Finish Compound Word Task Cards  Eval: 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 Out  Obj: 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 Out  Obj: 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 Out  Obj: 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 together  Eval: student responses | Kindergarten Pull Out  Obj: 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 names  Eval: teacher observation | Kindergarten Pull Out  Obj: 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” page  Eval: teacher observation and “*f*” page |
| 12:50-1:20 | Grade 3 Pull Out  Obj: 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 together  Students will complete Grade 3 Unit 3 Week 5 Vocabulary together  -Have the students use the vocab in written sentences  Eval: teacher observation | Grade 3 Pull Out  Obj: 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 Out  Obj: 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 quiz  Eval: informal assessment of quiz | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Complete “Problem/Solution task cards and go over  Eval: student work | Grade 3 Pull Out  Obj: Decode words with 3 letter blends (CC.1.1.3.D)  Act: Read the story “The Robin” by Joe Richards from Raz Kids  Eval: teacher observation |
| 1:20-1:40 | Grade 3 Winners  Obj: Know and apply grade level phonics (CC.1.1.3.D)  Act: Complete Skills 7.5 in 95% Group  Eval: 95% testing | Grade 3 Winners  Obj: Know and apply grade level phonics (CC.1.1.3.D)  Act: Complete Skills 7.5 in 95% Group  Eval: 95% testing | Grade 3 Winners  Obj: Know and apply grade level phonics (CC.1.1.3.D)  Act: Complete Skills 7.5 in 95% Group  Eval: 95% testing | Grade 3 Winners  Obj: Know and apply grade level phonics (CC.1.1.3.D)  Act: Complete Skills 7.6 in 95% Group  Eval: 95% testing | Grade 3 Winners  Obj: Know and apply grade level phonics (CC.1.1.3.D)  Act: Complete Skills 7.6 in 95% Group  Eval: 95% testing |
| 1:50-2:20 | Grade 2 Guided Reading  Obj: Learn reading skills (CC.1.1.2.D-CC.1.1.2.E)  Act: Students will read books and practice skills through various activities  Eval: Teacher observation | Grade 2 Guided Reading  Obj: Learn reading skills (CC.1.1.2.D-CC.1.1.2.E)  Act: Students will read books and practice skills through various activities  Eval: Teacher observation | Grade 2 Guided Reading  Obj: Learn reading skills (CC.1.1.2.D-CC.1.1.2.E)  Act: Students will read books and practice skills through various activities  Eval: Teacher observation | Grade 2 Guided Reading  Obj: Learn reading skills (CC.1.1.2.D-CC.1.1.2.E)  Act: Students will read books and practice skills through various activities  Eval: Teacher observation | Grade 2 Guided Reading  Obj: Practice using grammar, punctuation, phonetic spelling, and sentence formation (CC.1.4.2.F)  Act: Complete Write Steps Writing  Eval: informal assessment of student work |
| 2:20-2:40 | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 2:40  3:15 | Parent Pick Up | Parent Pick Up | Parent Pick Up | Parent Pick Up | Parent Pick Up |