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| Beth Miller | Mon. 3/24/25Day 130 | Tues. 3/25/25Day 131 | Wed. 3/26/25Day 132 | Thurs. 3/27/25Day 133 | Fri. 3/28/25Day 134 |
| 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.Author Day |
| 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 ReadingAuthor Day |
| 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 ReadingAuthor Day |
| 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 OutAuthor Day |
| 10:40-11:10 | Grade 2 Pull OutObj: Describe character traits (CC.1.3.2.C) and read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Watch video on character traits-Complete “Character Trait Task Cards” and go overEval: Informal assessment of task cards | Grade 2 Pull OutObj: Describe character traits (CC.1.3.2.C) and read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Continue to work on “Character Trait Task Cards”Eval: Informal assessment of task cards | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Have students read Math Test Mix Up by Dori H. Butler-Complete comprehension quiz Eval: results of quiz | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Finish Math Test Mix Up by Dori H. Butler-Complete comprehension quiz Eval: results of quiz | Grade 2 Pull OutAuthor Day |
| 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: Recognize short vowel sounds and write cvc words (CC.1.1.K.D)Act: Continue working on Short Vowel PacketsEval: student work | Kindergarten Pull OutObj: Identify the letter *v* and the sound (CC.1.1.K.D)Act: Have students cut “*v”* pictures out and glue them onto the *“v”* page-complete the “v” pageEval: teacher observation and “*v*” page | Kindergarten Pull OutObj: Identify the letter yand the sound (CC.1.1.K.D)Act: Have students cut “y*”* pictures out and glue them onto the *“y”* page-complete the “y” pageEval: teacher observation and “y” page | Kindergarten Pull OutObj: Identify the letter *z* and the sound (CC.1.1.K.D)Act: Have students cut “*z”* pictures out and glue them onto the *“z”* page-complete the “z” pageEval: teacher observation and “*z*” page | Kindergarten Pull OutAuthor Day |
| 12:50-1:20 | 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 OutObj: Decode r-controlled words (CC.1.1.3.D)Act: Read “Barb and Her Car” by Katie Knight, “The Girl Who Twirled” and “The Storm” by D.G. Chelsea, and “The Mare and the Hare” by Brian Roberts from Raz KidsEval: teacher observation | Grade 3 Pull OutObj: Decode words with long u (oo, ew, ue, ui) (CC.1.1.3.D)Act: Complete worksheets on long u (oo, ew, ue, ui)Eval: informal assessment of worksheet pages | Grade 3 Pull OutObj: Read soft c and g (CC.1.1.3.D)Act: Read “The Trip to the City” and “Midge Gets Pet” by Lynnette BrentEval: informal assessment of oral reading and discussion of questions | Grade 3 Pull OutAuthor Day |
| 1:20-1:40 | 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 | 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 | Grade 3 WinnersAuthor Day |
| 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 ReadingAuthor Day |
| 2:20-2:40 | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring | Author Day |
| 2:403:15 | Parent Pick Up | Parent Pick Up | Parent Pick Up | Parent Pick Up | Parent Pick Up |