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| Beth Miller | Mon. 3/3/25  Day 116 | Tues. 3/4/25  Day 117 | Wed. 3/5/25  Day 118 | Thurs. 3/6/25  Day 119 | Fri. 3/7/25  Day 120 |
| 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 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  Vocab Parade | 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  Vocab Parade | 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)  Act: Students will complete Grade 2 Unit 4 Week 2 vocabulary together  -Have students write sentences using the vocab  Eval: student work | Grade 2 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) and understand cause/effect (CC.1.2.2.B)  Act: Read Runaway Snowball by John Rousselle on Raz Kids and complete quiz  Eval: informal assessment of oral reading and quiz | Grade 2 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) and decode /ar/ (ar) (CC.1.1.2.D)  Act: Introduce /ar/ by watching a video  -Read orally “Barky Sparky” and answer questions  Eval: informal assessment of oral reading and responses to comprehension questions | Grade 2 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) and decode /or/ (or, ore, and oar) (CC.1.1.2.D)  Act: Introduce /or/ by watching a video  -Read orally “Horsey Dorsey” and answer questions  Eval: informal assessment of oral reading and responses to comprehension questions | Grade 2 Pull Out  Obj: Listen to a story  Act: Listen to various Dr. Seuss books  Eval: Teacher observation |
| 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 words (said, want, new)  -Read booklets “New Socks” (new), “What Do You Want to Do? (want), and “See It Jump” (said)  -Complete ws. on (said, new)  Eval: Informal assessment of oral reading and teacher observation | Kindergarten Pull Out  Obj: Read sight words (CC.1.1.K.D)  Act: Introduce sight words (ate, then, could)  -Have students write sentences using these words  Eval: teacher observation | Kindergarten Pull Out  Obj: Identify the letter *g* and the initial sound (CC.1.1.K.D)  Act: Have students cut “*g”* pictures out and glue them onto the *“g”* page  -complete the “g” page  Eval: teacher observation and “*g*” page | Kindergarten Pull Out  Obj: Identify the letter *w* and the initial sound (CC.1.1.K.D)  Act: Have students cut “*w”* pictures out and glue them onto the *“w”* page  -complete the “*w*” page  Eval: teacher observation and “*w*” page | Kindergarten Pull Out  Obj: Listen to a story  Act: Listen to various Dr. Seuss books  Eval: Teacher observation |
| 12:50-1:20 | Grade 3 Pull Out  Obj: Determine meanings of words (CC.1.2.3.F)  Act: Students will complete Grade 3 Unit 4 Week 3 Vocabulary together  -Have the students use the vocab in written sentences  Eval: teacher observation | Grade 3 Pull Out  Obj: Decode words with diphthongs (oi, and oy) (CC.1.1.3.D) and read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Have students read “A Toy For Roy” by D.G. Chelsea on Raz Kids  Eval: informal assessment of student reading | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) Compare and contrast (CC.1.2.3.I)  Act: Read Pepper and the Case of the Missing Basketballs by Priscilla Kirkpatrick  -Use a Venn Diagram to compare the main characters  -Complete a story map of the story  Eval: informal assessment of oral reading and discussion of the story | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) Compare and contrast (CC.1.2.3.I)  Act: Finish reading Pepper and the Case of the Missing Basketballs by Priscilla Kirkpatrick  -Use a Venn Diagram to compare the main characters  -Complete a story map of the story  Eval: informal assessment of oral reading and discussion of the story | Grade 3 Pull Out  Obj: Listen to a story  Act: Listen to various Dr. Seuss books  Eval: Teacher observation |
| 1:20-1:40 | Grade 3 Winners  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Continue reading The Littles Go Exploring by John Peterson  Eval: informal assessment of oral reading and discussion of the story | Grade 3 Winners  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Continue reading The Littles Go Exploring by John Peterson  Eval: informal assessment of oral reading and discussion of the story | Grade 3 Winners  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Continue reading The Littles Go Exploring by John Peterson  Eval: informal assessment of oral reading and discussion of the story | Grade 3 Winners  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Continue reading The Littles Go Exploring by John Peterson  Eval: informal assessment of oral reading and discussion of the story | Grade 3 Winners  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Continue reading The Littles Go Exploring by John Peterson  Eval: informal assessment of oral reading and discussion of the story |
| 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 | Meeting | Parent Pick Up |