|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Beth Miller | Mon. 3/3/25Day 116 | Tues. 3/4/25Day 117 | Wed. 3/5/25Day 118 | Thurs. 3/6/25Day 119 | Fri. 3/7/25Day 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 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 ReadingVocab Parade | 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 ReadingVocab Parade | 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) Act: Students will complete Grade 2 Unit 4 Week 2 vocabulary together-Have students write sentences using the vocabEval: student work | Grade 2 Pull OutObj: 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 quizEval: informal assessment of oral reading and quiz | Grade 2 Pull OutObj: 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 questionsEval: informal assessment of oral reading and responses to comprehension questions | Grade 2 Pull OutObj: 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 questionsEval: informal assessment of oral reading and responses to comprehension questions | Grade 2 Pull OutObj: Listen to a storyAct: Listen to various Dr. Seuss booksEval: 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 OutObj: 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 OutObj: Read sight words (CC.1.1.K.D)Act: Introduce sight words (ate, then, could) -Have students write sentences using these wordsEval: teacher observation | Kindergarten Pull OutObj: 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” pageEval: teacher observation and “*g*” page | Kindergarten Pull OutObj: 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*” pageEval: teacher observation and “*w*” page | Kindergarten Pull OutObj: Listen to a storyAct: Listen to various Dr. Seuss booksEval: Teacher observation |
| 12:50-1:20 | Grade 3 Pull OutObj: 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 sentencesEval: teacher observation | Grade 3 Pull OutObj: 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 KidsEval: informal assessment of student reading | Grade 3 Pull OutObj: 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 storyEval: informal assessment of oral reading and discussion of the story | Grade 3 Pull OutObj: 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 storyEval: informal assessment of oral reading and discussion of the story | Grade 3 Pull OutObj: Listen to a storyAct: Listen to various Dr. Seuss booksEval: Teacher observation |
| 1:20-1:40 | Grade 3 WinnersObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)Act: Continue reading The Littles Go Exploring 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 Go Exploring 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 Go Exploring 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 Go Exploring 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 Go Exploring by John PetersonEval: informal assessment of oral reading and discussion of the story |
| 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 | Meeting | Parent Pick Up |