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| Beth Miller | Mon. 3/31/25Day 135 | Tues. 4/1/25Day 136 | Wed. 4/2/25Day 137 | Thurs. 4/3/25Day 138 | Fri. 4/4/25Day 139 |
| 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 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) read with accuracy and fluency to support comprehension (CC.1.1.2.E) Act: Complete a practice Cloze and go over-Students will complete Grade 2 Unit 5 Week 3 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) sequence events (CC.1.2.2.C) and summarize the story (CC.1.3.2.A)Act: Have students read the projected version of The Magic Bike by Ann Weil on Raz Kids and take the comprehension quiz together-Have students summarize the story using the wordless bookEval: teacher observation | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) and sequence events of the story (CC.1.2.2.C)Act: Read Morris Goes to School by B. Wiseman again orally and sequence the events of the storyEval: informal assessment of oral reading and student work | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Begin reading and discussing Mouse Tales by Arnold LobelEval: informal assessment of oral reading and discussion of the story | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Finish reading and discussing Mouse Tales by Arnold LobelEval: informal assessment of oral reading and discussion of the story |
| 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 (help and too)-Read booklet “Who Will Help” and fill in the words (help, too, up) to complete the story. Eval: Informal assessment of oral reading and teacher observation | Kindergarten Pull OutObj: Read sight words (CC1.1.K.D)Act: Play Memory using sight words from week 1 Unit 9 (help, too, must, there, just, only)Eval: teacher observation | Kindergarten Pull OutObj: Count syllables in words (CC.1.1.K.C)Act: introduce syllables and play “Syllable Count” and “Language Pack: SyllablesEval: student observation | Kindergarten Pull OutObj: Isolate and pronounce initial, blend, digraph, middle, and final sounds of words and spell (CC.1.1.K.C)Act: Use Blends and Digraphs Word Work CenterEval: teacher observation | Kindergarten Pull OutObj: Read sight words in sentences (CC.1.1.K.D)Act: Use “Creating Sight Word Sentences Center”Eval: 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 5 Week 4 Vocabulary together-Have the students use the vocab in written sentencesEval: teacher observation | Grade 3 Pull OutObj: Know meanings of prefixes and suffixes (CC.1.1.3.D)Act: Complete task card packet on prefix/suffixes and go overEval: informal assessment of responses to prefix/suffix packet | Grade 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) and identify point of view (CC.1.2.3.D) Act: Work on “Point of View: Literacy Center”Eval: informal assessment of responses student responses | Grade 3 Pull OutObj: Use text structure to interpret information (CC.1.2.3.E)Act: Introduce Text Structures and complete “Informational Text Structures” task cardsEval: informal assessment of responses to packet | Grade 3 Pull OutObj: Use text structure to interpret information (CC.1.2.3.E)Act: Continue to work on “Informational Text Structures” task cardsEval: informal assessment of responses to packet |
| 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 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 |
| 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 |