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| Beth Miller | Mon. 11/18/24  Day 58 | Tues. 11/19/24  Day 59 | Wed. 11/20/24  Day 60 | Thurs. 11/21/24  Day 61 | Fri. 11/22/24  Day 62 |
| 7:45-8:05 | Parent Drop Off | Parent Drop Off | Cover for Mrs. Sarver | Parent Drop Off | Parent Drop Off |
| 8:05-8:40 | Progress Monitoring | Progress Monitoring | Cover for Mrs. Sarver | 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.  Cover for Mrs. Sarver | 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  No First Graders Identified Yet. Help Out In Mrs. Gross’s Room Where Needed | Grade 1 Pull Out  No First Graders Identified Yet. Help Out In Mrs. Gross’s Room Where Needed | Grade 1 Pull Out  No First Graders Identified Yet. Help Out In Mrs. Gross’s Room Where Needed | Grade 1 Pull Out  No First Graders Identified Yet. Help Out In Mrs. Gross’s Room Where Needed | Grade 1 Pull Out  No First Graders Identified Yet. Help Out In Mrs. Gross’s Room Where Needed |
| 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 2 Week 5 vocabulary together  -Have the students use the vocab in written sentences  Eval: teacher observation | Grade 2 Pull Out  Obj: Decode and define words with suffixes (y, ly) (CC.1.1.2.D)  Act: Watch the video on the suffixes (y, and ly)  - Complete the packet on suffixes (ful, ly, and y)  Eval: informal assessment of responses to packet | Grade 2 Pull Out  Obj: Decode and define words with suffixes (y, ly) (CC.1.1.2.D)  Act: Finish the packet on suffixes (ful, ly, and y)  Eval: informal assessment of responses to packet | Grade 2 Pull Out  Obj: Compare and contrast details of a story (CC.1.2.2.I)  Act: Introduce “Compare/Contrast” by watching a video  -Have students complete Compare/Contrast task cards  Eval: Informal assessment of responses to task cards | Grade 2 Pull Out  Obj: Compare and contrast details of a story (CC.1.2.2.I)  Act: -Continue Compare/Contrast task cards  Eval: Informal assessment of responses to 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 (do)  -Read booklet “What Do We Need?” and fill in the sight word “do” to complete the story and then read and color  -Read sight word sentences with “do”  Eval: Informal assessment of oral reading and worksheet | Kindergarten Pull Out  Obj: Follow words left to right (CC.1.1.K.B) and read sight words (CC.1.1.K.D)  Act: Introduce “find”  -Read Sight Word Reader “Look and Find”  -Complete “find” page  Eval: Informal assessment of oral reading and left to right following of words | Kindergarten Pull Out  Obj: Read color word “black” (CC.1.1.K.D)  Act: Read Black by Nigel Pepperhouse on the Smart Board and have the students pick out the color word “black”  - Complete color word page (black) in color word book  -Have students practice writing the color word “black” and saying the letter names  Eval: teacher observation | Kindergarten Pull Out  Obj: Identify the letter *d* and the initial sound (CC.1.1.K.D)  Act: Have students cut “*d*” pictures out and glue them onto the “d” page  Eval: teacher observation and “d” page | Kindergarten Pull Out  Obj: Identify beginning consonant sounds (CC.1.1.K.C)  Act: Play “Sort and Slide Alphabet” and “Sort and Slide Phonemic Awareness”  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 2 Week 5 Vocabulary together  -Introduce “alliteration” by watching a video  -Discuss examples of “alliteration”  Eval: teacher observation | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) and decode words with long *e* (CC.1.1.3.D)  Act: Watch video on spellings of long  *e* (e, ee, ea, e\_e, ie, ey, and y)  -Read “The Angry Deer” and complete the long *e* worksheet and comprehension page  Eval: informal assessment of oral reading and long *e* and comprehension pages | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) and decode words with long *e* (CC.1.1.3.D)  Act: Finish reading “The Angry Deer” and complete the long *e* worksheet and comprehension page  Eval: informal assessment of oral reading and long *e* and comprehension pages | Grade 3 Pull Out  Obj: Read to understand cause and effect (CC.1.2.3.B)  Act: Introduce “Cause and Effect” by watching video  -Complete “I Stay Safe” and “If You Have a Cold” together  Eval: informal observation of student responses | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) and identify point of view (CC.1.2.3.D)  Act: Finish point of View” task cards together  Eval: informal assessment of responses to task cards |
| 1:20-1:40 | Grade 3 Winners  Obj: Know and apply grade level phonics (CC.1.1.3.D)  Act: Review skills 2-4 in 95% Group  Eval: 95% testing | Grade 3 Winners  Obj: Know and apply grade level phonics (CC.1.1.3.D)  Act: Review skills 2-4 in 95% Group  Eval: 95% testing | Grade 3 Winners  Obj: Know and apply grade level phonics (CC.1.1.3.D)  Act: Review skills 2-4 in 95% Group  Eval: 95% testing | Grade 3 Winners  Obj: Know and apply grade level phonics (CC.1.1.3.D)  Act: Review skills 2-4 in 95% Group  Eval: 95% testing | Grade 3 Winners  Obj: Know and apply grade level phonics (CC.1.1.3.D)  Act: Review skills 2-4 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 |