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| Beth Miller | Mon. 11/4/24Day 48 | Tues. 11/5/24Day 49 | Wed. 11/6/24Day 50 | Thurs. 11/7/24Day 51 | Fri. 11/8/24Day 52 |
| 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 ReadingAssembly |
| 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 ReadingAssembly |
| 10:10-10:40 | Grade 1 Pull OutNo First Graders Identified Yet. Help Out In Mrs. Gross’s Room Where Needed | Grade 1 Pull OutNo First Graders Identified Yet. Help Out In Mrs. Gross’s Room Where Needed | Grade 1 Pull OutNo First Graders Identified Yet. Help Out In Mrs. Gross’s Room Where Needed | Grade 1 Pull OutNo First Graders Identified Yet. Help Out In Mrs. Gross’s Room Where Needed | Grade 1 Pull OutAssembly |
| 10:40-11:10 | Grade 2 Pull OutObj: Determine meanings of words (CC.1.2.2.F)Act: Students will complete Grade 2 Unit 2 Week 2 vocabulary togetherEval: teacher observation | Grade 2 Pull OutObj: Determine synonyms for words (CC.1.2.2.K)Act: Watch video on synonyms-Complete worksheet pages on synonymsEval: informal assessment of ws. pages | Grade 2 Pull OutObj: Determine antonyms for words (CC.1.2.2.K)Act: Introduce “antonyms” by watching a video-Complete worksheet pages on antonymsEval: 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) and read to answer problem and solution (CC.1.3.2.G)Act: Complete Problem/Solution task cardsEval: informal assessment of student answers | Grade 2 Pull OutAssembly |
| 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 word (go)-Read booklet “Go Up” and fill in the sight word “go” to complete the story and then read and color-Complete “go” worksheetsEval: Informal assessment of oral reading and worksheet | Kindergarten Pull OutObj: Read sight words (CC.1.1.K.D) and read emergent reader (CC.1.1.K.E)Act: Introduce sight words (many)-Read booklet “How Many” and fill in the sight word “many” to complete the story and then read and color-Complete ws. on “many”Eval: Informal assessment of oral reading | Kindergarten Pull OutObj: Identify the letter *c* and the initial sound (CC.1.1.K.D)Act: Watch Jack Hartman video on “*Cc”**-*Have students cut “*c*” pictures out and glue them onto the “*c*” page-Complete “*Cc*” worksheetEval: teacher observation and “*Cc*” pages | Kindergarten Pull OutObj: Recognize and match words that rhyme (CC1.1.K.C)Act: Complete “Time to Rhyme” packetEval: teacher observation | Kindergarten Pull OutObj: Identify letters of the alphabet (CC.1.1.K.B)Act: Play Alphabet BingoEval: 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 2 Week 2 VocabularyEval: teacher observation | Grade 3 Pull OutObj: Identify and know the meaning of the prefix “mis” (CC.1.1.3.D)Act: Introduce prefix “mis” -Have students complete the ws. on prefix “mis” and discuss ws.Eval: informal assessment of responses to worksheet page | Grade 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) and acknowledge point of view (CC.1.3.3.D)Act: Introduce “Point of View” by watching a video-Read “The Big Storm” and answer questions togetherEval: informal assessment of responses to questions | 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: Complete point of View” task cards together Eval: informal assessment of responses to task cards | 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: Complete point of View” task cards together Eval: informal assessment of responses to task cards |
| 1:20-1:40 | Grade 3 WinnersObj: Know and apply grade level phonics (CC.1.1.3.D)Act: Complete Skills 4.1 in 95% GroupEval: 95% testing | Grade 3 WinnersObj: Know and apply grade level phonics (CC.1.1.3.D)Act: Complete Skills 4.1 in 95% GroupEval: 95% testing | Grade 3 WinnersCover for Mrs. Eller | Grade 3 WinnersObj: Know and apply grade level phonics (CC.1.1.3.D)Act: Complete Skills 4.2 in 95% GroupEval: 95% testing | Grade 3 WinnersObj: Know and apply grade level phonics (CC.1.1.3.D)Act: Complete Skills 4.2 in 95% GroupEval: 95% testing |
| 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 ReadingCover for Mrs. Eller | 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 | Cover for Mrs. Eller | Progress Monitoring | Progress Monitoring |
| 2:403:15 | Parent Pick Up | Parent Pick Up | Cover for Mrs. Eller | Parent Pick Up | Parent Pick Up |