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| Beth Miller | Mon. 10/14/24 | Tues. 10/15/24  Day 34 | Wed. 10/16/24  Day 35 | Thurs. 10/17/24  Day 36 | Fri. 10/18/24  Day 37 |
| 7:45-8:05 | Teacher In-Service | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 8:05-8:40 | Teacher In-Service | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 8:45-9:10 | Teacher In-Service | 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 | Teacher In-Service | 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 | Teacher In-Service | 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 | Teacher In-Service | 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 | Teacher In-Service | Grade 2 Pull Out  Obj: Decode words with “r” blends (CC.1.1.2.C)  Act: Introduce “R Blends” by watching Jack Hartmann video  -Complete “R- Blend worksheet pages  Eval: informal assessment of responses to ws. pages | Grade 2 Pull Out  Obj: Decode words with “r” blends (CC.1.1.2.C)  Act: Continue to work on “R- Blend worksheet pages  Eval: informal assessment of responses to ws. pages | Grade 2 Pull Out  Obj: Read long *a* (aCe) and long *i* (iCe)words (CC.1.1.2.D) and read with accuracy and fluency to support comprehension (CC.1.1.2.E)  Act: Have students read “Kate and Jake” by D.G. Chelsea and “The Nice Mice” by Robert Charles on Raz Kids  Eval: student reading | Grade 2 Pull Out  Obj: Determine meanings of multiple meaning words (CC.1.2.2.A)  Act: Complete Multiple Meaning worksheets  Eval: Student work |
| 11:10-11:45 | Teacher In-Service | Lunch | Lunch | Lunch | Lunch |
| 11:45-12:15 | Lunch | Prep | Prep | Prep | Prep |
| 12:20-12:50 | Teacher In-Service | Kindergarten Pull Out  Obj: Read color word “yellow” (CC.1.1.K.D)  Act: Read Yellow by Pauline Cartwright and have the students pick out the color word “yellow”  - Complete color word page (yellow) in color word book  -Have students practice writing the color word “yellow” and saying the letter names  Eval: teacher observation | Kindergarten Pull Out  Obj: Recognize words that rhyme (CC.1.1.K.C)  Act: Play rhyming games in small groups  Eval: teacher observation | Kindergarten Pull Out  Obj: Isolate beginning sounds of words (CC.1.1.K.C)  Act: Play Beginning Sounds File Folder games  Eval: teacher observation | Kindergarten Pull Out  Obj: Read color word “green” (CC.1.1.K.D)  Act: Read What Is Green? by Jan and Daniel Swartz and have the students pick out the color word “green”  - Complete color word page (green) in color word book  -Have students practice writing the color word “green” and saying the letter names  Eval: teacher observation |
| 12:50-1:20 | Teacher In-Service | Grade 3 Pull Out  Obj: Read and identify main idea/details (CC.1.2.3.A)  Act: Introduce Main Idea/Details by watching a video  -Complete main idea/details packet: “Pumpkins”  Eval: informal assessment of student work on packets | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) and decode long *o* words with (o, ow, o\_e, oa, oe*)* (CC.1.1.3.D)  Act: Watch video on spellings of long *o*  -Read “Ted the Toad” and complete the long *o* and comprehension pages  Eval: informal assessment of oral reading and long *o* and comprehension pages | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) and decode long *o* words with (o, ow, o\_e, oa, oe*)* (CC.1.1.3.D)  Act: Finish reading “Ted the Toad” and complete the long *o* and comprehension pages  Eval: informal assessment of oral reading and long *o* and comprehension pages | Grade 3 Pull Out  Obj: Use Context Clues to determine meanings (CC.1.3.3.F)  Act: Use “Instant Learning Center-Context Clues”  Eval: student observation |
| 1:20-1:40 | Teacher In-Service | Grade 3 Winners  Obj: Know and apply grade level phonics (CC.1.1.3.D)  Act: Complete Skills 5.1 in 95% Group  Eval: 95% testing | Grade 3 Winners  Obj: Know and apply grade level phonics (CC.1.1.3.D)  Act: Complete Skills 5.1 in 95% Group  Eval: 95% testing | Grade 3 Winners  Obj: Know and apply grade level phonics (CC.1.1.3.D)  Act: Complete Skills 5.2 in 95% Group  Eval: 95% testing | Grade 3 Winners  Obj: Know and apply grade level phonics (CC.1.1.3.D)  Act: Complete Skills 5.2 in 95% Group  Eval: 95% testing |
| 1:50-2:20 | Teacher In-Service | 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 | Teacher In-Service | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 2:40  3:15 | Teacher In-Service | Parent Pick Up | Parent Pick Up | Parent Pick Up | Parent Pick Up |