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| Beth Miller | Mon. 3/4/24Day 120 | Tues. 3/5/24Day 121 | Wed. 3/6/24Day 122 | Thurs. 3/7/24Day 123 | Fri. 3/8/24Day 124 |
| 7:45-8:00 | Parent Drop Off | Parent Drop Off | Parent Drop Off | Parent Drop Off | Parent Drop Off |
| 8:00-8:45 | Progress Monitoring |  Progress Monitoring | Progress Monitoring | Progress Monitoring | Cover for Mrs. Slope |
| 8:45-9:15 | ELA Grade 1Obj: Know and apply grade level phonics (CC.1.1.1.D) and Read with accuracy and fluency to support comprehension (CC.1.1.1.E)Act: Help out in Mrs. Gross’s room with ELA where neededEval: teacher observation | ELA Grade 1Obj: Know and apply grade level phonics (CC.1.1.1.D) and Read with accuracy and fluency to support comprehension (CC.1.1.1.E)Act: Help out in Mrs. Gross’s room with ELA where neededEval: teacher observation | ELA Grade 1Obj: Know and apply grade level phonics (CC.1.1.1.D) and Read with accuracy and fluency to support comprehension (CC.1.1.1.E)Act: Help out in Mrs. Gross’s room with ELA where neededEval: teacher observation | ELA Grade 1Obj: Know and apply grade level phonics (CC.1.1.1.D) and Read with accuracy and fluency to support comprehension (CC.1.1.1.E)Act: Help out in Mrs. Gross’s room with ELA where neededEval: teacher observation | ELA Grade 1Cover for Mrs. Slope |
| 9:15-9:45 | Heggerty Grade 2Obj: Know and apply grade level phonemic awareness and phonics (CC.1.1.2.D)Act: Help out in Mrs. Hay’s room with Heggerty where neededEval: teacher observation | Heggerty Grade 2Obj: Know and apply grade level phonemic awareness and phonics (CC.1.1.2.D)Act: Help out in Mrs. Hay’s room with Heggerty where neededEval: teacher observation | Heggerty Grade 2Obj: Know and apply grade level phonemic awareness and phonics (CC.1.1.2.D)Act: Help out in Mrs. Hay’s room with Heggerty where neededEval: teacher observation | Heggerty Grade 2Obj: Know and apply grade level phonemic awareness and phonics (CC.1.1.2.D)Act: Help out in Mrs. Hay’s room with Heggerty where neededEval: teacher observation | Heggerty Grade 2Obj: Know and apply grade level phonemic awareness and phonics (CC.1.1.2.D)Act: Help out in Mrs. Hay’s room with Heggerty where neededEval: teacher observation |
| 9:45-10:15 | Kindergarten Pull OutObj: Read sight words (CC.1.1.K.D) and read emergent reader (CC.1.1.K.E)Act: Introduce sight words (when, here, me)-Read booklets “Come Here!” (here) and “Where Are My Pets?” (my)Eval: Informal assessment of oral reading and teacher observation | Kindergarten Pull OutObj: Read sight words (CC.1.1.K.DAct: Introduce sight words (me, all, her, over)-Play Memory using sight words from week 1 Unit 8Eval: teacher observation | Kindergarten Pull OutObj: Recognize short vowel sounds and write cvc words (CC.1.1.K.D)Act: Finish working on Short Vowel PacketsEval: student work | Kindergarten Pull OutObj: Identify the letter *j* and the sound (CC.1.1.K.D)Act: Have students cut “*j”* pictures out and glue them onto the *“j”* page-complete the “j” pageEval: teacher observation and “*j*” page | Kindergarten Pull OutObj: Identify the letter *q* and the sound (CC.1.1.K.D)Act: Have students cut “*q”* pictures out and glue them onto the *“q”* page-complete the “q” pageEval: teacher observation and “*q*” page |
| 10:15-10:45 | 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 |
| 10:45-11:15 | 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: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) and identify point of view (CC.1.2.3.D) Act: With a partner work on “Point of View: Literacy Center”Eval: informal assessment of responses student responses | 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: With a partner work on “Point of View: Literacy Center”Eval: informal assessment of responses to task cards | 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: Know and apply phonics rules to decode soft c and g (CC.1.1.3.D)Act: Watch video on soft c and g-Complete ws. on soft c and gEval: student work |
| 11:15-11:45 | Kindergarten Guided ReadingObj: Practice using grammar, punctuation, phonetic spelling, and sentence formation (CC.1.4.K.F)Act: Complete Write Steps WritingEval: informal assessment of student work | Kindergarten Guided ReadingObj: Learn reading skills (CC.1.1.K.D-CC.1.1.K.E)Act: Students will read books and practice skills through various activitiesEval: Teacher observation | Kindergarten Guided ReadingObj: Learn reading skills (CC.1.1.K.D-CC.1.1.K.E)Act: Students will read books and practice skills through various activitiesEval: Teacher observation | Kindergarten Guided ReadingObj: Learn reading skills (CC.1.1.K.D-CC.1.1.K.E)Act: Students will read books and practice skills through various activitiesEval: Teacher observation | Kindergarten Guided ReadingObj: Practice using grammar, punctuation, phonetic spelling, and sentence formation (CC.1.4.K.F)Act: Complete Write Steps WritingEval: informal assessment of student work |
| 11:45-12:15 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:15-12:45 | Prep | Prep | Prep | Prep | Prep |
| 12:45-1:15 | Grade 1 Pull OutObj: Read sight words (CC.1.1.1.D) Act: Introduce sight words Unit 3 Week 3 (any, from, happy, once, so, upon)-Have students write sentences using the wordsEval: informal assessment of written sentences | Grade 1 Pull OutObj: Read words with long *e*  (e\_e) and read with accuracy and fluency to support comprehension (CC.1.1.D)Act: Introduce long *e* (e\_e) by watching video-Read “My Little Reader: Pete and Eve”-Write long *e* words found throughout the storyEval: informal assessment of oral reading | Grade 1 Pull OutObj: Read sight words (CC.1.1.1.D) Act: Introduce sight words Unit 3 Week 4 (ago, boy, girl, how, old, people)-Have students write sentences using the wordsEval: informal assessment of written sentences | Grade 1 Pull OutObj: Read words with long *o*  (o\_e) and read with accuracy and fluency to support comprehension (CC.1.1.D)Act: Introduce long *o* (o\_e) by watching video-Read “My Little Reader: Joe and Moe”-Write long *o* words found throughout the storyEval: informal assessment of oral reading | Grade 1 Pull OutObj: Read words with long *u*  (u\_e) and read with accuracy and fluency to support comprehension (CC.1.1.D)Act: Introduce long *u* (u\_e) by watching video-Read “My Little Reader: June and Luke”-Write long *u* words found throughout the storyEval: informal assessment of oral reading |
| 1:15-1:45 | Grade 2 Pull OutObj: Acknowledge point of view (CC.1.3.2.D) Act: Finish “Point of View” task cardsEval: informal assessment of responses to task cards and practice cloze | Grade 2 Pull OutObj: Decode words with silent letters (wr, kn, gn, mb, and sc) (CC.1.1.2.D)Act: Use Boom Cards to review the skill of silent letters (wr, kn, gn, mb, and sc)Eval: teacher observation | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Read orally and discuss Nate the Great by Marjorie Weinman SharmatEval: 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 Nate the Great by Marjorie Weinman SharmatEval: informal assessment of oral reading and discussion of the story | Grade 2 Pull OutAssembly |
| 1:45-2:15 | 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 ReadingAssembly |
| 2:15-2:30 | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring | Assembly |
| 2:303:00 | Parent Pick Up | Parent Pick Up | Parent Pick Up | Meeting | Parent Pick Up |