|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Beth Miller | Mon. 3/11/24Day 125 | Tues. 3/12/24Day 126 | Wed. 3/13/24Day 127 | Thurs. 3/14/24Day 128 | Fri. 3/15/24Day 129 |
| 7:45-8:00 | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 8:00-8:45 | Progress Monitoring |  Progress Monitoring | Cover for Mrs. Wilson | Progress Monitoring | Progress Monitoring |
| 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 1Cover for Mrs. Wilson | 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 |
| 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 (CC1.1.K.D)Act: Play Memory using sight words from week 2 Unit 8 (this, what, some, no, away, by)Eval: teacher observation | Kindergarten Pull OutObj: Identify the letter yand the sound (CC.1.1.K.D)Act: Have students cut “y*”* pictures out and glue them onto the *“y”* page-complete the “y” pageEval: teacher observation and “y” page | Kindergarten Pull OutObj: Identify the letter *z* and the sound (CC.1.1.K.D)Act: Have students cut “*z”* pictures out and glue them onto the *“z”* page-complete the “z” pageEval: teacher observation and “*z*” page | Kindergarten Pull OutObj: Identify the letter *w* and the initial sound (CC.1.1.K.D)Act: Have students cut “*w”* pictures out and glue them onto the *“w”* page-complete the “*w*” pageEval: teacher observation and “*w*” page | 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 |
| 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: 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 | Grade 3 Pull OutObj: Use text structure to interpret information (CC.1.2.3.E)Act: Finish working on “Informational Text Structures” task cardsEval: informal assessment of responses to packet | Grade 3 Pull OutObj: Use context clues to determine meaning of words (CC.1.1.3.E)Act: Read Context Clues passage “How Chocolate is Made” and answer questionsEval: informal assessment of Context Clues Page | Grade 3 Pull OutObj: Read and identify main idea/details (CC.1.2.3.A)Act: Have students complete “main idea/details” task cardsEval: informal assessment of responses to task cards |
| 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 5 (after, buy, done, every, soon, work)-Have students write sentences using the wordsEval: informal assessment of written sentences | Grade 1 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E) and compare/contrast (CC.1.2.1.I)Act: Read Allie and Ollie by Katherine Page from Raz Kids and complete compare/contrast ws. and comprehension quizEval: informal assessment of reading and compare/contrast ws and comprehension quiz | Grade 1 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E) and sequence events (CC.1.3.1.A)Act: Read Hatching Eggs by Elizabeth Jane Pustilnik on Raz Kids and complete sequence worksheetEval: informal assessment of oral reading and sequencing worksheet | Grade 1 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E) and sequence events (CC.1.3.1.A)Act: Read Bats Day and Night by Becca Hughes on Raz Kids and complete sequence worksheet and quizEval: informal assessment of oral reading and sequencing worksheet and quiz | Grade 1 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E) and sequence events (CC.1.3.1.A)Act: Finish reading Bats Day and Night by Becca Hughes on Raz Kids and complete sequence worksheet and quizEval: informal assessment of oral reading and sequencing worksheet and quiz |
| 1:15-1:45 | 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 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: Continue to work on Problem/Solution task cardsEval: informal assessment of student answers | 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: Finish working on Problem/Solution task cardsEval: informal assessment of student answers | Grade 2 Pull OutObj: Read and use words with “er” and “est” endings (CC.1.1.2.D)Act: Watch video on “er” and “est” endings-Complete ws. on “er” and “est” endingsEval: responses to worksheet | Grade 2 Pull OutObj: Know and apply phonics (contractions and r-controlled vowels) (CC.1.1.2.D)Act: Use Boom Cards to practice contractions (‘s, ‘re, ‘ll, ‘ve) and r-controlled vowels (eer, ere, ear, are, air, ear, ere)Eval: teacher observation |
| 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 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 |
| 2:15-2:30 | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 2:303:00 | Parent Pick Up | Parent Pick Up | Parent Pick Up | Parent Pick up | Parent Pick Up |