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| Beth Miller | Mon. 3/18/24Day 130 | Tues. 3/19/24Day 131 | Wed. 3/20/24Day 132 | Thurs. 3/21/24Day 133 | Fri. 3/22/24Day 134 |
| 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 | 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 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 |
| 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: Isolate and pronounce initial, blend, digraph, middle, and final sounds of words and spell (CC.1.1.K.C)Act: Use Blends and Digraphs Word Work CenterEval: teacher observation | Kindergarten Pull OutObj: Read sight words (CC.1.1.K.D)Act: Play “Go Fish” using Unit 8 sight wordsEval: 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: Know grade level phonics (CC.1.1.K.D)Act: Use Smart board and do phonics programsEval: teacher observation | Kindergarten Pull OutObj: Read sight words in sentences (CC.1.1.K.D)Act: Use “Creating Sight Word Sentences Center”Eval: teacher 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: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) and sequence events (CC.1.2.3.C)Act: Read Colleen and the Leprechaun by Ellen Forrest on Raz Kids and take the comprehension quiz-Sequence events of the storyEval: informal assessment of quiz and sequencing events | Grade 3 Pull OutObj: Determine meanings of words (CC.1.2.3.F)Act: Students will complete Grade 3 Unit 5 Week 1 Vocabulary together-Have the students use the vocab in written sentencesEval: teacher observation | 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 | Grade 3 Pull OutObj: Read long *u* words(CC.1.1.3.D) and read with accuracy and fluency to support comprehension (CC.1.1.3.E)Act: Begin long *u* packet with (ue, ew, and ui) togetherEval: Student work  | Grade 3 Pull OutObj: Read long *u* words(CC.1.1.3.D) and read with accuracy and fluency to support comprehension (CC.1.1.3.E)Act: Finish long *u* packet with (ue, ew, and ui) togetherEval: 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 words with long u (u\_e) and long o (o\_e) read with accuracy and fluency to support comprehension (CC.1.1.D)Act: Read “No More Sad Tunes” by Robert Charles and “Rose the Mole” by Ned Jensen on Raz KidsEval: informal assessment of oral reading | 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: Decode long *e,o,u* words (CC.1.1.1.D) and read with accuracy and fluency to support comprehensionAct: Read long *e,o,u* booksEval teacher observation | Grade 1 Pull OutObj: Read sight words (CC.1.1.1.D) Act: Introduce vocab words Unit 4 Week 1 (about, animal, carry, eight, give, our)-Have students write sentences using the wordsEval: informal assessment of written sentences | Grade 1 Pull OutObj: Identify main idea and details (CC.1.2.1.A)Act: Complete the Main Idea/Details pages on “Artic Foxes” and “Winter Sports”Eval: informal assessment of responses to main idea/details |
| 1:15-1:45 | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Read words with diphthongs(CC.1.1.2.D) Act: Read “The Clown Who Lost Her Smile” by Cheryl Ryan on Raz KidsEval: teacher observation | Grade 2 Pull OutObj: Read and sequence events (CC.1.2.2.C)Act: Use Smart Board and play “Sequence Comprehension Activity”Eval: teacher observation | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Have students read Apples for All by Qi Zhi on Epic Books and take the quizEval: informal assessment of results of quiz | Grade 2 Pull OutObj: Read and identify Main Idea/Details (CC.1.2.2.A) Act: Have students work on “Literacy Center: Main Idea Markup”Eval: Student work and practice Cloze | Grade 2 Pull OutObj: Read and identify Main Idea/Details (CC.1.2.2.A) Act: Have students work on “Literacy Center: Main Idea Markup”Eval: Student work and practice Cloze |
| 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 | Meeting | Parent Pick Up |