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| Beth Miller | Mon. 3/25/24Day 135 | Tues. 3/26/24Day 136 | Wed. 3/27/24Day 137 | Thurs. 3/28/24 | Fri. 3/29/24 |
| 7:45-8:00 | Progress Monitoring | Progress Monitoring | Progress Monitoring | No School | No School |
| 8:00-8:45 | Progress Monitoring |  Progress Monitoring | Progress Monitoring | No school | No School |
| 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 | No School | No School |
| 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 | No School | No School |
| 9:45-10:15 | 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 | Kindergarten Pull OutObj: Isolate and pronounce beginning, middle, and ending sounds (CC.1.1.K.C) and read sight words (CC.1.1.K.D)Act: Complete Easter packetsEval: informal assessment of student work | Kindergarten Pull OutObj: Develop listening comprehension Act: Listen to the story “George’s Easter Bunny Hunt”Eval: teacher observation | No School | No School |
| 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 | No School | No School |
| 10:45-11:15 | 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: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)Act: Read the story The Easter Egg Farm by Mary Jane Auch on Epic Books and take the quizEval: results of the quiz | Grade 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)Act: Read Easter stories on Epic Books and take the quizzesEval: results of the quizzes | No School | No School |
| 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 ReadingKindergarten Lunch | No School | No School |
| 11:45-12:15 | Lunch | Lunch | Lunch | No School | No School |
| 12:15-12:45 | Prep | Prep | Prep | No School | No School |
| 12:45-1:15 | 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 | Grade 1 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E)Act: Read Happy Easter, Little Hoo! By Brenda Ponnay from Epic Books and take the quizEval: informal assessment quiz | Early Dismissal | No School | No School |
| 1:15-1:45 | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Read the story The Easter Egg Farm by Mary Jane Auch on Epic Books and take the quizEval: results of the quiz | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Read the orally and discuss Silly Tilly and the Easter Bunny by Lillian HobanEval: informal assessment of oral reading | Early Dismissal | No School | No School |
| 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 | Early Dismissal | No School | No School |
| 2:15-2:30 | Progress Monitoring | Progress Monitoring | Early Dismissal | No School | No School |
| 2:303:00 | Parent Pick Up | Parent Pick Up | Parent Pick Up | No School | No School |