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| Beth Miller | Mon. 4/1/24 | Tues. 4/2/24  Day 138 | Wed. 4/3/24  Day 139 | Thurs. 4/4/24  Day 140 | Fri. 4/5/24  Day 141 |
| 7:45-8:00 | No School | Parent Drop Off | Parent Drop Off | Parent Drop Off | Parent Drop Off |
| 8:00-8:45 | No School | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 8:45-9:15 | No School | ELA Grade 1  Obj: 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 needed  Eval: teacher observation | ELA Grade 1  Obj: 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 needed  Eval: teacher observation | ELA Grade 1  Obj: 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 needed  Eval: teacher observation | ELA Grade 1  Obj: 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 needed  Eval: teacher observation |
| 9:15-9:45 | No School | Heggerty Grade 2  Obj: 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 needed  Eval: teacher observation | Heggerty Grade 2  Obj: 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 needed  Eval: teacher observation | Heggerty Grade 2  Obj: 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 needed  Eval: teacher observation | Heggerty Grade 2  Obj: 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 needed  Eval: teacher observation |
| 9:45-10:15 | No School | Kindergarten Pull Out  Obj: Read sight words (CC.1.1.K.D) and read emergent reader (CC.1.1.K.E)  Act: Introduce sight words (help and too)  -Read booklet “Who Will Help” and fill in the words (help, too, up) to complete the story.  Eval: Informal assessment of oral reading and teacher observation | Kindergarten Pull Out  Obj: Read sight words (CC1.1.K.D)  Act: Play Memory using sight words from week 1 Unit 9 (help, too, must, there, just, only)  Eval: teacher observation | Kindergarten Pull Out  Obj: Distinguish between long and short *a* sounds (CC.1.1.K.D)  Act: Play “Vowel Sounds Space Sort” on the Smart Board  Eval: teacher observation | Kindergarten Pull Out  Obj: Spell words with beginning blends and digraphs (CC.1.1.K.C)  Act: Use “Tap and Write-Blends and Digraphs”  Eval: teacher observation |
| 10:15-10:45 | No School | 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 |
| 10:45-11:15 | No School | Grade 3 Pull Out  Obj: Determine meanings of words (CC.1.2.3.F)  Act: Students will complete Grade 3 Unit 5 Week 5 Vocabulary together  -Have the students use the vocab in written sentences  Eval: teacher observation | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Read “Rain” and “Ocean” and answer questions  Eval: student work | Grade 3 Pull Out  Obj: Determine meanings of homographs (CC.1.2.3.K)  Act: Complete Homophone worksheets  Eval: informal assessment of worksheets | Grade 3 Pull Out  Obj: Read and identify main idea/details (CC.1.2.3.A) and read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Complete “Main Idea/Details” worksheet (Jodi) and go over  Eval: informal assessment of student work |
| 11:15-11:45 | No School | Kindergarten Guided Reading  Obj: Learn reading skills (CC.1.1.K.D-CC.1.1.K.E)  Act: Students will read books and practice skills through various activities  Eval: Teacher observation | Kindergarten Guided Reading  Obj: Learn reading skills (CC.1.1.K.D-CC.1.1.K.E)  Act: Students will read books and practice skills through various activities  Eval: Teacher observation | Kindergarten Guided Reading  Obj: Learn reading skills (CC.1.1.K.D-CC.1.1.K.E)  Act: Students will read books and practice skills through various activities  Eval: Teacher observation | 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 |
| 11:45-12:15 | No School | Lunch | Lunch | Lunch | Lunch |
| 12:15-12:45 | No School | Prep | Prep | Prep | Prep |
| 12:45-1:15 | No School | Grade 1 Pull Out  Obj: Read sight words (CC.1.1.1.D)  Act: Introduce vocab words Unit 4 Week 2 (because, blue, into, or, other, small)  -Have students write sentences using the words  Eval: informal assessment of written sentences | Grade 1 Pull Out  Obj: Read words with long *a* (ai, ay) (CC.1.1.1.D)  Act: Complete worksheets on long *a* (ai, ay)  Eval: informal assessment of responses to worksheets | Grade 1 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E)  Act: Read the passage “At the Dentist”  -Complete the comprehension questions  Eval: informal assessment of oral reading and responses to the questions | Grade 1 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E) and identify main idea and details (CC.1.2.1.A)  Act: read Country Places by Katalina Page together and then complete the Main Idea/Details worksheet  Eval: informal assessment of oral reading and responses to worksheet |
| 1:15-1:45 | No School | Grade 2 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)  Act: Begin reading, discussing, and making predictions using the story Mouse Tales by Arnold Lobel  Eval: informal assessment of oral reading and discussion of the story | Grade 2 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)  Act: Finish reading, discussing, and making predictions using the story Mouse Tales by Arnold Lobel  Eval: informal assessment of oral reading and discussion of the story | Grade 2 Pull Out  Obj: Decode words with r-controlled vowels (er, ir, ur, and or) (CC.1.1.2.D)  Act: Complete worksheet on R-Controlled vowels (er, ir, ur, and or)  Eval: student work | Grade 2 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) and decode /ar/ (ar) (CC.1.1.2.D)  Act: Introduce /ar/ by watching a video  -Read orally “Barky Sparky” and answer questions  Eval: informal assessment of oral reading and responses to comprehension questions |
| 1:45-2:15 | No School | 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 |
| 2:15-2:30 | No School | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 2:30  3:00 | No School | Parent Pick Up | Parent Pick Up | Meeting | Parent Pick Up |