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| Beth Miller | Mon. 4/8/24Day 142 | Tues. 4/9/24Day 143 | Wed. 4/10/24Day 144 | Thurs. 4/11/24Day 145 | Fri. 4/12/24Day 146 |
| 7:45-8:00 | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 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: Read sight words (CC1.1.K.D)Act: Introduce sight words (play, has, one, every, ask, walk) -Play Memory using sight words from week 2 Unit 9 (has, play, one, every, ask, walk)Eval: teacher observation | Kindergarten Pull OutObj: Read sight words (CC.1.1.K.D) Act: Have students write sentences using the words (play, has, one, every, ask, walk)Eval: informal assessment of written sentences | Kindergarten Pull OutObj: Distinguish between long and short *a* sounds (CC.1.1.K.D)Act: Play “Vowel Sounds Space Sort” on the Smart BoardEval: teacher observation | Kindergarten Pull OutObj: Distinguish between long and short *a* in written words and read (CC.1.1.K.D)Act: Complete “Long *a* Phonics Silent *e* Changes” Eval: teacher observation | Kindergarten Pull OutObj: Distinguish between long and short *i* sounds (CC.1.1.K.D)Act: Play “Vowel Sounds Space Sort” on the Smart BoardEval: 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) focusing on homographs (CC.1.2.3.F) and soft c and g (CC.1.1.3.D)Act: Begin reading and discussing The Littles by John PetersonEval: informal assessment of oral reading and discussion of questions | Grade 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) focusing on homographs (CC.1.2.3.F) and soft c and g (CC.1.1.3.D)Act: Continue reading and discussing The Littles by John PetersonEval: informal assessment of oral reading and discussion of questions | Grade 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) focusing on homographs (CC.1.2.3.F) and soft c and g (CC.1.1.3.D)Act: Continue reading and discussing The Littles by John PetersonEval: informal assessment of oral reading and discussion of questions | Grade 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) focusing on homographs (CC.1.2.3.F) and soft c and g (CC.1.1.3.D)Act: Continue reading and discussing The Littles by John PetersonEval: informal assessment of oral reading and discussion of questions | Grade 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) focusing on homographs (CC.1.2.3.F) and soft c and g (CC.1.1.3.D)Act: Finish reading and discussing The Littles by John PetersonEval: informal assessment of oral reading and discussion of questions |
| 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 vocab words Unit 4 Week 3 (find, food, more, over, start, warm)-Have students write sentences using the wordsEval: informal assessment of written sentences | Grade 1 Pull OutObj: Know and apply grade level phonics (CC.1.1.1.D)Act: Introduce long o (o, oa, ow o-e), long a (ai, ay) and long e (e, ee, ea, ie)-Use Boom Cards to practice Long a (ai, ay) Long o (o, oa, ow, oe) and Long e (e, ee, ea, ie) Eval: teacher observation | Grade 1 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E) and retell using story elements (CC.1.3.1.A)Act: Read Who Wants to Play Basketball? By Anthony Curran from Raz Kids using the projector-Retell the story using a wordless bookEval: informal assessment of oral reading and wordless book | Grade 1 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E) and retell using story elements (CC.1.3.1.A)Act: Finish wordless book Who Wants to Play Basketball?Eval: informal assessment of wordless book | Grade 1 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E)Act: Read orally and discuss And I Mean It, Stanley by Crosby BonsallEval: informal assessment of oral reading and discussion of the story |
| 1:15-1:45 | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) and decode /or/ (or, ore, and oar) (CC.1.1.2.D)Act: Introduce /or/ by watching a video-Read orally “Horsey Dorsey” and answer questionsEval: informal assessment of oral reading and responses to comprehension questions | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Read orally and discuss Henry and Mudge Take the Big Test by Cynthia RylantEval: 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: Have students read Math Test Mix Up by Dori H. Butler-Complete comprehension quiz Eval: results of quiz | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) sequence events (CC.1.2.2.C) and summarize the story (CC.1.3.2.A)Act: Have students read the projected version of The Magic Bike by Ann Weil on Raz Kids and take the comprehension quiz together-Have students summarize the story using the wordless bookEval: teacher observation | Grade 2 Pull OutObj: Decode words with long *a* spelled (ay, ai) (CC.1.1.2.D) and read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Complete “Faith and Zain” and “Clay’s Stray” packet togetherEval: student work |
| 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 |