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| Beth Miller | Mon. 4/22/24Day 152 | Tues. 4/23/24Day 153 | Wed. 4/24/24Day 154 | Thurs. 4/25/24Day 155 | Fri. 4/26/24Day 156 |
| 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 1Administer PSSA Test | ELA Grade 1Administer PSSA Test | ELA Grade 1Administer PSSA Test | 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 2Administer PSSA Test | Heggerty Grade 2Administer PSSA Test | Heggerty Grade 2Administer PSSA Test | 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 OutAdminister PSSA Test | Kindergarten Pull OutAdminister PSSA Test | Kindergarten Pull OutAdminister PSSA Test | Kindergarten Pull OutObj: Read sight words (CC1.1.K.D)Act: Play Memory using sight words from week 1 Unit 10 (good, who, out, off, take)Eval: teacher observation | Kindergarten Pull OutObj: Distinguish between long and short *o* in written words and read (CC.1.1.K.D)Act: Complete “Long *o* Phonics Silent *e* Changes” Eval: teacher observation |
| 10:15-10:45 | Grade 1 Guided ReadingAdminister PSSA Test | Grade 1 Guided ReadingAdminister PSSA Test | Grade 1 Guided ReadingAdminister PSSA Test | 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 OutAdminister PSSA Test | Grade 3 Pull OutAdminister PSSA Test | Grade 3 Pull OutAdminister PSSA Test | Grade 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)Act: Read “Sharks” and “Comets” and answer questionsEval: student work | Grade 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)Act: Read “Pizza” and “The Statue of Liberty” and answer questionsEval: student work |
| 11:15-11:45 | Kindergarten Guided ReadingAdminister PSSA Test | Kindergarten Guided ReadingAdminister PSSA Test | Kindergarten Guided ReadingAdminister PSSA Test | 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 4 (caught, flew, know, laugh, listen, were)-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)Act: Read Little Bear’s Wish by Else Holmelund Minarik orally and discussEval: informal assessment of oral reading and discussion of the story | Grade 1 Pull OutCover for Mrs. Mapes | Grade 1 Pull OutObj: Distinguish between long and short vowel sounds (CC.1.1.1.C)Act: Play “Canned Sort” with short and long vowel wordsEval: teacher observation | Grade 1 Pull OutObj: 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 |
| 1:15-1:45 | Grade 2 Pull OutObj: Identify and know the suffix “less” (CC.1.1.2.D)Act: Introduce the suffix “less” by watching the video on suffix “less”.-Complete ws. on suffix “less”Eval: teacher observation and responses to ws. page | Grade 2 Pull OutObj: Distinguish between fact and opinion (CC.1.2.2.L)Act: Play Smart Board Game “RoomRecess.com”Eval: teacher observation | Grade 2 Pull OutCover for Mrs. Mapes | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Read orally and discuss Nate the Great and the Missing Key by Marjorie Weinman SharmatEval: 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: Read orally and discuss Nate the Great and the Phony Clue by Marjorie Weinman SharmatEval: informal assessment of oral reading and discussion of the story |
| 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 ReadingCover for Mrs. Mapes | 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 |