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| Beth Miller | Mon. 11/27/23 | Tues. 11/28/23 | Wed. 11/29/23Day 61 | Thurs. 11/30/23Day 62 | Fri. 12/1/23Day 63 |
| 7:45-8:00 | No School | Teacher In-Service | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 8:00-8:45 | No School | Teacher In-Service | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 8:45-9:15 | No School | Teacher In-Service | ELA Grade 1Assembly | 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 | No School | Teacher In-Service | Heggerty Grade 2Assembly | 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 | No School | Teacher In-Service | Kindergarten Pull OutAssembly | Kindergarten Pull OutObj: Read sight words (CC.1.1.K.D) and read emergent reader (CC.1.1.K.E)Act: Introduce sight word (do)-Read booklet “What Do We Need?” and fill in the sight word “do” to complete the story and then read and color-Read sight word sentences with “do”Eval: Informal assessment of oral reading and worksheet | Kindergarten Pull OutObj: Follow words left to right (CC.1.1.K.B) and read sight words (CC.1.1.K.D)Act: Introduce “find”-Read Sight Word Reader “Look and Find”-Complete “find” pageEval: Informal assessment of oral reading and left to right following of words |
| 10:15-10:45 | No School | Teacher In-Service | 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 | No School | Teacher In-Service | Grade 3 Pull OutObj: Determine meanings of words (CC.1.2.3.F)Act: Students will complete Grade 3 Unit 3 Week 3 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: Introduce main idea/details by watching video -Complete 3 “Main Idea/Details” stories on the overhead and discuss together Eval: informal assessment of discussion of “Main Idea/Details” | Grade 3 Pull OutObj: Read and identify main idea/details (CC.1.2.3.A)Act: Complete “Main Idea/Details” worksheets and go overEval: informal assessment of student work on packets |
| 11:15-11:45 | No School | Teacher In-Service | 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: 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: 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 | No School | Lunch | Lunch | Lunch | Lunch |
| 12:15-12:45 | No School | Teacher In-Service | Prep | Prep | Prep |
| 12:45-1:15 | No School | Teacher In-Service | Grade 1 Pull OutObj: Read sight words (CC.1.1.1.D) Act: Introduce sight words (around, by, many, place, walk)-Have students write sentences using the wordsEval: informal assessment of written sentences | Grade 1 Pull OutObj: Decode word with “l-blends, s-blends, and r-blends” (CC.1.1.1.D)Act: Complete worksheets on “l-blends, s-blends, and r-blends”Eval: informal assessment of student work | Grade 1 Pull OutObj: Decode word with “l-blends, s-blends, and r-blends” (CC.1.1.1.D)Act: Finish worksheets on “l-blends, s-blends, and r-blends”Eval: informal assessment of student work |
| 1:15-1:45 | No School | Teacher In-Service | Grade 2 Pull OutObj: Decode words with “r” blends (CC.1.1.2.C)Act: Finish “R- Blend worksheet pagesEval: informal assessment of responses to ws. pages | Grade 2 Pull OutObj: Decode and define words with suffixes (y, ly) (CC.1.1.2.D)Act: Watch the video on the suffixes (y, and ly)- Complete the packet on suffixes (ful, ly, and y)Eval: informal assessment of responses to packet | Grade 2 Pull OutObj: Decode and define words with suffixes (y, ly) (CC.1.1.2.D)Act: Finish the packet on suffixes (ful, ly, and y)Eval: informal assessment of responses to packet |
| 1:45-2:15 | No School | Teacher In-Service | 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 | No School | Teacher In-Service | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 2:303:00 | No School | Teacher In-Service | Parent Pick Up | Parent Pick Up | Parent Pick Up |