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| Beth Miller | Mon. 12/4/23  Day 64 | Tues. 12/5/23  Day 65 | Wed. 12/6/23  Day 66 | Thurs. 12/7/23  Day 67 | Fri. 12/8/23  Day 68 |
| 7:45-8:00 | Parent Drop Off | Parent Drop Off | Parent Drop Off | Parent Drop Off | Parent Drop Off |
| 8:00-8:45 | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 8:45-9:15 | 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 | 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 | 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 | 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 | Kindergarten Pull Out  Obj: Identify the letter *d* and the initial sound (CC.1.1.K.D)  Act: Have students cut “*d*” pictures out and glue them onto the “d” page  Eval: teacher observation and “d” page | Kindergarten Pull Out  Obj: Spell CVC words (CC.1.1.K.C)  Act: Spell CVC words using picture cards  Eval: informal assessment of student work | Kindergarten Pull Out  Obj: Read color word “pink” (CC.1.1.K.D)  Act: Read All Tutus Should Be Pink by Sheri Brownrigg and have the students pick out the color word “pink”  - Complete color word page (pink) in color word book  -Have students practice writing the color word “pink” and saying the letter names  Eval: teacher observation | Kindergarten Pull Out  Obj: Recognize, name, and order the letters of the alphabet (CC.1.1.K.B)  Act: Color Alphabet Christmas bulbs, cut and glue them in order on a Christmas tree  Eval: student work | Kindergarten Pull Out  Obj: Recognize, name, and order the letters of the alphabet (CC.1.1.K.B)  Act: Finish coloring Alphabet Christmas bulbs, cut and glue them in order on a Christmas tree  Eval: student work |
| 10:15-10:45 | 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: 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 | Grade 3 Pull Out  Obj: Know and apply prefixes (CC1.1.3.D)  Act: Complete “flap-book” on prefixes (dis, un, re, pre) and go over  Eval: informal assessment or responses to “flap-book” | Grade 3 Pull Out  Obj: Know and define words with prefixes (CC1.1.3.D) read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Read orally The Day the Class Chameleon Disappeared! by Cass Hollander  -Discuss words with prefixes throughout the story  Eval: informal assessment of oral reading and discussion of words with prefixes | Grade 3 Pull Out  Obj: Understand Similes and Alliteration (CC.1.2.3.K), read words with r-controlled sounds (CC.1.1.3.D)  Act: Watch video on “Similes, Alliteration, and r-controlled vowels”  -Complete ws. on similes, alliteration, and r-controlled vowels  Eval: students work | Grade 3 Pull Out  Obj: Understand Similes and Alliteration (CC.1.2.3.K), read words with r-controlled sounds (CC.1.1.3.D)  Act: Finish ws. on similes, alliteration, and r-controlled vowels  Eval: students work | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Read the story Little Bear’s First Christmas by Judy Nayer on Epic Books and take the quiz  Eval: results of the quiz |
| 11:15-11:45 | 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 | 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 | 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 | 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 | 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 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:15-12:45 | Prep | Prep | Prep | Prep | Prep |
| 12:45-1:15 | Grade 1 Pull Out  Obj: Make and read words with short *u*  (CC.1.1.1.C)  Act: Introduce short *u* by watching Jack Hartmann video  -Have students make a list of short *u* family words and practice reading them  “un”, “ub”, “ug”  Eval: informal assessment of reading *short u* family words | Grade 1 Pull Out  Obj: Read short *u* words (CC.1.1.1.D) and read with accuracy and fluency (CC.1.1.1.E)  Act: Complete short *u* worksheet and read “My Little Reader: Gus and Russ”  Eval: informal assessment of ws. page and oral reading | Grade 1 Pull Out  Obj: Read short *u* words in context (CC.1.1.1.D)  Act: Watch “Jack Hartman *ug* word family video  -Read Tug and the Bug by Liza Charlesworth orally and complete “Word Family House- ug”  Eval: informal assessment of oral reading and Word Family House Worksheets | Grade 1 Pull Out  Obj: Read words with ending blends (CC.1.1.1.D)  Act: Complete “Ending Blends- cut and paste” and “Blends: beginning and ending  Eval: student work | Grade 1 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E)  Act: Read Ben Gives a Gift by Sara E. Hoffmann on Epic Books together and take comprehension test together  Eval: informal assessment of oral reading and discussion of the quiz |
| 1:15-1:45 | Grade 2 Pull Out  Obj: Determine meanings of words (CC.1.2.2.F)  Act: Students will complete Grade 2 Unit 3 Week 3 vocabulary together  Eval: teacher observation and student work | Grade 2 Pull Out  Obj: Determine synonyms for words (CC.1.2.2.K)  Act: Watch video on synonyms  -Complete worksheet pages on synonyms  Eval: informal assessment of ws. pages | Grade 2 Pull Out  Obj: Determine antonyms for words (CC.1.2.2.K)  Act: Introduce “antonyms” by watching a video  -Complete worksheet pages on antonyms  Eval: informal assessment of oral reading and discussion of the story | Grade 2 Pull Out  Obj: Determine meanings of words (CC.1.2.2.F)  Act: Students will complete Grade 2 Unit 3 Week 2 vocabulary together  Eval: teacher observation and student work | Grade 2 Pull Out  Obj: Decode words with 3 letter blends (CC.1.1.2.D)  Act: Read the story “The Robin” by Joe Richards from Raz Kids  Eval: teacher observation |
| 1:45-2:15 | 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: 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 | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 2:30  3:00 | Parent Pick Up | Parent Pick Up | Parent Pick Up | Meeting | Parent Pick Up |