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| Beth Miller | Mon. 12/4/23Day 64 | Tues. 12/5/23Day 65 | Wed. 12/6/23Day 66 | Thurs. 12/7/23Day 67 | Fri. 12/8/23Day 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 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: 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” pageEval: teacher observation and “d” page | Kindergarten Pull OutObj: Spell CVC words (CC.1.1.K.C)Act: Spell CVC words using picture cardsEval: informal assessment of student work | Kindergarten Pull OutObj: 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 namesEval: teacher observation | Kindergarten Pull OutObj: 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 treeEval: student work | Kindergarten Pull OutObj: 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 treeEval: student work |
| 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: Know and apply prefixes (CC1.1.3.D)Act: Complete “flap-book” on prefixes (dis, un, re, pre) and go overEval: informal assessment or responses to “flap-book” | Grade 3 Pull OutObj: 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 OutObj: 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 vowelsEval: students work | Grade 3 Pull OutObj: 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 vowelsEval: students work | Grade 3 Pull OutObj: 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 quizEval: results of the quiz |
| 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: Practice using grammar, punctuation, phonetic spelling, and sentence formation (CC.1.4.K.F)Act: Complete Write Steps WritingEval: informal assessmentof 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 | 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: 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 OutObj: 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 OutObj: 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 OutObj: Read words with ending blends (CC.1.1.1.D)Act: Complete “Ending Blends- cut and paste” and “Blends: beginning and endingEval: student work | Grade 1 Pull OutObj: 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 togetherEval: informal assessment of oral reading and discussion of the quiz |
| 1:15-1:45 | Grade 2 Pull OutObj: Determine meanings of words (CC.1.2.2.F)Act: Students will complete Grade 2 Unit 3 Week 3 vocabulary togetherEval: teacher observation and student work | Grade 2 Pull OutObj: Determine synonyms for words (CC.1.2.2.K)Act: Watch video on synonyms-Complete worksheet pages on synonymsEval: informal assessment of ws. pages | Grade 2 Pull OutObj: Determine antonyms for words (CC.1.2.2.K)Act: Introduce “antonyms” by watching a video-Complete worksheet pages on antonymsEval: informal assessment of oral reading and discussion of the story | Grade 2 Pull OutObj: Determine meanings of words (CC.1.2.2.F) Act: Students will complete Grade 2 Unit 3 Week 2 vocabulary togetherEval: teacher observation and student work  | Grade 2 Pull OutObj: Decode words with 3 letter blends (CC.1.1.2.D)Act: Read the story “The Robin” by Joe Richards from Raz KidsEval: teacher observation |
| 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 | Meeting | Parent Pick Up |