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| Beth Miller | Mon. 12/11/23  Day 69 | Tues. 12/12/23  Day 70 | Wed. 12/13/23  Day 71 | Thurs. 12/14/23  Day 72 | Fri. 12/15/23  Day 73 |
| 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 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 number of sounds in a word determine what the word is based on the phonemes in the word (CC.1.1.K.C)  Act: Complete the Blending/Segmenting packet together  Eval: student responses | Kindergarten Pull Out  Obj: Identify the number of sounds in a word determine what the word is based on the phonemes in the word (CC.1.1.K.C)  Act: Finish completing the Blending/Segmenting packet together  Eval: student responses | Kindergarten Pull Out  Obj: Segment words into phonemes (CC.1.1.K.C)  Act: Use Consonant Vowel Consonant Word Work Center  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  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  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: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) and identify point of view (CC.1.2.3.D)  Act: Complete point of View” task cards together  Eval: informal assessment of responses to task cards | Grade 3 Pull Out  Obj: Decode words with 3 letter blends (CC.1.1.3.D)  Act: Read the story “The Robin” by Joe Richards from Raz Kids  Eval: teacher observation | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) and determine meanings of homographs (CC.1.2.3.F)  Act: Introduce “homophones” by watching video  -Read Santa’s Surprises by Flora Joy  -Discuss multiple meaning words throughout the story  Eval: informal assessment of oral reading and discussion of homographs | Grade 3 Pull Out  Obj: Determine meanings of homographs (CC.1.2.3.K) and read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Begin reading Merry Christmas, Amelia Bedelia by Peggy Parish  -Discuss “homographs throughout the story  Eval: informal assessment of ws. and oral reading and discussion of the story | Grade 3 Pull Out  Obj: Determine meanings of homographs (CC.1.2.3.K) and read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Finish reading Merry Christmas, Amelia Bedelia by Peggy Parish  -Discuss “homographs throughout the story  -Complete comprehension worksheet  Eval: informal assessment of ws. and oral reading and discussion of the story |
| 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: Identify digraphs (th, ch, sh, wh) (CC.1.1.1.D)  Act: Have students match the Christmas bulbs to the correct digraph and write the words  Eval: student work | Grade 1 Pull Out  Obj: Identify main idea/details (CC.1.2.1.A)  Act: Complete main idea/details worksheets (Christmas)  Eval: informal assessment of main idea/details worksheets | Grade 1 Pull Out  Obj: Decode cvc words (CC.1.1.1.D)  Act: Have students read “Real” and “Not Real” words on cookies and put them in the appropriate cookie jars  Eval: student work | Grade 1 Pull Out  Obj: Decode cvc words (CC.1.1.1.D)  Act: Finish having students read “Real” and “Not Real” words on cookies and put them in the appropriate cookie jars  Eval: student work | Grade 1 Pull Out  Obj: Listen to a story and answer questions (CC.1.3.1.B)  Act: Listen to the story “The Littlest Christmas Tree” by Cass Hollander on Epic and complete the quiz  Eval: informal assessment of results of 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 4 Week 3 vocabulary together  -Have students write sentences using the vocab  Eval: student work | Grade 2 Pull Out  Obj: Read long *a* words(CC.1.1.2.D) and read with accuracy and fluency to support comprehension (CC.1.1.2.E)  Act: Watch long *a* video  -Read The Baby Who Got All the Blame by JoAnne Nelson  -Have students complete the long “a” page in the “Winter Long Vowel” booklet (a, ai, ay, ea, ei, eigh, ey  Eval: informal assessment of written and reading of long *a* words | Grade 2 Pull Out  Obj: Determine meanings of words (CC.1.2.2.F)  Act: Students will complete Grade 2 Unit 4 Week 2 vocabulary together  -Have students write sentences using the vocab  Eval: student work | Grade 2 Pull Out  Obj: Compare and contrast details of a story (CC.1.2.2.I)  Act: Introduce “Compare/Contrast” by watching a video  -Have students complete Compare/Contrast task cards  Eval: Informal assessment of responses to task cards | Grade 2 Pull Out  Obj: Compare and contrast details of a story (CC.1.2.2.I)  Act: -Continue Compare/Contrast task cards  Eval: Informal assessment of responses to task cards |
| 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 | Parent Pick Up | Parent Pick Up |