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| Beth Miller | Mon. 1/8/24  Day 82 | Tues. 1/9/24  Day 83 | Wed. 1/10/24  Day 84 | Thurs. 1/11/24  Day 85 | Fri. 1/12/24  Day 86 |
| 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: Read sight words (CC.1.1.K.D) and read emergent reader (CC.1.1.K.E)  Act: Introduce sight words (are, came)  -Read booklet “Patterns” and fill in the sight word “are” to complete the story and then read and color  -Read sight word sentences with “are, came”  Eval: Informal assessment of oral reading and worksheet | Kindergarten Pull Out  Obj: Count syllables in words (CC.1.1.K.C)  Act: introduce syllables by watching Jack Hartmann video  -complete “Boom Learning Cards: syllables” on Smart Board  Eval: student observation | Kindergarten Pull Out  Obj: blend and segment onset-rime (CC.1.1.K.C)  Act: Play “Phonological Awareness: Fun Park Game: Onset-rime  Eval: teacher observation | Kindergarten Pull Out  Obj: Identify the letter *e* and the initial sound (CC.1.1.K.D)  Act: Have students cut “*e*” pictures out and glue them onto the “*e*” page  -complete the “e” page  Eval: teacher observation and “*e*” page | Kindergarten Pull Out  Obj: Isolate, segment, and say phonemes in words (CC.1.1.K.C)  Act: Play “Phonological Awareness: Fun Park Game: Segmenting words by phonemes  Eval: teacher observation |
| 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 determine meanings of words (CC.1.2.3.F)  Act: Complete a practice cloze together  Students will complete Grade 3 Unit 3 Week 5 Vocabulary together  -Have the students use the vocab in written sentences  Eval: teacher observation | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Complete a practice “Cloze” together  -Complete “Problem/Solution task cards and go over  Eval: student work | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Complete a practice “Cloze” together  -Complete “Problem/Solution task cards and go over  Eval: student work | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) Identify and define words with the suffix “ful” (CC.1.1.3.D)  Act: Complete a practice “Cloze” together  -Introduce the suffix “ful” by watching the video on suffix “ful”.  -Complete ws. on suffix “ful”  Eval: teacher observation and responses to ws. page | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) identify and define words with the suffix “less” (CC.1.1.3.D)  Act: Complete a practice Cloze together  -Introduce the suffix “less” by watching the video on suffix “less”  -Complete ws. on suffix “less”  Eval: teacher observation and responses to ws. page |
| 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: Read sight words (CC.1.1.1.D)  Act: Introduce sight words (green, grow, pretty, should, together, water)  -Have students write sentences using the words  Eval: informal assessment of written sentences | Grade 1 Pull Out  Obj: Decode long *a* words (CC.1.1.1.D)  Act: Introduce long *a* by watching video  -Use magnetic letters and make long and short *a* words  -Use EZ-Read long *a* mats  Eval: teacher observation | Grade 1 Pull Out  Obj: Read words with long a (a\_e) and read with accuracy and fluency to support comprehension (CC.1.1.D)  Act: Introduce long *a* (a\_e) by watching video  -Read “My Little Reader: Jake and Gail”  -Write long *a* words found throughout the story  Eval: informal assessment of oral reading | Grade 1 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E)  Act: Read the story Building a Snowman by Carolyn Kisliski on Epic Books and take the quiz  Eval: results of the quiz | Grade 1 Pull Out  Power Day |
| 1:15-1:45 | Grade 2 Pull Out  Obj: Determine meanings of words (CC.1.2.2.F) read with accuracy and fluency to support comprehension (CC.1.1.2.E) Act: Complete a practice Cloze and go over  -Students will complete Grade 2 Unit 5 Week 3 vocabulary together  -Have students write sentences using the vocab  Eval: student work | Grade 2 Pull Out  Obj: Determine meanings of words (CC.1.2.2.F) read with accuracy and fluency to support comprehension (CC.1.1.2.E) Act: Complete a practice Cloze and go over  -Students will complete Grade 2 Unit 5 Week 1 vocabulary together  -Have students write sentences using the vocab  Eval: student work | Grade 2 Pull Out  Obj: Determine meanings of words (CC.1.2.2.F) read with accuracy and fluency to support comprehension (CC.1.1.2.E) Act: Complete a practice Cloze and go over  -Students will complete Grade 2 Unit 5 Week 5 vocabulary together  -Have students write sentences using the vocab  Eval: student work | Grade 2 Pull Out  Obj: Determine meanings of words (CC.1.2.2.F) read with accuracy and fluency to support comprehension (CC.1.1.2.E) Act: Complete a practice Cloze and go over  -Students will complete Grade 2 Unit 6 Week 4 vocabulary together  -Have students write sentences using the vocab  Eval: student work | Grade 2 Pull Out  Power Day |
| 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 |