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| Beth Miller | Mon. 1/8/24Day 82 | Tues. 1/9/24Day 83 | Wed. 1/10/24Day 84 | Thurs. 1/11/24Day 85 | Fri. 1/12/24Day 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 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: 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 OutObj: Count syllables in words (CC.1.1.K.C)Act: introduce syllables by watching Jack Hartmann video -complete “Boom Learning Cards: syllables” on Smart BoardEval: student observation | Kindergarten Pull OutObj: blend and segment onset-rime (CC.1.1.K.C)Act: Play “Phonological Awareness: Fun Park Game: Onset-rimeEval: teacher observation | Kindergarten Pull OutObj: 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” pageEval: teacher observation and “*e*” page | Kindergarten Pull OutObj: Isolate, segment, and say phonemes in words (CC.1.1.K.C)Act: Play “Phonological Awareness: Fun Park Game: Segmenting words by phonemesEval: teacher observation |
| 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: 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 togetherStudents will complete Grade 3 Unit 3 Week 5 Vocabulary together-Have the students use the vocab in written sentencesEval: teacher observation | Grade 3 Pull OutObj: 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 overEval: student work | Grade 3 Pull OutObj: 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 overEval: student work | Grade 3 Pull OutObj: 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 OutObj: 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 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: Read sight words (CC.1.1.1.D) Act: Introduce sight words (green, grow, pretty, should, together, water)-Have students write sentences using the wordsEval: informal assessment of written sentences | Grade 1 Pull OutObj: 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* matsEval: teacher observation | Grade 1 Pull OutObj: 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 storyEval: informal assessment of oral reading | Grade 1 Pull OutObj: 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 quizEval: results of the quiz | Grade 1 Pull OutPower Day |
| 1:15-1:45 | Grade 2 Pull OutObj: 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 vocabEval: student work | Grade 2 Pull OutObj: 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 vocabEval: student work | Grade 2 Pull OutObj: 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 vocabEval: student work | Grade 2 Pull OutObj: 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 vocabEval: student work | Grade 2 Pull OutPower Day |
| 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 |