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| Beth Miller | Mon. 1/15/24  Day 86 | Tues. 1/16/24  Day 87 | Wed. 1/17/24  Day 88 | Thurs. 1/18/24  Day 89 | Fri. 1/19/24  Day 90 |
| 7:45-8:00 | Act 80 Day | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 8:00-8:45 | Act 80 Day | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 8:45-9:15 | Act 80 Day | 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 | Act 80 Day | 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 | Act 80 Day | Kindergarten Pull Out  Obj: Read sight words (CC.1.1.K.D) and read emergent reader (CC.1.1.K.E)  Act: Introduce sight word (with)  -Read booklet “Rhyming Book” and fill in the sight word “with” to complete the story and then read and color  -Read sight word sentences with “with”  Eval: Informal assessment of oral reading and worksheet | 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 “he”  -Read booklet “He Ran Away!”  -Read sight word sentences with “he”  Eval: Informal assessment of oral reading and worksheet | Kindergarten Pull Out  Obj: Identify the letter *f* and the initial sound (CC.1.1.K.D)  Act: Have students cut “*f*” pictures out and glue them onto the *“f*” page  -complete the “f” page  Eval: teacher observation and “*f*” page | Kindergarten Pull Out  Obj: Identify the letter *r* and the initial sound (CC.1.1.K.D)  Act: Have students cut “*r*” pictures out and glue them onto the *“r*” page  -complete the “r” page  Eval: teacher observation and “*r* page |
| 10:15-10:45 | Act 80 Day | 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 | Act 80 Day | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) identify and know the meaning of the prefix “pre” (CC.1.1.3.D)  Act: Complete a practice Cloze and go over together  -Introduce the prefix “pre” by watching a video  -Have students complete the ws. on prefix “pre” and discuss  Eval: student work | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) identify and know the meaning of the suffix “able” (CC.1.1.3.D)  Act: Complete a practice Cloze and go over together  -Introduce the suffix “able” by watching a video  -Have students complete the ws. on suffix “able and discuss  Eval: student work | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Read words with diphthongs (oi, oy)(CC.1.1.3.D)  Act: Complete practice Cloze and go over together  -Begin Diphthong (oi, oy) packet together  Eval: Student work | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) read words with diphthongs (oi, oy)(CC.1.1.3.D)  Act: Complete a practice Cloze and go over together -Finish Diphthong (oi, oy) packet together  Eval: Student work |
| 11:15-11:45 | Act 80 Day | 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 | Act 80 Day | Prep | Prep | Prep | Prep |
| 12:45-1:15 | Act 80 Day | Grade 1 Pull Out  Obj: Decode words with digraphs (ch, sh, th) (CC1.1.1.D)  Act: Have students practice writing words with (ch, sh, th)  -Read books independently using these skills  Eval: Teacher observation | Grade 1 Pull Out  Obj: Decode words with soft c, g, dge, read word with inflectional endings (ed, ing) (CC.1.1.1.D)  Act: Complete worksheets pages on soft c, g, dge, and inflectional endings (ed, ing) and go over  Eval: student work | Grade 1 Pull Out  Obj: Decode words with “r” blends (CC.1.1.1.C)  Act: Introduce “r-blends” by watching video  -Complete “br, pr, fr, tr, cr, dr, and gr, worksheet pages  Eval: informal assessment of responses to worksheet pages | Grade 1 Pull Out  Obj: Decode words with “r” blends (CC.1.1.1.C)  Act: Continue to work on “br, pr, fr, tr, cr, dr, and gr, worksheet pages  Eval: informal assessment of responses to worksheet pages |
| 1:15-1:45 | Act 80 Day | Grade 2 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) determine meanings of homographs (CC.1.2.2.K)  Act : Completea practice cloze and to over  -Introduce “homographs” by watching video  -Begin reading Teach Us, Amelia Bedelia by Peggy Parish  -Discuss “homographs throughout the story  Eval: informal assessment of discussion of homophones and oral reading and discussion of the story | Grade 2 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) determine meanings of homographs (CC.1.2.2.K)  Act : Completea practice cloze and to over  -Finish reading Teach Us, Amelia Bedelia by Peggy Parish  -Discuss “homographs throughout the story  Eval: informal assessment of discussion of homophones and oral reading and discussion of the story | Grade 2 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) Read long *i* words(CC.1.1.2.D)  Act: Complete a practice Cloze and go over together  -Watch long *i* video  -Read If I Could by Judy Nayer  -Have students complete the long “i” page in the “Winter Long Vowel” booklet  Eval: informal assessment of written and reading of long *i* words | Grade 2 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) Read long *i* words (CC.1.1.2.D )  Act: Complete a practice Cloze and go over together  -Read “The Kind Knight” by Susan Hartley and “The Nice Mice” by Robert Charles on Raz Kids  Eval: student work |
| 1:45-2:15 | Act 80 Day | 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 | Act 80 Day | Progress Monitoring | Progress Monitoring | Cover for Mrs. Hay | Progress Monitoring |
| 2:30  3:00 | Act 80 Day | Parent Pick Up | Parent Pick Up | Cover for Mrs. Hay | Parent Pick Up |