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| Beth Miller | Mon. 2/5/24  Day 100 | Tues. 2/6/24  Day 101 | Wed. 2/7/24  Day 102 | Thurs. 2/8/24  Day 103 | Fri. 2/9/24  Day 104 |
| 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: Recognize short vowel sounds and write cvc words (CC.1.1.K.D)  Act: Continue working on Short Vowel Packets  Eval: student work | Kindergarten Pull Out  Obj: Identify the letter *l* and the initial sound (CC.1.1.K.D)  Act: Have students cut “*l”* pictures out and glue them onto the *“l”* page  -complete the “l” page  Eval: teacher observation and “*l*” page | Kindergarten Pull Out  Obj: Identify the letter *k* and the initial sound (CC.1.1.K.D)  Act: Have students cut “*k*” pictures out and glue them onto the “*k*” page  Eval: teacher observation and “*k*” page | 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: 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: Determine meanings of words (CC.1.2.3.F)  Act: Students will complete Grade 3 Unit 4 Week 3 Vocabulary together  -Have the students use the vocab in written sentences  Eval: teacher observation | Grade 3 Pull Out  Obj: Read words with diphthongs (ou)(CC.1.1.3.D) and read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Begin Diphthong (ou) packet together  Eval: Student work | Grade 3 Pull Out  Obj: Read words with diphthongs (ou)(CC.1.1.3.D) and read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Finish Diphthong (ou) packet together  Eval: Student work | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) Compare and contrast (CC.1.2.3.I)  Act: Read Pepper and the Case of the Missing Basketballs by Priscilla Kirkpatrick  -Use a Venn Diagram to compare the main characters  -Complete a story map of the story  Eval: informal assessment of oral reading and discussion of the story | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) Compare and contrast (CC.1.2.3.I)  Act: Finish reading Pepper and the Case of the Missing Basketballs by Priscilla Kirkpatrick  -Use a Venn Diagram to compare the main characters  -Complete a story map of the story  Eval: informal assessment of 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: Learn reading skills (CC.1.1.K.D-CC.1.1.K.E)  Act: Students will read books and practice skills through various activities  Eval: Teacher observation | Kindergarten Guided Reading  Obj: Learn reading skills (CC.1.1.K.D-CC.1.1.K.E)  Act: Students will read books and practice skills through various activities  Eval: Teacher observation | Kindergarten Guided Reading  Obj: Learn reading skills (CC.1.1.K.D-CC.1.1.K.E)  Act: Students will read books and practice skills through various activities  Eval: Teacher observation | 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 words with “ed” ending (CC.1.1.1.D) Read with accuracy and fluency to support comprehension (CC.1.1.1.E)  Act: Have students read “Fixed” by M.K. Benton on Raz Kids  Eval: informal assessment of student reading | Grade 1 Pull Out  Obj: Distinguish between long and short *a* words (CC.1.1.1.C)  Act: Play “Vowel Sound Space Sort” on the Smart Board  Eval: teacher observation | Grade 1 Pull Out  Obj: Read and write words with long *a.* (CC.1.1.1.2)  Act: Have students practice writing long and short *a* words on white boards  Eval: teacher observation | Grade 1 Pull Out  Obj: Decode long *a* words (CC.1.1.1.D) and read with accuracy and fluency to support comprehension  Eval teacher observation | Grade 1 Pull Out  Obj: Read words with inflectional ending (CC.1.1.1.D) and read with accuracy and fluency to support comprehension (CC.1.1.1.E)  Act: Read “Skating and Hopping” by M.K. Benton on Raz Kids  Eval: informal assessment of student reading |
| 1:15-1:45 | Grade 2 Pull Out  Obj: Decode compound words (CC.1.1.2.D)  Act: Complete Compound Word Task Cards  Eval: Informal assessment of task cards | Grade 2 Pull Out  Obj: Decode compound words (CC.1.1.2.D)  Act: Finish Compound Word Task Cards  Eval: Informal assessment of task cards | Grade 2 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) and understand cause/effect (CC.1.2.2.B)  Act: Read Look At This Book! by Anthony Curran and complete quiz  Eval: informal assessment of oral reading and quiz | Grade 2 Pull Out  Obj: Read long *u* words(CC.1.1.2.D) and read with accuracy and fluency to support comprehension (CC.1.1.2.E)  Act: Watch long *u* video  -Read Who Said Book? by Cass Hollander  -Have students complete the long “u” spelled (u, u\_e, ew, ue) page in the “Winter Long Vowel” booklet  Eval: informal assessment of written and reading of long *u* words | Grade 2 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) and understand cause/effect (CC.1.2.2.B)  Act: Read The Drum by Katherine Follett and complete quiz  Eval: informal assessment of oral reading and quiz |
| 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 | SPM and Differentiated Meeting | Progress Monitoring |
| 2:30  3:00 | Parent Pick Up | Parent Pick Up | Parent Pick Up | Meeting | Parent Pick Up |