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| Beth Miller | Mon. 2/5/24Day 100 | Tues. 2/6/24Day 101 | Wed. 2/7/24Day 102 | Thurs. 2/8/24Day 103 | Fri. 2/9/24Day 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 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: Recognize short vowel sounds and write cvc words (CC.1.1.K.D)Act: Continue working on Short Vowel PacketsEval: student work | Kindergarten Pull OutObj: 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” pageEval: teacher observation and “*l*” page  | Kindergarten Pull OutObj: 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*” pageEval: teacher observation and “*k*” page | 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: 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: 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 sentencesEval: teacher observation | Grade 3 Pull OutObj: 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 togetherEval: Student work | Grade 3 Pull OutObj: 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 togetherEval: Student work | Grade 3 Pull OutObj: 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 storyEval: informal assessment of oral reading and discussion of the story | Grade 3 Pull OutObj: 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 storyEval: informal assessment of oral reading and discussion of the story |
| 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: Learn reading skills (CC.1.1.K.D-CC.1.1.K.E)Act: Students will read books and practice skills through various activitiesEval: Teacher observation | Kindergarten Guided ReadingObj: Learn reading skills (CC.1.1.K.D-CC.1.1.K.E)Act: Students will read books and practice skills through various activitiesEval: Teacher observation | Kindergarten Guided ReadingObj: Learn reading skills (CC.1.1.K.D-CC.1.1.K.E)Act: Students will read books and practice skills through various activitiesEval: Teacher observation | 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 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 KidsEval: informal assessment of student reading | Grade 1 Pull OutObj: Distinguish between long and short *a* words (CC.1.1.1.C) Act: Play “Vowel Sound Space Sort” on the Smart BoardEval: teacher observation | Grade 1 Pull OutObj: Read and write words with long *a.* (CC.1.1.1.2)Act: Have students practice writing long and short *a* words on white boardsEval: teacher observation | Grade 1 Pull OutObj: Decode long *a* words (CC.1.1.1.D) and read with accuracy and fluency to support comprehensionEval teacher observation | Grade 1 Pull OutObj: 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 OutObj: Decode compound words (CC.1.1.2.D)Act: Complete Compound Word Task CardsEval: Informal assessment of task cards | Grade 2 Pull OutObj: Decode compound words (CC.1.1.2.D)Act: Finish Compound Word Task CardsEval: Informal assessment of task cards | Grade 2 Pull OutObj: 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 quizEval: informal assessment of oral reading and quiz | Grade 2 Pull OutObj: 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” bookletEval: informal assessment of written and reading of long *u* words | Grade 2 Pull OutObj: 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 quizEval: informal assessment of oral reading and quiz |
| 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 | SPM and Differentiated Meeting | Progress Monitoring |
| 2:303:00 | Parent Pick Up | Parent Pick Up | Parent Pick Up | Meeting | Parent Pick Up |