|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Beth Miller | Mon. 2/12/24Day 105 | Tues. 2/13/24Day 106 | Wed. 2/14/24Day 107 | Thurs. 2/15/24Day 108 | Fri. 2/16/24Day 109 |
| 7:45-8:00 | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 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 (up, down)-Read booklet “Seesaw Friends” and fill in the words (up, down) to complete the story. Eval: Informal assessment of oral reading and teacher observation | Kindergarten Pull OutObj: Read sight words (CC.1.1.K.D) and read emergent reader (CC.1.1.K.E)Act: Introduce sight words (went, has)-Read booklets “Happy Birthday” (for) and “New Toys” (have)-Play memory using sight words from Unit 7 week 1Eval: Informal assessment of oral reading and teacher observation | Kindergarten Pull OutObj: Listen for and identify beginning s-blends (CC.1.1.K.C)Act: Complete s-blend color/blend worksheet pagesEval: student work | Kindergarten Pull OutObj: Identify the letter *u* and the initial sound (CC.1.1.K.D)Act: Have students cut “*u”* pictures out and glue them onto the *“u”* page-complete the “u” pageEval: teacher observation and “*u*” page | Kindergarten Pull OutObj: Listen for and identify beginning l-blends (CC.1.1.K.C) Act: Complete l-blend color/blend worksheet pagesEval: student work |
| 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 (CC.1.2.3.D)Act: Complete Activities 1 and 2 using “Finding Evidence Comprehension Kit: Author’s PurposeEval: Student work | Grade 3 Pull OutObj: Determine synonyms for words (CC.1.2.3.K)Act: Introduce “synonyms” by watching a video-Read Stroll and Walk, Babble and Talk from Epic Books and discuss-Complete synonym/antonym worksheet togetherEval: informal assessment of discussion of the story and responses to worksheet | Grade 3 Pull OutObj: Know the meanings of prefixes (*non* and *im*) (CC.1.1.3.D)Act: Introduce prefixes *non* and *im*-Complete ws. pages on prefixes *non* and *im*Eval: informal assessment of responses to ws. pages | Grade 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)Act: Read “A Prairie Dog’s Life” by Julie Mettenburg on Raz Kids and complete the quizEval: informal assessment of quiz | Grade 3 Pull OutObj: Students will be able to compare and contrast (CC.1.2.3.I)Act: Complete compare/contrast worksheet on “Abraham Lincoln and George Washington”Eval: informal assessment to worksheet |
| 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: Decode long *i* words (CC.1.1.1.D)Act: Introduce long *i* by watching video-Use magnetic letters and make long and short *i* words-Use EZ-Read long *a* matsEval: teacher observation | Grade 1 Pull OutObj: Distinguish between long and short *i* words (CC.1.1.1.C) Act: Play “Vowel Sound Space Sort” on the Smart BoardEval: teacher observation | Grade 1 Pull OutObj: Decode long *i* words (CC.1.1.1.D) and read with accuracy and fluency to support comprehensionAct: Read long *i* booksEval teacher observation | Grade 1 Pull OutObj: Read words with long *i*  (i\_e) and read with accuracy and fluency to support comprehension (CC.1.1.D)Act: Read “My Little Reader: Mike and Spike”-Write long *i* words found throughout the storyEval: informal assessment of oral reading | Grade 1 Pull OutObj: Read words with long *i*  (i\_e) and read with accuracy and fluency to support comprehension (CC.1.1.D)Act: Read “The Nice Mice” by Robert Charles on Raz KidsEval: informal assessment of oral reading |
| 1:15-1:45 | Grade 2 Pull OutObj: Read long *e* words(CC.1.1.2.D) and read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Watch long *e* video-Read What Do You See? by Judy Nayer -Have students complete the long “*e*” page in the “Winter Long Vowel” spelled (e, ee, ea, ie, y, ey, e\_e) bookletEval: informal assessment of written and reading of long *e* words | Grade 2 Pull OutObj: Read to identify the author’s purpose (CC.1.2.2.D) and read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Introduce Author’s Purpose by watching a video-Complete “Author’s Purpose” task cards and go overEval: informal assessment of responses to task cards | Grade 2 Pull OutObj: Read to identify the author’s purpose (CC.1.2.2.D) and read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Finish “Author’s Purpose” task cards and go overEval: informal assessment of responses to task cards | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) Read long *i* words Act: words (CC.1.1.2.D )Read “The Kind Knight” by Susan Hartley and “The Nice Mice” by Robert Charles on Raz KidsEval: student work | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) Read long *u* words Act: words (CC.1.1.2.D )Read “No More Sad Tunes” by Robert Charles on Raz KidsEval: student work |
| 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 | Parent Pick Up | Parent Pick Up |