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| Beth Miller | Mon. 3/11/24  Day 125 | Tues. 3/12/24  Day 126 | Wed. 3/13/24  Day 127 | Thurs. 3/14/24  Day 128 | Fri. 3/15/24  Day 129 |
| 7:45-8:00 | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 8:00-8:45 | Progress Monitoring | Progress Monitoring | Cover for Mrs. Wilson | 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  Cover for Mrs. Wilson | 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: Read sight words (CC1.1.K.D)  Act: Play Memory using sight words from week 2 Unit 8 (this, what, some, no, away, by)  Eval: teacher observation | Kindergarten Pull Out  Obj: Identify the letter yand the sound (CC.1.1.K.D)  Act: Have students cut “y*”* pictures out and glue them onto the *“y”* page  -complete the “y” page  Eval: teacher observation and “y” page | Kindergarten Pull Out  Obj: Identify the letter *z* and the sound (CC.1.1.K.D)  Act: Have students cut “*z”* pictures out and glue them onto the *“z”* page  -complete the “z” page  Eval: teacher observation and “*z*” page | Kindergarten Pull Out  Obj: Identify the letter *w* and the initial sound (CC.1.1.K.D)  Act: Have students cut “*w”* pictures out and glue them onto the *“w”* page  -complete the “*w*” page  Eval: teacher observation and “*w*” page | Kindergarten Pull Out  Obj: Count syllables in words (CC.1.1.K.C)  Act: introduce syllables and play “Syllable Count” and “Language Pack: Syllables  Eval: student 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: Use text structure to interpret information (CC.1.2.3.E)  Act: Introduce Text Structures and complete “Informational Text Structures” task cards  Eval: informal assessment of responses to packet | Grade 3 Pull Out  Obj: Use text structure to interpret information (CC.1.2.3.E)  Act: Continue to work on “Informational Text Structures” task cards  Eval: informal assessment of responses to packet | Grade 3 Pull Out  Obj: Use text structure to interpret information (CC.1.2.3.E)  Act: Finish working on “Informational Text Structures” task cards  Eval: informal assessment of responses to packet | Grade 3 Pull Out  Obj: Use context clues to determine meaning of words (CC.1.1.3.E)  Act: Read Context Clues passage “How Chocolate is Made” and answer questions  Eval: informal assessment of Context Clues Page | Grade 3 Pull Out  Obj: Read and identify main idea/details (CC.1.2.3.A)  Act: Have students complete “main idea/details” task cards  Eval: informal assessment of responses to task cards |
| 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 sight words (CC.1.1.1.D)  Act: Introduce sight words Unit 3 Week 5 (after, buy, done, every, soon, work)  -Have students write sentences using the words  Eval: informal assessment of written sentences | Grade 1 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E) and compare/contrast (CC.1.2.1.I)  Act: Read Allie and Ollie by Katherine Page from Raz Kids and complete compare/contrast ws. and comprehension quiz  Eval: informal assessment of reading and compare/contrast ws and comprehension quiz | Grade 1 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E) and sequence events (CC.1.3.1.A)  Act: Read Hatching Eggs by Elizabeth Jane Pustilnik on Raz Kids and complete sequence worksheet  Eval: informal assessment of oral reading and sequencing worksheet | Grade 1 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E) and sequence events (CC.1.3.1.A)  Act: Read Bats Day and Night by Becca Hughes on Raz Kids and complete sequence worksheet and quiz  Eval: informal assessment of oral reading and sequencing worksheet and quiz | Grade 1 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E) and sequence events (CC.1.3.1.A)  Act: Finish reading Bats Day and Night by Becca Hughes on Raz Kids and complete sequence worksheet and quiz  Eval: informal assessment of oral reading and sequencing worksheet and quiz |
| 1:15-1:45 | Grade 2 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) and read to answer problem and solution (CC.1.3.2.G)  Act: Complete Problem/Solution task cards  Eval: informal assessment of student answers | Grade 2 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) and read to answer problem and solution (CC.1.3.2.G)  Act: Continue to work on Problem/Solution task cards  Eval: informal assessment of student answers | Grade 2 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) and read to answer problem and solution (CC.1.3.2.G)  Act: Finish working on Problem/Solution task cards  Eval: informal assessment of student answers | Grade 2 Pull Out  Obj: Read and use words with “er” and “est” endings (CC.1.1.2.D)  Act: Watch video on “er” and “est” endings  -Complete ws. on “er” and “est” endings  Eval: responses to worksheet | Grade 2 Pull Out  Obj: Know and apply phonics (contractions and r-controlled vowels) (CC.1.1.2.D)  Act: Use Boom Cards to practice contractions (‘s, ‘re, ‘ll, ‘ve) and r-controlled vowels (eer, ere, ear, are, air, ear, ere)  Eval: teacher observation |
| 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 | Progress Monitoring | Progress Monitoring |
| 2:30  3:00 | Parent Pick Up | Parent Pick Up | Parent Pick Up | Parent Pick up | Parent Pick Up |