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| Beth Miller | Mon. 3/25/24  Day 135 | Tues. 3/26/24  Day 136 | Wed. 3/27/24  Day 137 | Thurs. 3/28/24 | Fri. 3/29/24 |
| 7:45-8:00 | Progress Monitoring | Progress Monitoring | Progress Monitoring | No School | No School |
| 8:00-8:45 | Progress Monitoring | Progress Monitoring | Progress Monitoring | No school | No School |
| 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 | No School | No School |
| 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 | No School | No School |
| 9:45-10:15 | 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 | Kindergarten Pull Out  Obj: Isolate and pronounce beginning, middle, and ending sounds (CC.1.1.K.C) and read sight words (CC.1.1.K.D)  Act: Complete Easter packets  Eval: informal assessment of student work | Kindergarten Pull Out  Obj: Develop listening comprehension  Act: Listen to the story “George’s Easter Bunny Hunt”  Eval: teacher observation | No School | No School |
| 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 | No School | No School |
| 10:45-11:15 | 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: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Read the story The Easter Egg Farm by Mary Jane Auch on Epic Books and take the quiz  Eval: results of the quiz | Grade 3 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)  Act: Read Easter stories on Epic Books and take the quizzes  Eval: results of the quizzes | No School | No School |
| 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  Kindergarten Lunch | No School | No School |
| 11:45-12:15 | Lunch | Lunch | Lunch | No School | No School |
| 12:15-12:45 | Prep | Prep | Prep | No School | No School |
| 12:45-1:15 | Grade 1 Pull Out  Obj: Read words with long *u*  (u\_e) and read with accuracy and fluency to support comprehension (CC.1.1.D)  Act: Introduce long *u* (u\_e) by watching video  -Read “My Little Reader: June and Luke”  -Write long *u* words found throughout the story  Eval: informal assessment of oral reading | Grade 1 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E)  Act: Read Happy Easter, Little Hoo! By Brenda Ponnay from Epic Books and take the quiz  Eval: informal assessment quiz | Early Dismissal | No School | No School |
| 1:15-1:45 | Grade 2 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)  Act: Read the story The Easter Egg Farm by Mary Jane Auch on Epic Books and take the quiz  Eval: results of the quiz | Grade 2 Pull Out  Obj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)  Act: Read the orally and discuss Silly Tilly and the Easter Bunny by Lillian Hoban  Eval: informal assessment of oral reading | Early Dismissal | No School | No School |
| 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 | Early Dismissal | No School | No School |
| 2:15-2:30 | Progress Monitoring | Progress Monitoring | Early Dismissal | No School | No School |
| 2:30  3:00 | Parent Pick Up | Parent Pick Up | Parent Pick Up | No School | No School |