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| Beth Miller | Mon. 4/1/24 | Tues. 4/2/24Day 138 | Wed. 4/3/24Day 139 | Thurs. 4/4/24Day 140 | Fri. 4/5/24Day 141 |
| 7:45-8:00 | No School | Parent Drop Off | Parent Drop Off | Parent Drop Off | Parent Drop Off |
| 8:00-8:45 | No School |  Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 8:45-9:15 | No School | 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 | No School | 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 | No School | Kindergarten Pull OutObj: Read sight words (CC.1.1.K.D) and read emergent reader (CC.1.1.K.E)Act: Introduce sight words (help and too)-Read booklet “Who Will Help” and fill in the words (help, too, up) to complete the story. Eval: Informal assessment of oral reading and teacher observation | Kindergarten Pull OutObj: Read sight words (CC1.1.K.D)Act: Play Memory using sight words from week 1 Unit 9 (help, too, must, there, just, only)Eval: teacher observation | Kindergarten Pull OutObj: Distinguish between long and short *a* sounds (CC.1.1.K.D)Act: Play “Vowel Sounds Space Sort” on the Smart BoardEval: teacher observation | Kindergarten Pull OutObj: Spell words with beginning blends and digraphs (CC.1.1.K.C)Act: Use “Tap and Write-Blends and Digraphs”Eval: teacher observation |
| 10:15-10:45 | No School | 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 | No School | Grade 3 Pull OutObj: Determine meanings of words (CC.1.2.3.F)Act: Students will complete Grade 3 Unit 5 Week 5 Vocabulary together-Have the students use the vocab in written sentencesEval: teacher observation | Grade 3 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.3.E)Act: Read “Rain” and “Ocean” and answer questionsEval: student work | Grade 3 Pull OutObj: Determine meanings of homographs (CC.1.2.3.K)Act: Complete Homophone worksheetsEval: informal assessment of worksheets | Grade 3 Pull OutObj: Read and identify main idea/details (CC.1.2.3.A) and read with accuracy and fluency to support comprehension (CC.1.1.3.E)Act: Complete “Main Idea/Details” worksheet (Jodi) and go overEval: informal assessment of student work |
| 11:15-11:45 | No School | 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 | No School | Lunch | Lunch | Lunch | Lunch |
| 12:15-12:45 | No School | Prep | Prep | Prep | Prep |
| 12:45-1:15 | No School | Grade 1 Pull OutObj: Read sight words (CC.1.1.1.D) Act: Introduce vocab words Unit 4 Week 2 (because, blue, into, or, other, small)-Have students write sentences using the wordsEval: informal assessment of written sentences | Grade 1 Pull OutObj: Read words with long *a* (ai, ay) (CC.1.1.1.D)Act: Complete worksheets on long *a* (ai, ay)Eval: informal assessment of responses to worksheets | Grade 1 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E)Act: Read the passage “At the Dentist”-Complete the comprehension questionsEval: informal assessment of oral reading and responses to the questions | Grade 1 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E) and identify main idea and details (CC.1.2.1.A)Act: read Country Places by Katalina Page together and then complete the Main Idea/Details worksheetEval: informal assessment of oral reading and responses to worksheet |
| 1:15-1:45 | No School | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Begin reading, discussing, and making predictions using the story Mouse Tales by Arnold LobelEval: informal assessment of oral reading and discussion of the story | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Finish reading, discussing, and making predictions using the story Mouse Tales by Arnold LobelEval: informal assessment of oral reading and discussion of the story | Grade 2 Pull OutObj: Decode words with r-controlled vowels (er, ir, ur, and or) (CC.1.1.2.D)Act: Complete worksheet on R-Controlled vowels (er, ir, ur, and or)Eval: student work | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E) and decode /ar/ (ar) (CC.1.1.2.D)Act: Introduce /ar/ by watching a video-Read orally “Barky Sparky” and answer questionsEval: informal assessment of oral reading and responses to comprehension questions |
| 1:45-2:15 | No School | 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 | No School | Progress Monitoring | Progress Monitoring | Progress Monitoring | Progress Monitoring |
| 2:303:00 | No School | Parent Pick Up | Parent Pick Up | Meeting | Parent Pick Up |