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| Beth Miller | Mon. 4/15/24Day 147 | Tues. 4/16/24Day 148 | Wed. 4/17/24Day 149 | Thurs. 4/18/24Day 150 | Fri. 4/19/24Day 151 |
| 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: Read sight words (CC1.1.K.D)Act: Play Memory using sight words from week 3 Unit 9 (where, look, saw, very, put, their)Eval: teacher observation | Kindergarten Pull OutObj: Read sight words (CC.1.1.K.D) and read emergent reader (CC.1.1.K.E)Act: Read booklet “Play With Me” and fill in the word (play) to complete the story. Eval: Informal assessment of oral reading and teacher observation | Kindergarten Pull OutObj: Distinguish between long and short *i* in written words and read (CC.1.1.K.D)Act: Complete “Long *i* Phonics Silent *e* Changes” Eval: teacher observation | Kindergarten Pull OutObj: Distinguish between long and short *o* sounds (CC.1.1.K.D)Act: Play “Vowel Sounds Space Sort” on the Smart BoardEval: teacher observation | Kindergarten Pull OutObj: Distinguish between long and short *o* in written words and read (CC.1.1.K.D)Act: Complete “Long *o* Phonics Silent *e* Changes” Eval: 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: Read with accuracy and fluency to support comprehension (CC.1.1.3.E) focusing on homographs (CC.1.2.3.F) and soft c and g (CC.1.1.3.D)Act: Finish reading and discussing The Littles by John PetersonEval: informal assessment of oral reading and discussion of questions | Grade 3 Pull OutObj: Determine meanings of words (CC.1.2.3.F)Act: Students will complete Grade 3 Unit 6 Week 3 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: Read and summarize (CC.1.1.3.E)Act: Play “Summarizing Comprehension Activities” on the Smart BoardEval: teacher observation  | Grade 3 Pull OutObj: Read with accuracy and fluency to improve comprehension (CC.1.1.3.E)Act: Read Every Dog Has Its Day by John Rousselle and complete comprehension quizEval: informal assessment of comprehension quiz |
| 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 sight words (CC.1.1.1.D) Act: Introduce vocab words Unit 4 Week 3 (find, food, more, over, start, warm)-Have students write sentences using the wordsEval: informal assessment of written sentences | Grade 1 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E)Act: Read What Will Little Bear Wear? By Else Holmelund Minarik orally and discussEval: informal assessment of oral reading and discussion of the story | Grade 1 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E)Act: Read Birthday Soup By Else Holmelund Minarik orally and discussEval: informal assessment of oral reading and discussion of the story | Grade 1 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E)Act: Read Little Bear Goes to the Moon By Else Holmelund Minarik orally and discussEval: informal assessment of oral reading and discussion of the story | Grade 1 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.1.E)Act: Read Little Bear’s Wish by Else Holmelund Minarik orally and discussEval: informal assessment of oral reading and discussion of the story |
| 1:15-1:45 | Grade 2 Pull OutObj: Read with accuracy and fluency to support comprehension (CC.1.1.2.E)Act: Read and discuss Henry and Mudge and the Happy Cat by Cynthia RylantEval: 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) and decode /air/ (are, air) (CC.1.1.2.D)Act: Introduce /air/ by watching a video-Read orally “The Mare and the Hare” and answer questionsEval: informal assessment of oral reading and responses to comprehension questions | 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: Decode words with /eer/ (CC.1.1.2.D)Act: Watch video on /eer/ (eer, ere, ear)-Play Boom CardsEval: teacher observation | Grade 2 Pull OutObj: Identify and know the suffix “ful” (CC.1.1.2.D)Act: Introduce the suffix “ful” by watching the video on suffix “ful”.-Complete ws. on suffix “ful”Eval: teacher observation and responses to ws. page |
| 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 |