



Ms. Hemminger's Lesson Plans

April 22- 26, 2024

Ms. Hemminger's Schedule:

7:45 - 8:15 Resource/Intervention/ Test Make-Ups (Pull 5th-6th as needed to work on skills and assignments)
8:15-9:30 5th ELA Mrs. Gindlesperger's Room (Assist the teacher, modify and adapt assignments for my students)
9:30-9:45 Intervention (Work with student on math skills and IEP goals)
9:45-10:45 6th ELA Pull Out (See Lesson Plans)
10:45-11:15 6th DI (See Lesson Plans)
11:15-11:40 5th Math Mrs. Sembower's Room (Assist the teacher, modify and adapt assignments for my students)
11:45-12:15 Prep
12:15-12:45 Lunch
12:45-1:20 Pull Make Up Work/ Testing Students or Week 2 Recess Duty
1:20-2:00 5th Science Mrs. Sembower's Room (Assist the teacher, modify and adapt assignments for my students)
2:00-2:45 Progress Monitoring/Intervention (Pull 5th-6th as needed to work on skills and assignments)
2:45-3:15 Prep

Upcoming Events:


- April 22nd-24th: ELA PSSA Testing
- April 23rd: Creating Responsible Kids on Smartphones Presentation 6:30 PM at the auditorium
- April 30th-May 1st: Math PSSA Testing
- May 10th: Author Day

Lesson Plans Subject to Change

Day	6th Grade Reading	DI
<p>Monday 4/15/24</p> <p>Day 4</p> <p>Halverson-Group 1 Hemminger Group 2</p>	<p><u>OBJECTIVES:</u></p> <ul style="list-style-type: none"> The students will be able to find text evidence to support their answers. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Take the ELA PSSA Test Part 1. Read a book at your testing seat. <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u></p> <ul style="list-style-type: none"> The students will work on improving reading fluency. The students will be able to use decoding skills to read new words. <p><u>ACTIVITIES:</u></p> <p>Group 1:</p> <ul style="list-style-type: none"> Resource period to work on any math or missing assignments that are not reading. <p>Group 2:</p> <ul style="list-style-type: none"> Resource period to work on any math or missing assignments that are not reading. <p><u>EVALUATION:</u> Student participation and response</p>
<p>Tuesday 4/16/24</p> <p>Day 5</p> <p>Halverson-Group 2 Hemminger Group 1</p>	<p><u>OBJECTIVES:</u></p> <ul style="list-style-type: none"> The students will be able to find text evidence to support their answers. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Take the ELA PSSA Test Part 2. Read a book at your testing seat. <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u></p> <ul style="list-style-type: none"> The students will work on improving reading fluency. The students will be able to use decoding skills to read new words. <p><u>ACTIVITIES:</u></p> <p>Group 1:</p> <ul style="list-style-type: none"> Resource period to work on any math or missing assignments that are not reading. <p>Group 2:</p> <ul style="list-style-type: none"> Resource period to work on any math or missing assignments that are not reading. <p><u>EVALUATION:</u> Student participation and response</p>



PLANS

Day	6th Grade Reading	DI
<p>Wednesday 4/17/24</p> <p>Day 6</p> <p>Halverson-Group 1 Hemminger Group 2</p>	<p><u>OBJECTIVES:</u></p> <ul style="list-style-type: none"> The students will be able to find text evidence to support their answers. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Take the ELA PSSA Test Part 3. Read a book at your testing seat. <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u></p> <ul style="list-style-type: none"> The students will work on improving reading fluency. The students will be able to use decoding skills to read new words. <p><u>ACTIVITIES:</u> Group 1:</p> <ul style="list-style-type: none"> Resource period to work on any math or missing assignments that are not reading. <p>Group 2:</p> <ul style="list-style-type: none"> Resource period to work on any math or missing assignments that are not reading. <p><u>EVALUATION:</u> Student participation and response</p>
<p>Thursday 4/18/24</p> <p>Day 1</p> <p>Halverson-Group 2 Hemminger Group 1</p> 	<p><u>OBJECTIVES:</u></p> <ul style="list-style-type: none"> The students will be able to find text evidence to support their answers. The students will be able to check their sentences to make sure that their sentence follows the pronoun antecedent agreement. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Read Chapter 9 "The Lightning Thief" pg. 127-148 aloud. Have the students follow along as you read. Discuss as you go through the chapter. Complete the trifold section for chapter 9 as a whole group. They should have their copy in their ELA folder. Take the Chapter 9 Quiz on my desk. <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u></p> <ul style="list-style-type: none"> The students will work on improving reading fluency. The students will be able to use decoding skills to read new words. <p><u>ACTIVITIES:</u> Group 1:</p> <ul style="list-style-type: none"> Complete DI Corrective Reading Decoding B2 Lesson 31 Teacher Manual pg. 192-196 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions. <p>Group 2:</p> <ul style="list-style-type: none"> Complete DI Corrective Reading Decoding B1 Lesson 65 Teacher Manual pg. 417-421 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions. <p>*If a group finishes early, they will be working on any missing work or assignments.</p> <p><u>EVALUATION:</u> Student participation and response</p>

Day	6th Grade Reading	DI
<p>Friday 4/19/24</p> <p>Day 2</p> <p>Halverson-Group 1 Hemminger Group 2</p>	<p><u>OBJECTIVES:</u></p> <ul style="list-style-type: none"> The students will be able to find text evidence to support their answers. Students will be able to interpret the meaning of words using context clues or roots of the words. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Read Chapter 10 "The Lightning Thief" pg. 149-167 aloud. Have the students follow along as you read. Discuss as you go through the chapter. Complete the trifold section for chapter 10 as a whole group. They should have their copy in their ELA folder. Take the Chapter 10 Quiz on my desk. <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u></p> <ul style="list-style-type: none"> The students will work on improving reading fluency. The students will be able to use decoding skills to read new words. <p><u>ACTIVITIES:</u></p> <p>Group 1:</p> <ul style="list-style-type: none"> Complete DI Corrective Reading Decoding B2 Lesson 32 Teacher Manual pg. 197-201 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions. <p>Group 2:</p> <ul style="list-style-type: none"> Complete DI Corrective Reading Decoding B1 Mastery Test Teacher Manual pg. 422-423 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions. <p>*If a group finishes early, they will be working on any missing work or assignments.</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Accommodations and Modifications</p> <p>Included but not limited to:</p>	<ul style="list-style-type: none"> Follow IEPs Differentiated group work Preferential seating Opportunities for enrichment Challenge work 	

