

Ms. Hemminger's Lesson Plans

February 19- 23, 2024


Ms. Hemminger's Schedule:


7:45 - 8:15 Resource/Intervention (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)
9:35-9:50 Intervention (Work with student on math skills)
9:50-10:50 6th ELA Pull Out (See Lesson Plans)
10:50-11:40 5th Math Mrs. Sembower's Room (Assist the teacher, modify and adapt assignments for my students)
11:50-12:20 Prep
12:20-12:50 Lunch
12:50-1:20 Pull Make Up Work/ Testing Students
1:20-2:00 Progress Monitoring/Intervention (Pull 5th-6th as needed to work on skills and assignments)
1:55-2:40 6th DI (See Lesson Plans)
2:55-3:15 Prep

Upcoming Events:

- February 19th: Act 80 Day No School
- February 22nd: 5th Grade Spelling Test
- February 23rd: 6th Grade Spelling Test and "Lizzie Bright and the Buckminster Boy" Test

Lesson Plans Subject to Change

Day	6th Grade Reading	DI
<p>Monday 2/19/24</p> <p>Day</p>	<p>ACT 80 Day</p> <p>No School</p>	<p>ACT 80 Day</p> <p>No School</p>
<p>Tuesday 2/20/24</p> <p>Day 5</p> <p>Halverson-Group 1 Hemminger Group 2</p> <div style="text-align: right;">  </div>	<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 identify third person point of view. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Review the new vocabulary words recoiled, feebly, skewed, persistent, dilemma, roused, summon, and vastness by using the Build Vocabulary Unit 3 Week 1 assignment posted on the Wonders site as a whole group. Complete the Point of View pg. 9 in the Reading/Writing Companion Unit 3-4 as a whole group. Start reading "Lizzie Bright and the Buckminster Boy" in the hardcover reading book pg. 180-184 as a whole group. Answer the questions in the margin of the book as you read. Have the students continue working on the Number the Stars Chapter 14-15 assignment posted in Mrs. Mumau's Google Classroom going over the instructions as a whole group. Complete one of the spelling menu items for homework. <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 Lesson 33 Teacher Manual pg. 233-237 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 their spelling words.</p> <p><u>EVALUATION:</u> Student participation and response</p>

Day	6th Grade Reading	DI
<p>Wednesday 2/21/24</p> <p>Day 6</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 identify the theme and support it with key details from the text. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Check the students spelling menu homework assignment. Continue reading "Lizzie Bright and the Buckminster Boy" in the hardcover reading book pg. 186-191 as a whole group. Answer the questions in the margin of the book as you read. Review the new vocabulary words recoiled, feebly, skewed, persistent, dilemma, roused, summon, and vastness by having the students get out their vocab flashcards putting the word up on their desk, read a definition, and have the students show you the correct word for the definition that you read. Have the students finish working on the Number the Stars Chapter 14-15 assignment posted in Mrs. Mumau's Google Classroom going over the instructions as a whole group. Complete one of the spelling menu items for homework. <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 33 Teacher Manual pg. 202-206 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 34 Teacher Manual pg. 238-242 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 their spelling words.</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Thursday 2/22/24</p> <p>Day 1</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"> Check the students spelling menu homework assignment. Complete the Setting pg. 21 in the Reading/Writing Companion Unit 3-4 as a whole group. Review the new vocabulary words recoiled, feebly, skewed, persistent, dilemma, roused, summon, and vastness by having the students get out their vocab flashcards putting the word up on their desk, read a definition, and have the students show you the correct word for the definition that you read. Complete one of the spelling menu items for homework. <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 34 Teacher Manual pg. 207-211 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 35 Teacher Manual pg. 243-247 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 their spelling words.</p> <p><u>EVALUATION:</u> Student participation and response</p>

Day	6th Grade Reading	DI
<p>Friday 2/23/24</p> <p>Day 2</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 Unit 3 Week 2 Spelling Test. Take the "Lizzie Bright and the Buckminster Boy" Test Read aloud Chapter 16 Number the Stars. The students need to be following along in the book as you read. <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 35 Teacher Manual pg. 212-216 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 36 Teacher Manual pg. 249-253 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 	

