



Ms. Hemminger's Lesson Plans

January 1 - 5, 2023

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 Recess Duty (B Weeks)
1:20-2:00 Progress Monitoring/Intervention (Pull 5th-6th as needed to work on skills and assignments)
2:00-2:30 6th DI (See Lesson Plans)
2:30-2:55 Resource/Intervention (Pull 5th-6th as needed to work on skills and assignments)
2:55-3:15 Prep


Upcoming Events:

- December 25th-January 2nd Break
- January 18th End of the 9 Weeks
- January 24th Link It Reading Test
- January 25th Link It Reading Test

Lesson Plans Subject to Change

Day	6th Grade Reading	DI
Monday 1/1/23 Day	No School	No School
Tuesday 1/2/23 Day	No School	No School



Day	6th Grade Reading	DI
<p>Wednesday 1/3/23</p> <p>Day 5</p> <p>Recess Duty</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 find words using a glossary. The students will be able to correctly use their new vocabulary words. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Complete the Talk About It section of the Interactive Worktext Pg. 80-81 as a whole group. Introduce the new vocabulary words commerce, alcove, utmost, exotic, fluent, upheaval, stifling, and domestic by saying the word and having the students say it back to you. Have the students look up the definition of each vocabulary word in the glossary of their hardcover reading book and make flashcards using index cards. Put the word on the blank side and the definition on the lined side. Complete the Vocabulary section of the Interactive Worktext pg. 84-85 as a whole group. <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 22 Teacher Manual pg. 142-145 as scripted in the manual. <p>Group 2:</p> <ul style="list-style-type: none"> Complete DI Corrective Reading Decoding B1 Lesson 19 Teacher Manual pg. 154 -155 as scripted in the manual. <p>*The group working with Kori will be working on their science project until switch.</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Thursday 1/4/23</p> <p>Day 6</p> <p>Recess Duty</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 expand on their vocabulary. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Watch the Homophones/Homographs video posted in my Google Classroom. Complete the Homographs section of the Interactive Worktext pg. 85 as a whole group. Start Reading the Shared Read "Yaskul's Mighty Trade" pg. 86-88 in the Interactive Worktext as a whole group. Answer the questions in the margins as you go through the story. Review the new vocabulary words commerce, alcove, utmost, exotic, fluent, upheaval, stifling, and domestic 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. <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 22 Teacher Manual pg. 146 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 19 Teacher Manual pg. 156 -157 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions. <p>*The group working with Kori will be working on their science project until switch.</p> <p><u>EVALUATION:</u> Student participation and response</p>

Day	6th Grade Reading	DI
Friday 1/5/23 Day 1 Recess Duty	<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"> Finish Reading the Shared Read "Yaskul's Mighty Trade" pg. 89 in the Interactive Worktext as a whole group. Answer the questions in the margins as you go through the story. Read "Number the Stars" chapter 7 as a whole group. Make sure the students follow along as you read. Complete the "Number the Stars" chapter 7 activity posted in Mrs. Mumau's Google Classroom. Review the new vocabulary words commerce, alcove, utmost, exotic, fluent, upheaval, stifling, and domestic 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. <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 fluency and goal progress monitoring for each student. <p>Group 2:</p> <ul style="list-style-type: none"> Complete fluency and goal progress monitoring for each student. <p>*The group working with Kori will be working on their science project until switch.</p> <p><u>EVALUATION:</u> Student participation and response</p>
Accommodations and Modifications Included but not limited to:	<ul style="list-style-type: none"> Follow IEPs Differentiated group work Preferential seating Opportunities for enrichment Challenge work 	

