



## Ms. Hemminger's Lesson Plans

January 29 - February 2, 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 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:

- February 1st: 5th and 6th Grade Spelling Test
- February 19th: Act 80 Day No School

# Lesson Plans Subject to Change

Day	6th Grade Reading	DI
<p>Monday 1/29/24</p> <p>Day 2</p> <p>Recess Duty</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will be able to find words using a glossary.</li> <li>The students will be able to expand on their vocabulary.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Complete pg. 96-97 in the Interactive Worktext as a whole group.</li> <li>Introduce the new vocabulary words majestic, forlorn, contemplate, commemorate, lyric poem, sonnet, rhyme scheme, and meter. Say the words and have the students repeat them after you.</li> <li>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.</li> <li>Complete the Vocabulary and Poetry Terms section of the Interactive Worktext pg. 100-101 as a whole group.</li> <li>Read the Shared Read "Ozymandias" pg. 102-103 in the Interactive Worktext together and answer the questions in the margins.</li> <li>Complete one of the spelling menu items for homework.</li> </ul> <p><b><u>EVALUATION:</u></b> Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will work on improving reading fluency.</li> <li>The students will be able to use decoding skills to read new words.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <p>Group 1:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B2 Lesson 26 Teacher Manual pg. 163 as scripted in the manual.</li> </ul> <p>Group 2:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B1 Lesson 23 Teacher Manual pg. 176 -177 exercise 5 as scripted in the manual.</li> </ul> <p>*The group working with Kori will be working on their spelling words or problem of the week until switch.</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>
<p>Tuesday 1/30/24</p> <p>Day 3</p> <p>Recess Duty</p> <div style="text-align: center; margin-top: 20px;">  <p style="font-size: 2em; font-weight: bold; color: green; border: 2px solid green; padding: 5px; display: inline-block;">PLANS</p> </div>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will be able to find text evidence to support their answers.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Read the Shared Read "Lifelong Friends" pg. 104-105 in the Interactive Worktext together and answer the questions in the margins.</li> <li>Complete the Talk About It section in the Interactive Worktext pg. 106 as a whole group.</li> <li>Complete the Write About It section of the Interactive Worktext pg. 107 independently.</li> <li>Review the new vocabulary words majestic, forlorn, contemplate, commemorate, lyric poem, sonnet, rhyme scheme, and meter 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.</li> <li>Complete one of the spelling menu items for homework.</li> </ul> <p><b><u>EVALUATION:</u></b> Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will work on improving reading fluency.</li> <li>The students will be able to use decoding skills to read new words.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <p>Group 1:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B2 Lesson 26 Teacher Manual pg. 164-167 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>Group 2:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B1 Lesson 23 Teacher Manual pg. 177-180 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>*The group working with Kori will be working on their spelling words until switch.</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>

Day	6th Grade Reading	DI
<p>Wednesday 1/31/24</p> <p>Day 4</p> <p>Recess Duty</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will be able to find text evidence to support their answers.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Complete the Analyze a Response section of the Interactive Worktext pg. 108 as a whole group.</li> <li>Complete the Writing Conventions section of the Interactive Worktext pg. 109 as a whole group.</li> <li>Complete the Personification section of the Reading/Writing Companion Unit 1-2 pg. 161 as a whole group.</li> <li>Complete one of the spelling menu items for homework.</li> </ul> <p><b><u>EVALUATION:</u></b> Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will work on improving reading fluency.</li> <li>The students will be able to use decoding skills to read new words.</li> </ul> <p><b><u>ACTIVITIES:</u></b> Group 1:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B2 Lesson 27 Teacher Manual pg. 168 as scripted in the manual.</li> </ul> <p>Group 2:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B1 Lesson 24 Teacher Manual pg. 181 -182 exercise 5 as scripted in the manual.</li> </ul> <p>*The group working with Kori will be working on their spelling words until switch.</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>
<p>Thursday 2/1/24</p> <p>Day 5</p> <p>Recess Duty</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will be able to find text evidence to support their answers.</li> <li>The students will be able to identify the theme of a poem.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Take the Unit 2 Lesson 5 Spelling Test.</li> <li>Complete the poetry section of the Reading/Writing Companion Unit 1-2 pg. 162-165 as a whole group.</li> <li>Review the new vocabulary words majestic, forlorn, contemplate, commemorate, lyric poem, sonnet, rhyme scheme, and meter 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.</li> </ul> <p><b><u>EVALUATION:</u></b> Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will work on improving reading fluency.</li> <li>The students will be able to use decoding skills to read new words.</li> </ul> <p><b><u>ACTIVITIES:</u></b> Group 1:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B2 Lesson 27 Teacher Manual pg. 169-171 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>Group 2:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B1 Lesson 24 Teacher Manual pg. 183-186 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>*The group working with Kori will be working on their spelling words until switch.</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>



**PLANS**

Day	6th Grade Reading	DI
Friday 2/2/24  Day 6  Recess Duty	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will be able to find text evidence to support their answers.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Review the new vocabulary words majestic, forlorn, contemplate, commemorate, lyric poem, sonnet, rhyme scheme, and meter 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.</li> <li>Read aloud Chapter 11 Number the Stars. The students need to be following along in the book as you read.</li> <li>Have the students complete the Number the Stars Chapter 11 activity posted in their ELA Google Classroom individually. Have the students read the questions and answer choices aloud to you, but they will select their answers individually and turn in the assignment to be graded.</li> </ul> <p><b><u>EVALUATION:</u></b> Student participation and response</p>	<p><b><u>OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>The students will work on improving reading fluency.</li> <li>The students will be able to use decoding skills to read new words.</li> </ul> <p><b><u>ACTIVITIES:</u></b> Group 1:</p> <ul style="list-style-type: none"> <li>Complete fluency and goal progress monitoring for each student.</li> </ul> <p>Group 2:</p> <ul style="list-style-type: none"> <li>Complete fluency and goal progress monitoring for each student.</li> </ul> <p>*The group working with Kori will be working on their MobyMax assignments until switch.</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>
Accommodations and Modifications  Included but not limited to:	<ul style="list-style-type: none"> <li>Follow IEPs</li> <li>Differentiated group work</li> <li>Preferential seating</li> <li>Opportunities for enrichment</li> <li>Challenge work</li> </ul>	

