



Ms. Hemminger's Lesson Plans

March 18- 22, 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:

- **March 18th: 6th Grade "The Pot That Juan Built" Test**
- **March 21st: 5th and 6th Grade Spelling Test**

Lesson Plans Subject to Change

Day	6th Grade Reading	DI
<p>Monday 3/18/24</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. The students will be able to sequence events from the story. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Pass out the new root word "bio" paper. Read through all the words and have the students repeat the word to you. Go over the definitions together. Then complete the back of the paper #1-10 as a whole group. Go over what this week's reading problem of the week is as a whole group. It is posted on Mrs. Mumau's ELA Google Classroom. Take "The Pot That Juan Built" Test. If there is time, have the students start working on their reading problem of the week. 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 11 Teacher Manual pg. 79-83 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 46 Teacher Manual pg. 307-311 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>Tuesday 3/19/24</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 correctly find words using a glossary. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Check the students spelling menu homework assignment. Complete the Interactive Worktext pg. 146-147 as a whole group. Introduce the new vocabulary words advocates, irrational, commonplace, designate, optimal, invasive, initial, and insulation by reading the words aloud and having the students repeat them. Then have the students look up the definitions of the words in the glossary in their hardback reader. Have the students make flashcards by writing the word on the blank side of the index card and the definition on the lined side. The students should clip their flashcards in their planner or in a folder to study and have in class. Complete the Interactive Worktext pg. 150-151 Vocabulary section 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 12 Teacher Manual pg. 84-88 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 47 Teacher Manual pg. 312-316 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>Wednesday 3/20/24</p> <p>Day 2 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 Interactive Worktext pg. 151 Latin Roots section as a whole group. Read the shared read "Make Your City Green!" in the Interactive Worktext pg. 152-155 aloud. Have the students follow along as you read. Answer the questions in the margin of the book as a whole group as you go through the story. Read Chapter 2 "The Lightning Thief" pg. 16-28 aloud. Have the students follow along as you read. Review the vocabulary words advocates, irrational, commonplace, designate, optimal, invasive, initial, and insulation 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 13 Teacher Manual pg. 89-95 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 48 Teacher Manual pg. 317-321 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>Thursday 3/21/24</p> <p>Day 3 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"> Check the students spelling menu homework assignment. Take the Unit 3 Week 5 Spelling Test Complete the Interactive Worktext pg. 156-159 together. Review the vocabulary words advocates, irrational, commonplace, designate, optimal, invasive, initial, and insulation 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 the Percy Jackson Chapter 2 Activity 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 14 Teacher Manual pg. 96-100 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 49 Teacher Manual pg. 322-326 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 or problem of the week.</p> <p><u>EVALUATION:</u> Student participation and response</p>

Day	6th Grade Reading	DI
<p>Friday 3/22/24</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"> Read Chapter 3 "The Lightning Thief" pg. 29-43 aloud. Have the students follow along as you read. Discuss as you go through the chapter. <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 15 Teacher Manual pg. 101-106 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 50 Teacher Manual pg. 327-332 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 	

