

## Ms. Hemminger's Lesson Plans

February 26- March 1, 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 or Week 2 Recess Duty  
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 26th: Comfy Day
- February 27th: Crazy Sock Day
- February 27th: 6th Grade Number the Stars Test
- February 28th: Green Day
- February 29th: Colorful Day
- February 29th: 5th and 6th Grade Spelling Test
- March 1st: Vocab Parade Day
- March 1st: 6th Grade Spelling Test and "Lizzie Bright and the Buckminster Boy" Test

# Lesson Plans Subject to Change

Day	6th Grade Reading	DI
<p>Monday 2/26/24</p> <p>Day 3</p> <p>Halverson-Group 1 Hemminger Group 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 text evidence to support their answers.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Complete the Vocab Word Check In with each student. Make sure that they completed their packet pg. 2 including the picture and that the word they picked is a grade level appropriate word.</li> <li>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.</li> <li>Complete the Number the Stars Review as a whole group.</li> <li>Start the "Lizzie Bright and the Buckminster Boy" Questions # 1- 6 which is posted on Mrs. Mumau's ELA Google Classroom 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 34 Teacher Manual pg. 207-211 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 35 Teacher Manual pg. 243-247 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>*If a group finishes early, they will be working on their spelling words.</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>
<p>Tuesday 2/27/24</p> <p>Day 4</p> <p>Halverson-Group 2 Hemminger Group 1</p> <p>Recess Duty</p> <div style="text-align: right;">  <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> <li>The students will be able to respond to a writing prompt using complete sentences and correct punctuation marks.</li> <li>The students will be able to write a written response using text support in their writing.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Check the students spelling menu homework assignment.</li> <li><b>Take the Number the Stars Test. The students are allowed to use their books.</b></li> <li>Finish the "Lizzie Bright and the Buckminster Boy" Questions # 1- 6 which is posted on Mrs. Mumau's ELA Google Classroom as a whole group.</li> <li>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.</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 35 Teacher Manual pg. 212-216 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 36 Teacher Manual pg. 249-253 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>*If a group finishes early, they will be working on any missing work or assignments.</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>

Day	6th Grade Reading	DI
<p>Wednesday 2/28/24</p> <p>Day 5</p> <p>Halverson-Group 1 Hemminger Group 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 text evidence to support their answers.</li> <li>The students will be able to identify personification.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Check the students spelling menu homework assignment.</li> <li>Collect the Number the Stars books. Give the student books back to Mrs. Mumau.</li> <li>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.</li> <li>Complete the Reading and Writing Companion Unit 3-4 pg. 14-16 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 36 Teacher Manual pg. 218-222 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 37 Teacher Manual pg. 254-258 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>*If a group finishes early, they will be working on their spelling words.</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>
<p>Thursday 2/29/24</p> <p>Day 6</p> <p>Halverson-Group 2 Hemminger Group 1</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 describe the setting of the story.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Check the students spelling menu homework assignment.</li> <li><b>Take the Unit 3 Week 2 Spelling Test</b></li> <li>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.</li> <li>Complete the Setting pg. 21 in the Reading/Writing Companion Unit 3-4 as a whole group.</li> <li>Review the story "Lizzie Bright and the Buckminster Boy."</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 37 Teacher Manual pg. 223-228 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 38 Teacher Manual pg. 259-263 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>*If a group finishes early, they will be working on their spelling words.</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>

Day	6th Grade Reading	DI
<p>Friday 3/1/24</p> <p>Day 1</p> <p>Halverson-Group 1 Hemminger Group 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 text evidence to support their answers.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Take the "Lizzie Bright and the Buckminster Boy" Test</li> <li>Pass out the new spelling list Unit 3 Week 3.</li> <li>Vocab Parade</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 38 Teacher Manual pg. 229-232 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 39 Teacher Manual pg. 265-268 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>*If a group finishes early, they will be working on any missing work or assignments.</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>
<p>Accommodations and Modifications</p> <p>Included but not limited to:</p>	<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>	

