



Ms. Hemminger's Lesson Plans

April 1- 5, 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:

- **April 3rd: 6th Grade "Stewards of the Environment" Test**
- **April 4th: 5th Grade Spelling Test**

Lesson Plans Subject to Change

| Day | 6th Grade Reading | DI |
|---|--|---|
| <p>Monday 4/1/24</p> <p>Day</p> <p>Halverson-Group Hemminger Group</p> | <p>Spring Break No School</p> | <p>Spring Break No School</p> |
| <p>Tuesday 4/2/24</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"> 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. Reread the story "Stewards of the Environment" in the hardcover reading book pg. 214-217 reviewing as you go through. "Stewards of the Environment" Test will be tomorrow. Have the students add that to their planners. <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 19 Teacher Manual pg. 124-128 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 53 Teacher Manual pg. 346-350 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 4/3/24</p> <p>Day 3 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"> 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. "Stewards of the Environment" Test <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 20 Teacher Manual pg. 129-133 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 54 Teacher Manual pg. 351-355 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 4/4/24</p> <p>Day 4</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 main idea of a passage. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Complete the Reading/Writing Companion Units 3-4 pg. 86-91 reading the text as a whole group. Have the students answer the questions independently, but have a student read out the question and answer choices. If there is time, complete pg. 95 of the Reading/Writing Companion Units 3-4. Look up the story using the link. Read the story aloud together. Have the students work with a partner or small group to answer the questions on pg. 95 using complete sentences. <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 Mastery Test 2 Teacher Manual pg. 134-135 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 55 Teacher Manual pg. 356-361 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 |
|---|---|--|
| Friday 4/5/24 Day 5 Halverson-Group 1 Hemminger Group 2 | <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 4 "The Lightning Thief" pg. 44-56 aloud. Have the students follow along as you read. Discuss as you go through the chapter. Take the Chapter 4 Quiz on my desk. Finish pg. 95 of the Reading/Writing Companion Units 3-4. Look up the story using the link. Read the story aloud together. Have the students work with a partner or small group to answer the questions on pg. 95 using complete sentences. <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 21 Teacher Manual pg. 137-141 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 56 Teacher Manual pg. 363-368 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> |
| 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 | |

