



Ms. Hemminger's Lesson Plans

April 29- May 3, 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 30th-May 1st: Math PSSA Testing**
- **May 3rd: 6th Grade Spelling Test**
- **May 10th: Author Day**

Lesson Plans Subject to Change

Day	6th Grade Reading	DI
<p>Monday 4/29/24</p> <p>Day 3</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. Students will be able to interpret the meaning of words using context clues or roots of the words. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Read Chapter 11 "The Lightning Thief" pg. 168-187 aloud. Have the students follow along as you read. Discuss as you go through the chapter. Complete the trifold section for chapter 11 as a whole group. Collect the trifold to grade. Make sure that they have their names on their trifold.. Take the Chapter 11 Quiz on my desk. <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 33 Teacher Manual pg. 202-206 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 Review Lesson 57 Teacher Manual pg. 369-374 as scripted in the manual. <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 4/30/24</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"> Take the Math PSSA Test Part 1. Read a book at your testing seat. <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"> Resource period to work on any reading or missing assignments that are not math. <p>Group 2:</p> <ul style="list-style-type: none"> Resource period to work on any reading or missing assignments that are not math. <p><u>EVALUATION:</u> Student participation and response</p>



PLANS

Day	6th Grade Reading	DI
<p>Wednesday 5/1/24</p> <p>Day 5</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"> Take the Math PSSA Test Part 2. Read a book at your testing seat. <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"> Resource period to work on any reading or missing assignments that are not math. <p>Group 2:</p> <ul style="list-style-type: none"> Resource period to work on any reading or missing assignments that are not math. <p><u>EVALUATION:</u> Student participation and response</p>
<p>Thursday 5/2/24</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. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Read Chapter 12 "The Lightning Thief" pg. 188-196 aloud. Have the students follow along as you read. Discuss as you go through the chapter. Pass out the second half of the book trifold that is on my desk. Complete the trifold section for chapter 12 as a whole group. They should keep their copy in their ELA folder. Take the Chapter 12 Quiz on my desk. <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 34 Teacher Manual pg. 207-211 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 Review Lesson 58 Teacher Manual pg. 375-379 as scripted in the manual. <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 5/3/24 Day 1 Halverson-Group 2 Hemminger Group 1	<p><u>OBJECTIVES:</u></p> <ul style="list-style-type: none"> The students will be able to find text evidence to support their answers. Students will be able to interpret the meaning of words using context clues or roots of the words. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Take the Unit 4 Week 2 Spelling Test. Read Chapter 13 "The Lightning Thief" pg. 197-211 aloud. Have the students follow along as you read. Discuss as you go through the chapter. Complete the trifold section for chapter 12 as a whole group. They should keep their copy in their ELA folder. Take the Chapter 13 Quiz on my desk. <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 35 Teacher Manual pg. 212-216 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 Review Lesson 59 Teacher Manual pg. 380-385 as scripted in the manual. <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 	

