



# Ms. Hemminger's Lesson Plans

March 25- 29, 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:

- Early Dismissal March 27th
- Spring Break March 28th-April 1st

# Lesson Plans Subject to Change

Day	6th Grade Reading	DI
<p>Monday 3/25/24</p> <p>Day 5</p> <p>Halverson-Group 1 Hemminger Group 2</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>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.</li> <li>Complete the Interactive Worktext pg. 158-159 together.</li> <li>Read Chapter 3 "The Lightning Thief" pg. 29-35 aloud. Have the students follow along as you read. Discuss as you go through the chapter.</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 16 Teacher Manual pg. 108-112 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>Have the students finish the end of Lesson 50's work marked on the post-it on my desk. Complete DI Corrective Reading Decoding B1 Mastery Test 5 Teacher Manual pg. 333-334 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>Tuesday 3/26/24</p> <p>Day 6</p> <p>Halverson-Group 2 Hemminger Group 1</p> <div style="text-align: right;">  </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 Chapter 3 "The Lightning Thief" pg. 35-43 aloud. Have the students follow along as you read. Discuss as you go through the chapter.</li> <li><b>Take the Chapter 3 Quiz</b> on my desk.</li> <li>Review the vocabulary words advocates, irrational, commonplace, designate, optimal, invasive, initial, and insulation by completing the assignment posted on the Wonders site individually with you reading the questions aloud to the students.</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 17 Teacher Manual pg. 113-118 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 51 Teacher Manual pg. 336-340 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 3/27/24</p> <p>Day 1 Halverson-Group 1 Hemminger Group 2</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>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.</li> <li><b>Take the Chapter 4 Quiz</b> on my desk.</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 18 Teacher Manual pg. 119-123 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 52 Teacher Manual pg. 341-345 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>Thursday 3/28/24</p> <p>Day</p> <p>Halverson-Group Hemminger Group</p> 	<p><b>Spring Break</b></p> <p><b>No School</b></p>	<p><b>Spring Break</b></p> <p><b>No School</b></p>

Day	6th Grade Reading	DI
Friday 3/29/24  Day  Halverson-Group Hemminger Group	<b>Spring Break</b>  <b>No School</b>	<b>Spring Break</b>  <b>No School</b>
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>	

