



Ms. Hemminger's Lesson Plans

December 18 - 22, 2023


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 Recess Duty (B Weeks)
1:20-2:00 Progress Monitoring/Intervention (Pull 5th-6th as needed to work on skills and assignments)
2:00-2:30 6th DI (See Lesson Plans)
2:30-2:55 Resource/Intervention (Pull 5th-6th as needed to work on skills and assignments)
2:55-3:15 Prep

Upcoming Events:

- December 19th: 6th Grade "Who Created Democracy" Vocab and Comprehension Test
- December 21st: 5th and 6th Grade Spelling Test
- December 22nd: Early Dismissal
- December 25th-January 2nd Break (unless we have a snowday before then)

Lesson Plans Subject to Change

Day	6th Grade Reading	DI
<p>Monday 12/18/23</p> <p>Day 6</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 compare and contrast events in the story. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Review the new vocabulary words principal, aspiring, speculation, restrict, withstood, foundation, promote, and preceded by reading a definition and having the students tell you what word it is describing. The students can use the word side of their index cards to have a word bank of the vocabulary words. Wonders Text Structure: Compare and Contrast activity as a whole group. Complete the Reading and Writing Companion Units 1-2 pg. 112-113 as a whole group. Have the students complete one of the spelling menu homework assignments for homework. Have them write this in their planner. <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. The student will be working in their workbook on page 67. <p>Group 2:</p> <ul style="list-style-type: none"> Complete DI Corrective Reading Decoding B1 Lesson 18 Teacher Manual pg. 146 -148 exercise 6 as scripted in the manual. <p>*The group working with Kori will be practicing their spelling words until switch.</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Tuesday 12/19/23</p> <p>Day 1</p> <div style="text-align: right;">  </div>	<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 write an argumentative text. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Check the spelling homework. Take the "Who Created Democracy" Test. Read the vocabulary questions only aloud to the students. They can read the comprehension questions to you if they would like to. Read Number the Stars chapter 5 together discussing as you go through the chapter. Have the students complete one of the spelling menu homework assignments for homework. Have them write this in their planner. <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 -138 exercise 5 as scripted in the manual. <p>Group 2:</p> <ul style="list-style-type: none"> Complete DI Corrective Reading Decoding B1 Lesson 18 Teacher Manual pg. 148 exercise 7 -150 as scripted in the manual. <p>*The group working with Kori will be practicing their spelling words until switch.</p> <p><u>EVALUATION:</u> Student participation and response</p>

Day	6th Grade Reading	DI
<p>Wednesday 12/20/23</p> <p>Day 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 spelling homework. Answer the "Number the Stars" Chapter 5 activity/questions posted in the Google Classroom. Read "Number the Stars" chapter 6 discussing as you read through the chapter. Pass out white boards and have the students practice spelling their spelling words (Christmas, stockings, mistletoe, caroling, elves, Santa Claus, candy cane, wreath, December, and festive). Remind the students that their test is tomorrow. Have the student complete the Winter Games Packet individually for a grade. Have the students complete one of the spelling menu homework assignments for homework. Have them write this in their planner. <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. 138 exercise 6-141 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 18 Teacher Manual pg. 151 -152 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions. <p>*The group working with Kori will be practicing their spelling words until switch.</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Thursday 12/21/23</p> <p>Day 3</p>  <p>PLANS</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 compare and contrast events in the story. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Take spelling test. Answer the "Number the Stars" Chapter 6 questions posted in the Google Classroom. Start the Christmas Around the World Comprehension packet. Read the passage as a whole group. Have the students work in a group to answer the comprehension questions in 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 fluency and goal progress monitoring for each student. <p>Group 2:</p> <ul style="list-style-type: none"> Complete fluency and goal progress monitoring for each student. <p>*The group working with Kori will be working on any make up work until switch.</p> <p><u>EVALUATION:</u> Student participation and response</p>

Day	6th Grade Reading	DI
Friday 12/22/23 Day 4	<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 write an argumentative text. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Finish the Christmas Around the World Comprehension packet. As a whole group complete the Venn Diagram. Then discuss the format of a letter. Have the students write a letter using the prompt on the last page of the packet. Collect the packets for a grade. If there is time, read "Number the Stars chapter 7 together and discuss as you go through the chapter. <p><u>EVALUATION:</u> Student participation and response</p>	Early Dismissal
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 	

