

Ms. Hemminger's Lesson Plans

February 12 - 16, 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
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 15th: 5th Grade Spelling Test
- February 15th: 6th Grade Music Field Trip
- February 16th: 6th Grade Spelling Test
- February 19th: Act 80 Day No School

Lesson Plans Subject to Change

Day	6th Grade Reading	DI
<p>Monday 2/12/24</p> <p>Day 6</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 look up a definition using a glossary. The students will be able to correctly apply the new vocabulary words. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Complete the Talk About It section of the Interactive Worktext pg. 114-115 as a whole group. Introduce the new vocabulary words recoiled, feebly, skewed, persistent, dilemma, roused, summon, and vastness. Have the students look up the definition of each vocabulary word in the glossary at the back of their hardcover book. Make flashcards using index cards with the word on the blank side and the definition on the back. Complete the Vocabulary section of the Interactive Worktext pg. 118-119 as a whole group. Complete the Prefix re- section of the Interactive Worktext pg. 119 as a whole group. Complete one of the spelling menu items for homework. <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 29 Teacher Manual pg. 177-180 as scripted in the manual. <p>Group 2:</p> <ul style="list-style-type: none"> Complete DI Corrective Reading Decoding B1 Lesson 30 Teacher Manual pg. 215-219 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 working on their spelling words until switch.</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Tuesday 2/13/24</p> <p>Day 1</p> <p>Halverson-Group 1 Hemminger Group 2</p> <div style="text-align: center;">  </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. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Check the students spelling menu homework assignment. 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. Read the Shared Read "Facing the Storm" in the Interactive Worktext pg. 120-123 as a whole group. Answer the questions in the margin of the book as you read. Have the students complete the Number the Stars Figurative Language assignment posted in Mrs. Mumau's Google Classroom going over the instructions as a whole group. Complete one of the spelling menu items for homework. <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 30 Teacher Manual pg. 182-185 as scripted in the manual. <p>Group 2:</p> <ul style="list-style-type: none"> Complete DI Corrective Reading Decoding B1 Mastery Test 3 Teacher Manual pg. 220-221 as scripted in the manual. Have the student complete the printed copy of the workbook page individually after explaining the directions. <p>*The group working with Kori will be working on their spelling words until switch.</p> <p><u>EVALUATION:</u> Student participation and response</p>

Day	6th Grade Reading	DI
<p>Wednesday 2/14/24</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"> Check the students spelling menu homework assignment. Complete the Talk About It section of the Interactive Worktext pg. 124 as a whole group. Have the students complete the Write About It section of the Interactive Worktext pg. 125 individually. Go over the answers to the Write About It as a whole group. Complete the Analyze a Response pg. 126 in the Interactive Worktext as a whole group. Complete one of the spelling menu items for homework. <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 3 Teacher Manual pg. 188-190 as scripted in the manual. Have the student complete the printed copy of 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 31 Teacher Manual pg. 223-227 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 working on their spelling words until switch.</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Thursday 2/15/24</p> <p>Day 3</p> <p>Halverson-Group 1 Hemminger Group 2</p>	<p><u>OBJECTIVES:</u></p> <ul style="list-style-type: none"> To experience a live musical production in Pittsburgh. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Music Field Trip <p><u>EVALUATION:</u> Student participation and response</p>	<p><u>OBJECTIVES:</u></p> <ul style="list-style-type: none"> To experience a live musical production in Pittsburgh. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Music Field Trip <p><u>EVALUATION:</u> Student participation and response</p>



Day	6th Grade Reading	DI
Friday 2/16/24 Day 4 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. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Take the Unit 3 Week 1 Spelling Test. Complete the Combining Sentences section of the Interactive Worktext pg. 127 as a whole group. 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. Read aloud Chapter 13 Number the Stars. The students need to be following along in the book as you read. <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 31 Teacher Manual pg. 192-196 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 32 Teacher Manual pg. 228-232 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 working on their spelling words until switch.</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 	

