



## Ms. Hemminger's Lesson Plans

January 15 - 19, 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:

- January 15th Act 80 Day No School for Students
- **January 18th 5th Grade Spelling Test**
- **January 19th 6th Grade Spelling Test**
- **January 19th "Roman Diary" Test for 6th Grade**
- January 18th End of the 9 Weeks
- January 24th Link It Reading Test
- January 25th Link It Math Test

# Lesson Plans Subject to Change

Day	6th Grade Reading	DI
<p>Monday 1/15/23</p> <p>Day</p>	<p><b>Act 80 Day</b></p> <p><b>No School for Students</b></p>	<p><b>Act 80 Day</b></p> <p><b>No School for Students</b></p>
<p>Tuesday 1/16/23</p> <p>Day 6</p> <p>Recess Duty</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> <li>• The students will be able to expand on their vocabulary.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>• Answer the questions # 1-4 on "Roman Diary" posted in the ELA Google Classroom as a whole group.</li> <li>• Continue reading "Roman Diary" in the hardcover reading book pg. 116- 121(Teacher's Manual pg. T141E-T141J) going over the questions in the margin of the teacher manual as you read the story.</li> <li>• Review the new vocabulary words commerce, alcove, utmost, exotic, fluent, upheaval, stifling, and domestic 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>• Homework: Complete 1 spelling menu item assignment.</li> </ul> <p><b><u>EVALUATION:</u></b></p> <p>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 24 Teacher Manual pg. 156 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 21 Teacher Manual pg. 169 -170 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>*The group working with Kori will be working on their spelling words until switch.</p> <p><b><u>EVALUATION:</u></b></p> <p>Student participation and response</p>



Day	6th Grade Reading	DI
<p>Wednesday 1/17/23</p> <p>Day 1</p> <p>Recess Duty</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> <li>The students will be able to expand on their vocabulary.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Answer the questions # 5-8 on "Roman Diary" posted in the ELA Google Classroom as a whole group.</li> <li>Continue reading "Roman Diary" in the hardcover reading book pg. 122- 127 (Teacher's Manual pg. T141K-T141P) going over the questions in the margin of the teacher manual as you read the story.</li> <li>Complete the Reading and Writing Companion Unit 1-2 pg. 144-146 together as a whole group.</li> <li>Review the new vocabulary words commerce, alcove, utmost, exotic, fluent, upheaval, stifling, and domestic 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>Homework: Complete 1 spelling menu item assignment.</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 25 Teacher Manual pg. 157-160 as scripted in the manual.</li> </ul> <p>Group 2:</p> <ul style="list-style-type: none"> <li>Complete DI Corrective Reading Decoding B1 Lesson 22 Teacher Manual pg. 171 -174 as scripted in the manual.</li> </ul> <p>*The group working with Kori will be working on their spelling words until switch.</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>
<p>Thursday 1/18/23</p> <p>Day 2</p> <p>Recess Duty</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> <li>The students will be able to expand on their vocabulary.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Answer the questions # 9-12 on "Roman Diary" posted in the ELA Google Classroom as a whole group.</li> <li>Read " The Genius of Roman Aqueducts" pg. 130-132 (Teacher's Manual pg. T143A-T143C) and answer the questions in the margin of the teacher's manual.</li> <li>Complete the Reading and Writing Companion Unit 1-2 pg. 148-150 as a whole group.</li> <li>Homework: Complete 1 spelling menu item assignment. The spelling test will be tomorrow.</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 25 Teacher Manual pg. 161 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 22 Teacher Manual pg. 175 as scripted in the manual. Have the student complete the workbook page individually after explaining the directions.</li> </ul> <p>*The group working with Kori will be working on their spelling words until switch.</p> <p><b><u>EVALUATION:</u></b> Student participation and response</p>

Day	6th Grade Reading	DI
Friday 1/19/23  Day 3  Recess Duty	<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> <li>The students will be able to identify clue word to help figure out the point of view.</li> </ul> <p><b><u>ACTIVITIES:</u></b></p> <ul style="list-style-type: none"> <li>Take the <b>Unit 2 Week 4 Spelling Test</b>.</li> <li>Take the <b>Unit 2 Weeks 3-4 Test on "Roman Diary" Test</b></li> <li>Read aloud Chapter 9 Number the Stars. The students need to be following along in the book as you read..</li> <li>Have the students complete the Number the Stars Chapter 9 activity posted in their ELA Google Classroom individually. Have the students read the questions and answer choices aloud to you, but they will select their answers individually and turn in the assignment to be graded.</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 fluency and goal progress monitoring for each student.</li> </ul> <p>Group 2:</p> <ul style="list-style-type: none"> <li>Complete fluency and goal progress monitoring for each student.</li> </ul> <p>*The group working with Kori will be working on their MobyMax assignments until switch.</p> <p><b><u>EVALUATION:</u></b>            Student participation and response</p>
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>	

