



Ms. Hemminger's Lesson Plans

January 8 - 12, 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 11th Spelling Test
- January 18th End of the 9 Weeks
- January 24th Link It Reading Test
- January 25th Link It Reading Test

Lesson Plans Subject to Change

| Day | 6th Grade Reading | DI |
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| <p>Monday 1/8/23</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. The students will be able to expand on their vocabulary. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> 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. Complete the Talk About It section on pg. 90 in the Interactive Worktext together as a whole group. Complete the Write About It section of pg. 91 in the Interactive Worktext individually after going over the directions. Remind the students to write in complete sentences. Go over the Write About It section of pg. 91 in the Interactive Worktext as a whole group. Homework: Complete 1 spelling menu item assignment. <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 23 Teacher Manual pg. 148 exercise 5-150 as scripted in the manual. <p>Group 2:</p> <ul style="list-style-type: none"> Complete DI Corrective Reading Decoding B1 Lesson 20 Teacher Manual pg. 159 -162 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 science project or spelling words until switch.</p> <p><u>EVALUATION:</u> Student participation and response</p> |
| <p>Tuesday 1/9/23</p> <p>Day 3</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 use subject-verb agreement in their writing. The students will be able to identify clue word to help figure out the point of view. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Complete the Analyze a Response pg. 92 in the Interactive Worktext as a whole group. Talk about Subject-Verb Agreement. Complete the Interactive Worktext pg. 93 together as a whole group. Have the students sign in to Wonders for reading and have them complete the vocabulary practice assignment for Unit 2 Weeks 3-4 individually. Read each of the questions aloud to the students though as they go through. Complete the Reading/Writing Companion pg. 140-141 together as a whole group. Homework: Complete 1 spelling menu item assignment. <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 23 Teacher Manual pg. 151 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 Mastery Test 2 Teacher Manual pg. 163 -164 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> |



| Day | 6th Grade Reading | DI |
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| <p>Wednesday 1/10/23</p> <p>Day 4</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 identify clue word to help figure out the point of view. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Start reading "Roman Diary" in the hardcover reading book pg. 112-top of 118 (Teacher's Manual pg. T141A-T141G) going over the questions in the margin of the teacher manual as you read the story. <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 24 Teacher Manual pg. 152-155 as scripted in the manual. <p>Group 2:</p> <ul style="list-style-type: none"> Complete DI Corrective Reading Decoding B1 Lesson 21 Teacher Manual pg. 166 -168 as scripted in the manual. <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 1/11/23</p> <p>Day 5</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 expand on their vocabulary. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Continue reading "Roman Diary" in the hardcover reading book pg. 118- 127(Teacher's Manual pg. T141G-T141P) going over the questions in the margin of the teacher manual as you read the story. 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. <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 24 Teacher Manual pg. 156 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 21 Teacher Manual pg. 169 -170 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> |



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| Day | 6th Grade Reading | DI |
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| Friday 1/12/23 Day 6 | <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 identify clue word to help figure out the point of view. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Listen to Chapter 8 Number the Stars posted on my Google Classroom using headphones. The students need to be following along in the book as they listen. Have the students complete the Number the Stars Chapter 8 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. Have the students complete the Point of View Assignment posted on the Wonders website. 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. <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 their MobyMax assignments 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 | |

