



Ms. Hemminger's Lesson Plans

November 13 - 17, 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 6th Science Mrs. Cordaro's Room Assist the teacher, modify and adapt assignments for my students)
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:

- November 13th Parent Teacher Conferences
- **November 17th: 5th and 6th Grade Spelling Test**
- **November 17th: "The Economic Roller Coaster Test"**
- November 20th: Brian's Winter Project Due for 6th Grade
- November 22nd Early Dismissal
- November 23rd-28th Thanksgiving Break

Lesson Plans Subject to Change

Day	6th Grade Reading	DI
Monday 11/13/23 Day	Parent Teacher Conferences No School	Parent Teacher Conferences No School
Tuesday 11/14/23 Day 4 Recess Duty	<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"> Review what we have talked about so far in "The Economic Roller Coaster" pg. 50-53. Continue reading "The Economic Roller Coaster" pg. 54-55 discussing and answering the questions in the teacher manual as you go. Review the vocabulary words. Work on the Brian's Winter Character Trait project. Come up with two character traits that Brian has in the story. Find the story evidence looking back in the book. Write the character trait and your proof down on a piece of paper with the page number that you found the detail that supports that character trait. <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 14 Teacher Manual pg. 96 - 97 exercise 5 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 11 Teacher Manual pg. 99-103 "Tim Asked Questions" 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 Brian's Winter Project until they switch.</p> <p><u>EVALUATION:</u> Student participation and response</p>



Day	6th Grade Reading	DI
<p>Wednesday 11/15/23</p> <p>Day 5</p> <p>Recess Duty</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"> Review the vocabulary words using flashcards posted on Wonders. Read "Brian's Winter" Chapter 16 aloud having the students follow along as you read. Discuss the chapter as you read. Have the students complete the "Brian's Winter" Chapter 16 questions independently. Collect them for a grade. They are to look back in the book to find their answers. Work on the Brian's Winter Character Trait project. Come up with two character traits that Brian has in the story. Find the story evidence looking back in the book. Write the character trait and your proof down on a piece of paper with the page number that you found the detail that supports that character trait. <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 14 Teacher Manual pg. 97 exercise 6-100 "The Smartest Pitcher" 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 12 Teacher Manual pg. 104-107 exercise 8 as scripted in the manual. <p>*The group working with Kori will be working on their Brian's Winter Project until they switch.</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Thursday 11/16/23</p> <p>Day 6</p> <p>Recess Duty</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"> Read "Brian's Winter" Chapter 17 and the epilogue aloud having the students follow along as you read. Discuss the chapter as you read. Have the students complete the "Brian's Winter" Chapter 17 questions independently. Collect them for a grade. They are to look back in the book to find their answers. Work on the Brian's Winter Character Trait project. Come up with two character traits that Brian has in the story. Find the story evidence looking back in the book. Write the character trait and your proof down on a piece of paper with the page number that you found the detail that supports that character trait. <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 15 Teacher Manual pg. 101-102 exercise 5 as scripted in the manual. <p>Group 2:</p> <ul style="list-style-type: none"> Complete DI Corrective Reading Decoding B1 Lesson 12 Teacher Manual pg. 107-110 "Time and His Big Sister" 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 Brian's Winter Project until they switch.</p> <p><u>EVALUATION:</u> Student participation and response</p>



Day	6th Grade Reading	DI
Friday 11/17/23 Day 1 Recess Duty	<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 Economic Roller Coaster" Vocabulary and Comprehension Test. Take the Thanksgiving Words Spelling Test. Work on the Brian's Winter Character Trait project. Come up with two character traits that Brian has in the story. Find the story evidence looking back in the book. Write the character trait and your proof down on a piece of paper with the page number that you found the detail that supports that character trait. <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 the Brian's Winter Project until they 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 	

