



Ms. Hemminger's Lesson Plans

December 11 - 15, 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 14th: 5th and 6th Grade Spelling Test
- December 15th: 6th Grade "Who Created Democracy" Vocab and Comprehension Test
- December 22nd: Early Dismissal

Lesson Plans Subject to Change

Day	6th Grade Reading	DI
<p>Monday 12/11/23</p> <p>Day 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 compare and contrast topics from the story using text evidence. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> Complete the Analyze Response section on pg. 76 in the Interactive Worktext as a whole group. Looking back in the text to answer the questions. Complete the Complete Sentences section on pg. 77 in the Interactive Worktext individually. Then discuss the answers as a whole group. Start reading aloud the story for the week "Who Created Democracy?" pg. 98-101 in the hardcover reading book. Discuss and answer the questions in the margins of the teacher manual as you go along (T43A-T43D). <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 19 Teacher Manual pg. 124-125 exercise 5 as scripted in the manual. <p>Group 2:</p> <ul style="list-style-type: none"> Complete DI Corrective Reading Decoding B1 Lesson 16 Teacher Manual pg. 134 exercise 8 -138 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 the reading Problem of the Week assignment until switch.</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Tuesday 12/12/23</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 compare and contrast topics from the story using text evidence. <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. Continue reading aloud the story for the week "Who Created Democracy?" pg. 102-107 in the hardcover reading book. Discuss and answer the questions in the margins of the teacher manual as you go along (T43E-T43J). <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 19 Teacher Manual pg. 125 exercise 6-128 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 17 Teacher Manual pg. 139 -141 exercise 7 as scripted in the manual. <p>*The group working with Kori will be working on the reading Problem of the Week assignment until switch.</p> <p><u>EVALUATION:</u> Student participation and response</p>



Day	6th Grade Reading	DI
<p>Wednesday 12/13/23</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 compare and contrast events in the story. <p><u>ACTIVITIES:</u></p> <ul style="list-style-type: none"> 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. Read Number the Stars chapter 3 as a whole group. Stopping to discuss what is happening as you go through the chapter. <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 20 Teacher Manual pg. 129-130 exercise 4 as scripted in the manual. <p>Group 2:</p> <ul style="list-style-type: none"> Complete DI Corrective Reading Decoding B1 Lesson 17 Teacher Manual pg. 141 exercise 8 -145 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 the reading Problem of the Week assignment until switch.</p> <p><u>EVALUATION:</u> Student participation and response</p>
<p>Thursday 12/14/23</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 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 3 questions posted in the Google Classroom. Review the vocabulary words using the cards posted on the Wonders site. <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 20 Teacher Manual pg. 130 exercise 5-133 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. 147 -148 exercise 6 as scripted in the manual. <p>*The group working with Kori will be working on the reading Problem of the Week assignment until switch.</p> <p><u>EVALUATION:</u> Student participation and response</p>

Day	6th Grade Reading	DI
Friday 12/15/23 Day 5	<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"> 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. Submit the Reading Problem of the Week on the Google Classroom. <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 MobyMax Math Chapter assignment 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 	

