



WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential

2024- 2025 Lesson Plan Template

Teacher: **MRS. MAYFIELD**

Subject: **READING BY DESIGN**

Week of:	Monday	Tuesday	Wednesday	Friday
January 19, 2025	January 20, 2025	January 21, 2025	January 22, 2025	January 24, 2025
-			Thursday	
January 25, 2025			January 23, 2025	
TEKS	NOT APPLICABLE Martin Luther King, Jr. Day	(1)(B): Writing In cursive, (6.2), 12.4	(1)(B): Writing In cursive, (6.2), 12.4, ELA.5.2.B, ELA.7.2.A	Standard E2.8.D, Standard 8.8.D.i

Learning Objective		<p>SWBAT use syllable division strategies to break down multisyllabic words.</p> <p>Students will be able to find Spelling Words in different VERB TENSES when reading pages 98 and 99 in The READING BY DESIGN book.</p>	<p>SWBAT apply phonics and morphological rules (prefixes, roots, and suffixes) to decode unfamiliar words. They will also be able to practice encoding words using learned</p> <p>Spelling Rules and Patterns.</p> <hr/>	<p>SWBAT read a STAAR II passage before analyzing, making inferences about it, and writing a summary of the controlling ideas in each paragraph of the text.</p>

			The DOUBLING RULE And The DROPPING RULE.	
Higher Order Thinking Questions	Higher Order Thinking Questions	Higher Order Thinking Questions	Higher Order Thinking Questions	Higher Order Thinking Questions
Agenda		1) DO NOW ALPHABET STRIP Students will say the alphabet from the Final Position to the Initial position. Students will watch, "The Cursive Letter M" Youtube videos: Students to trace the cursive Letter M on the LINKAGE PAGE – page 335.	1) DO NOW ALPHABET STRIP Recite the Alphabet starting at the Initial Position to the Final Position. Students will punctuate every fourth letter with a !, ?, and . 2) Next, students will start at the Final Position and recite to the Medial Position. 3) Code New Words TEACHER will guide students during a CODING review of	1) DO NOW HOW FAST CAN YOU WRITE THE CURSIVE LETTER M? How fast can you spell ? A) B) C) D) 1) Distribute STAAR II Stories for students to read. 2) T to model finding the controlling ideas in a paragraph. 3) T to guide students

		<p>5) Students to do</p> <p>Coding of Words</p> <p>on page 100.</p> <p>6) Students to do</p> <p>Auditory Discovery</p> <p>On page 101</p> <p>Provide tactile spelling activities like Sky Writing and Alphabet Manipulatives.</p> <p>Re - read "UE" words in sentences.</p>	<p>specific words.</p> <p>4) Read Text, then annotate text to find the Spelling Word in its different Verb Tenses.</p> <p>Students will underline and/or Highlight examples of words in different forms in addition to underlining the rhyming words.</p> <p>5) VOCABULARY</p> <p>Tissues, Rescue Squad, Barbecue Cook - Off, Statue, Escalate, Exchange, Compromised, Appetizing, Value</p> <p>6) CODING PRACTICE</p> <p>Students will independently code specific words.</p> <p>7) Review "UE" words in the text.</p>	<p>to use inference to find the controlling idea (s) in a text.</p> <p>4) Students to find controlling ideas in paragraphs and share with classmates.</p> <p>5) Students to highlight controlling ideas in the paragraphs.</p> <p>6) Students to underline textual evidence.</p> <p>7) Students to summarize the controlling ideas verbally paragraph by paragraph.</p> <p>8) Students to summarize the controlling idea (s) in each paragraph in written form.</p>
--	--	--	---	---

			Summarize the text.	
Demonstration of Learning		Given that students have practiced writing the cursive letter M, and have read the M words in exemplar sentences, they will feel more comfortable writing in cursive. Students will have paired dyslexic students with peer buddies for collaborative decoding and spelling practice.	Given that students have applied Phonics and morphological rules (prefixes, roots, and suffixes) to decode unfamiliar words. They will also be able to practice encoding words using learned Spelling Rules and Patterns , they should pass a Spelling Test with eighty - percent accuracy.	Based on the students' reading fluency, they will analyze and summarize the controlling ideas in a story both orally and in written form. In doing so, students will be able to write a Short - Constructed - Response (SCR) during the STAAR TEST with an eighty - percent passing rate.
Intervention & Extension		Choral Reading, Students echo Teacher, Draw arcs to join phrases , T to show Anchor	INTERVENTIONS: Activity: Use manipulatives or visual aids to help students understand how "ed" and "ing" change a word's meaning. For example, use cards with base words that students can physically	HOMEWORK: Create a "word tree" by building words from a root word using different prefixes and suffixes. Example: Root <i>teach</i> → <i>teacher</i> , <i>teaching</i> , <i>unteachable</i> . Discuss strategies that helped during the

			manipulate to add endings.	activities. Highlight how these skills apply to real-world reading and writing tasks. <hr/>
Resources Pencils Blue or Black ink pens Notebook paper <i>Reading By Design</i> book		<i>READING BY DESIGN</i> Book pages 100, 101 READING BY DESIGN Cards Word cards with root words, prefixes, and suffixes. suffixes. Visual aids showing how - to write cursive M, You Tube video showing how - to write the cursive M	<i>READING BY DESIGN</i> Pages, 102, 102, 103 READING BY DESIGN Cards Anchor Chart Watch Our Writing (W.O.W.) Visual aids showing how - to write cursive H, You Tube video showing how - to write the cursive H Handwriting lined paper, Handwriting	<i>READING BY DESIGN</i> Pencil Response Cards DECODE, ENGAGE, EMERGE books, Selected books from the Resource Room

		Handwriting Linkage Page	Linkage Page. Access to assistive technology (e.g., text-to-speech apps or dyslexia-friendly fonts).	
--	--	-------------------------------------	---	--