

WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential



2024- 2025 Lesson Plan Template



Teacher: **MRS. MAYFIELD**

Subject: **READING BY DESIGN**

Week of: January 26, 2025 - February 01, 2025	Monday January 27, 2025	Tuesday January 28, 2025	Wednesday January 29, 2025 Thursday January 30, 2025	Friday January 31, 2025
TEKS	(1)(B): Writing In cursive, (6.2), 12.4 Standard 8.8.D.i	(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 write the Upper Case and lower case Cursive Letter M m , and read a STAAR II passage before analyzing, making inferences about the characterization of Lina, and writing a summary of the controlling ideas in each page of the</p>	<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 Pattern</p>	<p>SWBAT read a STAAR II passage before analyzing, making inferences about the characterization of Lina, and cite evidence from the dialogue of the play.</p>

	text. Today's STAAR II passage is excerpted from the play, "That's Not What Happened."			
Higher Order Thinking Questions	Higher Order Thinking Questions TBD	Higher Order Thinking Questions TBD	Higher Order Thinking Questions TBD	Higher Order Thinking Questions TBD
Agenda	<p>1) DO NOW</p> <p>Students will re-watch, "The Cursive Letter M"</p> <p>Youtube videos:</p> <p> Cursive Lesson 34...</p> <p>and</p> <p> Cursive Writing for...</p> <p>How fast can you spell</p> <p>_____ in</p>	<p>1) DO NOW</p> <p>ALPHABET STRIP</p> <p>Students to trace the cursive Letter N on the LINKAGE PAGE – page 335.</p> <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>1) DO NOW</p> <p>ALPHABET STRIP</p> <p>Recite the Alphabet starting at the Initial Position to the Final Position. Students will punctuate every fourth letter with a !, ?, and .</p> <p>2) Next, students will start at the Final Position and recite to the Medial Position.</p> <p>3) Code New Words</p> <p>On pages 100, 101</p>	<p>1) DO NOW</p> <p>HOW FAST CAN YOU WRITE THE CURSIVE LETTER N?</p> <p>How fast can you spell ?</p> <p>A) B) C) D)</p> <p>1) Distribute STAAR II Stories for students to read.</p> <p>2) T to model finding the controlling ideas in a paragraph.</p>

	<p>Cursive ?</p> <p>The words are:</p> <p>Monday,</p> <p>Money,</p> <p>Motor Skills,</p> <p>Motor Cycle,</p> <p>Morose</p> <p>3) Students prepare story by themselves.</p> <p>4) T to read parts of the play.</p> <p>5) Students to alternate reading Aloud.</p> <p>6) T to guide students</p>	<p>On page 101</p> <p>Provide tactile spelling activities like Sky Writing and Alphabet Manipulatives.</p> <p>Re - read "IE" and "ICE" words in sentences.</p> <p>7) Begin learning how - to write the Upper Case Cursive Letter N.</p> <p>Refer to videos:</p> <p> Pencil Pete's Cursi...</p> <p>and</p> <p> letter N, cursive h...</p>	<p>TEACHER will guide students during a CODING review of 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>Practice, Notice, Price, Priced Slice, Sliced</p> <p>6) SPELLING TEST</p> <p>7) Review "IE" and "ICE" words in the text.</p>	<p>3) T to guide students to use inference to find the controlling idea (s) in a text.</p> <p>4) Students to find controlling ideas in the dialogue and share with classmates.</p> <p>5) Students to highlight controlling ideas in the paragraphs.</p> <p>6) Students to <u>underline</u> 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>
--	--	--	---	---

	<p>on where to find the controlling ideas of the passage.</p> <p>7) Students to underline controlling ideas of the passage.</p>	and the Linkage page.	<p>Brief, Niece, Jamie, Stephanie, Thief, Prairie, Chief, Achieve, Achievement</p> <p>Riddle from page 99 in the READING BY DESIGN book:</p> <p>"I am a person who steals from others. I try to be sneaky because I don't want anyone to see me or hear me. I rhyme with chief. I am a _____."</p> <p>Thief</p>	
Demonstration of Learning	Based on the students' reading fluency of the play, "That's Not What Happened", 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 answers to STAAR questions with an	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	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	Based on the students' reading fluency, they will analyze and summarize the controlling ideas in a play 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.

	eighty - percent passing rate.	collaborative decoding and spelling practice.	Spelling Rules and Patterns , they should pass a Spelling Test with eighty - percent accuracy.	
Intervention & Extension	<p>Choral Reading, Students echo Teacher, Draw arcs to join phrases ,</p> <p>T to show Anchor Chart of VOWEL PAIRS, FINAL STABLE SYLLABLES .</p>	<p>Choral Reading, Students echo Teacher, Draw arcs to join phrases ,</p> <p>T to show Anchor Chart of VOWEL PAIRS, FINAL STABLE SYLLABLES .</p>	<p>INTERVENTIONS:</p> <p>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 manipulate to add endings.</p>	<p>EXTENSION:</p> <p>Students to work in pairs or a triad to create ten lines of dialogue for a play that they create and write together.</p> <hr/>
Resources		<p><i>READING BY DESIGN</i></p> <p><i>Book pages 100, 101</i></p> <p>READING BY DESIGN</p>	<p><i>READING BY DESIGN</i></p> <p>Pages, 102, 102, 103</p> <p>READING BY DESIGN Cards</p>	<p><i>READING BY DESIGN</i></p> <p>Pencil</p> <p>Response Cards</p>

<p>Notebook paper</p> <p><i>Reading By Design</i> book</p>		<p>Cards</p> <p>Word cards with root words, prefixes, and suffixes.</p> <p>suffixes.</p> <p>Visual aids showing how - to write cursive M, You Tube video showing how - to write the cursive M</p> <p>Handwriting Linkage Page</p>	<p>Anchor Chart</p> <p>Watch Our Writing (W.O.W.)</p> <p>Visual aids showing how - to write cursive H, You Tube video showing how - to write the cursive H</p> <p>Handwriting lined paper, Handwriting Linkage Page.</p> <p>Access to assistive technology (e.g., text-to-speech apps or dyslexia-friendly fonts).</p>	<p>DECODE,</p> <p>ENGAGE,</p> <p>EMERGE books,</p> <p>Selected books from the Resource Room</p>
--	--	--	---	---