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**2024- 2025 Lesson Plan Template Teacher: MRS. MAYFIELD Subject: READING BY DESIGN**

| **Week of:**  **December 08, 2024**  **-**  **December 14, 2024** | **Monday**    **December 09, 2024** | **Tuesday**  **December 10, 2024** | **Wednesday**  **December 11, 2024**  **Thursday**  **December 12, 2024** | **Friday**  **December 13, 2024** |
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| **TEKS** |  |  |  | 10. 4 B 10. 4 Bii |
| **Learning Objective** | **SWBAT** read a short  Passage,  “The Foggy,  Dreary Day”  and  then identify  the “oo”, “oa”, and “ou” Vowel Pairs in the passage. Students will underline and then pronounce the Vowel Pairs in each word, and then underline the Vowel Pairs. | **SWBAT** discover that  “oa” comes after short vowels and that “Ge” usually follows long vowels. They will code words that are familiar to them and learn to code words that are unfamiliar to them in order to quickly locate letter patterns within words.  [How to Pronounce the J Sound Spelled DGE - English Pronunciation Follow Along Daily Practice](https://youtu.be/Mp99u_u03W8?si=_cEOFcBGj4MJMUWx) | **SWBAT**  Spell “Nge” and  other “Ge”  words correctly.  Students will also segment words into phonemes and then count the phonemes in each words.  Students will prepare sentences with “Nge” and “Ge” patterns. | **SWBAT** re - read a  STAAR ENGLISH  II  passage with the  purpose of identifying explicit and implicit characterization. Students will read a new passage to write a Short - Constructed Response. |
| **Higher Order Thinking Questions** | **Higher Order Thinking Questions** TBD | **Higher Order Thinking Questions** TBD | **Higher Order Thinking Questions** What is the premise for  saying and repeating Vowel Pair Tongue Twisters?  How does segmenting words help with accurate Spelling of words ?  Why is important to know how to use a tangible Dictionary ? | **Higher Order Thinking Question** TBD |
| **Agenda** | 1. **DO NOW:**   **ALPHABET ARC**  Recite the Alphabet  from the Initial  Position to the Final  Position, changing  inflection every  fourth letter.      **AGENDA**  **DO NOW:** Alphabet  Letters.  Students will spell”   1. School 2. Soaked 3. Took 4. Outside 5. Mount 6. Croaked   **(3 minutes)**  [3 Minute Timer](https://youtu.be/iHdviZkM7S4?si=NPyEYB53MnMb5dWJ)  **Direct Instruction**  **(10 minutes)**  A Read a sentence and  have students echo.  B T to review VOWEL  PAIR SYLLABLES:  OO, OA, OU, AI  and oo  C T to show Anchor  Charts of VOWEL  PAIRS  D T to quickly review  CODING for  words  **Guided Practice**  **(10 minutes)**  **Auditory /Visual**  **Discovery**  **T** to say words:  Weekly, crisply, flatly,  Lively, lonely, sadly,  happily, lovely  Happily, lovely, weekly  Next, T to say words:  Looked, Shook.Brook,  Croak, Croaked, Soaked,  Outside, Mount, Mounted, Count, Counted  **T** to review Suffixes  And to say,  “The spelling of the  Suffix never changes, but sometimes the spelling of the base word changes.  Students to echo **T** when she pronounces and spells words.  **T** to inform students  that the Suffix **ly** is of  Latin origin. **Ly**  means like or how;  or having qualities of something.  **TEACHER** to remind students that they can use a mirror to look at how their mouths move when pronouncing words.  Students to discover the Suffix **y** by repeating the following words and looking at their mouths in a mirror.  Dusty, drafty, glassy, smoky, wavy, muddy, foggy, lucky  **Independent**  **Practice**  **(15 minutes)**  A Students to repeat  words ending with  **ly** and **y** while  looking at the mirror as they are pronouncing words with aforementioned suffixes.  B Students to CODE LY  words and Y words.  C Assign a short  section of **RM 29:**  **LESSON 12 for READING PRACTICE.**  **Demonstration Of**  **Learning**  **(5 minutes)**  **Students to say and**  **Spell words. Students to Code Words.**  Students to CODE **LY**  and **Y** words.  **Materials Needed:**   * “Mr. Scrooge in a Tub” * Whiteboard and markers * Characterization graphic organizers * Highlighters * Sentence stems | 1. **DO NOW**   **ALPHABET STRIP**  Recite the Alphabet starting at the Initial Position and pausing at the Medial Position. Then going back to the Initial Position. Lastly,  Students start at Medial Position and continue to Final Position.  [Autumn 2 Minute Fall Timer with Calming Music 🍂 and Alarm at End](https://youtu.be/Xpi4ay2RCvw?si=Zr_6TDapXhYknU9V)   1. Teacher Does: Review   Of  Coding Base Words + Suffixes from yesterday’s Lesson.  Remind students of new CODING RULES.  **Y**  **When coding letters that end in Y, double the consonant and add the letter y.**  **For example,**  **Sun + The Suffix y**  **\* Remember to add the consonant (n),**  **= Sunny**  **Fun + the Suffix y**  **\* Remember to add the consonant (n),**  **= Funny**  **SHAKY**  **FOGGY**  **PEPPY**  **FLOPPY**  **LUCKY**  [**Adding Suffixes to Words Ending in 'Y' | Spelling | EasyTeaching**](https://youtu.be/9aaXE9tWbD4?si=ASQkcennnYvjYckB)  ·   1. **MRS # 1**   **ORAL CHORAL**  Students to Echo the above Words   1. **MRS #2**   **Turn and Talk**   1. **SPELLING**   **EXPLAIN**  **SPELLING PROCEDURES AND RULES TO STUDENTS.**   1. **REVIEW**   **Save Our Spelling (S.O.S.) Procedures**  **(page 82)**   1. Carefully Pronounce one word. 2. Students repeat the word. 3. Students segment the word into phonemes, counting phonemes. 4. Students write a grapheme for each phoneme. 5. Students read the word to check.   **T** “Does your word  look like mine?”  **T** to review the  **Doubling Rule** first,  Then the **Dropping**  **Rule.**  **DOUBLING RULE**  If a one - syllable, short vowel word ends with one vowel and one consonant and you are adding a Vowel Suffix, you must double the final letter before adding the suffix.  E.G. Sun to Sunny – Y  is a Vowel Suffix.  **DROPPING RULE**  If a person is adding a Vowel Suffix to a word that ends with a silent **e**, drop the e before adding the suffix.  E.G. Wave to Wavy   * Students to fold their papers into thirds and labe each section as listed:  1. **Doubling Rule** 2. **Dropping Rule** 3. **NO CHANGE**   The Teacher will say words:  Funny, lonely, foggy, weekly, shaky, bony, peppy, flatly, floppy, whiny, lucky, slimy  And the students will put the words in the sections where the words belong.  **ANSWERS:**  **DOUBLING RULE**  Funny, Foggy, Peppy,  Floppy  **DROPPING RULE**  Shaky, Bony, Whiny,  Slimy  **NO CHANGE**  Lonely, Weekly, Flatly,  Lucky | 1. **DO NOW:**   **ALPHABET STRIP**  Recite the Alphabet from the Initial Position to the Final Position.  [1 Minute Timer Bomb [BURGER] 🍔](https://youtu.be/b3Ez7QsaSsE?si=1JdNI_ZZWOPuiXN1)  Next, recite the Alphabet from the Final Position to the Initial Position.  [1 Minute Timer Bomb [BURGER] 🍔](https://youtu.be/b3Ez7QsaSsE?si=1JdNI_ZZWOPuiXN1)    **AGENDA**  Teacher Does  Demonstrate how to code base words with **LY** and **Y** suffixes ; followed by review of Vowel Pair Rules.  (e.g., underlining the Vowel Pair).  WEEKLY  BLEAKLY  FRANKLY  CANDIDLY  Guided Practice  A Warm Call on students  to code new words.  B Show students how -  to write letters in  Cursive.  C Place W.O.W. Anchor  Chart on the wall.  **T to remind students about Watch Our Writing (W.O.W.)**  procedures.  D Everyone practices  writing a couple of  letters in Cursive.   1. **MRS # 1**   **ORAL CHORAL**  Students to Echo the above Words  LESSON 13 MASTERY  CHECK  Teacher has a TEACHER RECORDING SHEET and  STUDENTS have a Student  Exam Sheet.  T to quickly review High Frequency Words.  Students to ECHO.  Students to have a Spelling Test (page 91) . | 1. **DO NOW**   TBD  **AGENDA**  Teacher Does  **T** to give students the  **WEEKLY WRAP - UP** .  – Next, students to echo words and warm - call students to answer questions.  **STAAR**  **READING PASSAGE PRACTICE**    “ ”  **MRS**    – Ask students R.R.Q.s  **MRS**  **– T** to instruct students  to prepare the story |
| **Demonstration of Learning** | **Graphic Organizer:**  **RM 31: Character**  **Traits**  **Changes Over Time**  ( Page 86) | Based on the **TEACHER’s …..**  How fast can you spell,  \_\_\_\_\_\_\_\_\_\_ ?  Stooge  Scrooge  Stoop  Goose  **T** to put timer on for  thirty seconds.  [30 Second Timer](https://youtu.be/0yZcDeVsj_Y?si=VMoATSoznkTVi_8A) .  Next, the “Age” words,  Cage  Rage  Stage  **T** to put timer on for thirty seconds. | Given the Learning Objective, students easily write one "OO" word, one “OA” verb with "ed," and one verb with "ing," along with a sentence for each. This can be collected as they leave the classroom.  This structure helps scaffold learning while focusing on specific phonetic and morphological concepts.  Teacher to blend words together during Phoneme  Reading Practice.  Spelling Practice  See pages 77, 78. 79  High Frequency Words  Four, Friend, Goes  SUFFIXES LY, Y  Use Morpheme Deck  **TEACHERS** to use Spelling Deck cards to have students fill - in missing letter (s) of words. | See pages 80, 81 |
| **Intervention & Extension** | Choral Reading,  Students echo Teacher,  Draw arcs to join phrases ,  **T** to show Anchor  Charts | **INTERVENTIONS:**    **T** to use visuals and color coding for students needing extra help.  Anchor Charts to show images with Coding  Patterns.  Choral Reading;  Reading a sentence and  Having students **ECHO**.  **EXTENDED PRACTICE:**  **RM 30: Lesson 12**  **Reading Passage Practice**  Students scan a passage and code any unknown words. Students may read silently, with a partner, or chorally. The goal is to build fluency and expression with each reading. | **INTERVENTIONS:**  Students create sentences using "Nge" words.  **T** to provide additional support to struggling students by working in small groups.  **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.  Riddle: I am usually made of metal. I am attached to a door or a gate to allow it to open. I am a \_\_\_\_\_\_ . | **INTERVENTIONS:**    Choral Reading.  Students to first Echo the Teacher with High  Frequency Words and then read stories aloud independently.  The Teacher will observe and only interrupt the student when necessary to pronounce a word or phrase correctly.. |
| **Resources**  Pencils  Blue or Black ink pens  Notebook paper  ***Reading By Design***  book | *READING BY DESIGN*  *Book* pages 80, 81      **Anchor Chart**  **READING BY**  **DESIGN**  **cards** | *READING BY DESIGN*  *Book* pages 81, 82    **Anchor Chart**  **READING BY DESIGN**  **cards** | *READING BY DESIGN*  Pages 83, 84, 85, 86    **READING BY DESIGN**  **cards**  ***Reading By Design***  book  Pages 73, 74, 75 | *READING BY DESIGN*  **Pages 87, 88**  **Pencil**  **Response Cards**  **DECODE,**  **ENGAGE,**  **EMERGE books** |