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

| **Week of:**  **December 15, 2024**  **-**  **December 21, 2024** | **Monday**    **December 16, 2024** | **Tuesday**  **December 17, 2024** | **Wednesday**  **December 18, 2024**  **Thursday**  **December 19, 2024** | **Friday**  **December 20, 2024** |
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| **TEKS** |  |  |  |  |
| **Learning Objective** | **SWBAT** review for  FINAL EXAM. | **SWBAT** review for  Final Exam.  [How to Pronounce the J Sound Spelled DGE - English Pronunciation Follow Along Daily Practice](https://youtu.be/Mp99u_u03W8?si=_cEOFcBGj4MJMUWx) | **SWBAT** review for  Final Exam, and  then take Final  Exam. —--------------> (Thursday) | **SWBAT** look at their  graded  Final Exam, and  Realize where their academic weaknesses lie in regards to Reading  Interpretation. |
| **Higher Order Thinking Questions** | **Higher Order Thinking Questions** TBD | **Higher Order Thinking Questions** 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: | 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 .  [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. **REVIEW for**   **FINAL EXAM**   1. **Reading Comprehension**   **Assignment** | 1. **Listen to a Podcast and discuss.** 2. **DO a Holiday - themed READING**   **CLOZE.** |
| **Demonstration of Learning** |  | Based on the **TEACHER’s …..**  How fast can you spell,  \_\_\_\_\_\_\_\_\_\_ ?  Stooge  Scrooge  Stoop | High Frequency Words  Four, Friend, Goes  SUFFIXES LY, Y  Use Morpheme Deck |  |
| **Intervention & Extension** | Choral Reading,  Students echo Teacher,  Draw arcs to join phrases ,  **T** to show Anchor  Charts | **INTERVENTIONS:**      **EXTENDED PRACTICE:** | **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 manipulate to add endings. | **INTERVENTIONS:**    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 87, 88      **Anchor Chart**  **READING BY**  **DESIGN**  **cards** | *READING BY DESIGN*  *Pages 89, 90, 91*    **Anchor Chart**  **READING BY DESIGN**  **cards** | *READING BY DESIGN*  Page 92, 93    **READING BY DESIGN**  **cards**  ***Reading By Design***  book | *READING BY DESIGN*  **Pencil**  **Response Cards**  **DECODE,**  **ENGAGE,**  **EMERGE books** |