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

| **Week of:**  **October 27, 2024**  **-**  **November 02, 2024** | **Monday**    **October 28, 2024** | **Tuesday**  **October 29, 2024** | **Wednesday**  **October 30, 2024**  **Thursday**  **October 31, 2024** | **Friday**  **November 1, 2024** |
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| **TEKS** | ELA.1.2.B.i  Phonetic Awareness and Morphemes  [ELA 1.2.A.v](https://teksguide.org/teks/ela12av)  **9.2 A** | ELA.1.2.B.i  Phonics and Word Recognition, Blending, Coding, Spelling  [ELA 1.2.A.v](https://teksguide.org/teks/ela12av)  ELA 4.1 A | **TEKS ELA 5.B.3**  **TEKS ELA 5.B.4** | **TEKS ELA .5(b)(7):** |
| **Learning Objective** | **SWBAT** Activate  prior  Knowledge from The Reading Comprehension assignment on Friday, October 25th, 2024 by summarizing the key points from stories read.  Begin Lesson 10 on page 64 of ***READING by DESIGN***  “Dge” words like edge, ridge, sludge . | **SWBAT**  Identify,  decode, and  use "dge"  words in  context. | **SWBAT** pronounce and  Spell “dge”  Words correctly and will ascertain meanings of new “dge” words. | **SWBAT** Students will be  voicing the  character traits of  the main  characters from  the stories that  were recently  Read.  **TEACHER :** What are  character  traits and  why do you  Need to identify them as you are reading fiction ?  [1 Minute and 30 Seconds Timer](https://youtu.be/Nxw81hEYnig?si=5dMtz5A7Lc_LTa6Z)  Students to jot answers down on their notebook paper. When timer sounds, students spend one minute exchanging answers with their partners.  **MRS: Ink - Pair - Share**  [2 Minute Timer (DOG HEAVEN) 🐕](https://youtu.be/99nl9blaNuY?si=A4O5yPN7XSd28ba0)  **Students to write their answers for character traits on the white boards.**  Students will analyze a passage and construct a well-organized response that demonstrates comprehension, critical thinking, and writing skills. |
| **Higher Order Thinking Questions** | **Discussion Prompt:** Facilitate a whole-class discussion with the question: "How might the story change if the character had different motivations?"  **Critical Thinking:** Encourage students to consider alternate scenarios and how character motivations influence the overall narrative. | How do people code  “DGE” words and  How are “dge” words different from other Final Stable Syllables that we have coded before? | What is the premise for  saying and repeating Vowel Pair Tongue Twisters?  “Would it be beneficial to say a “dge” Tongue Twister?”  Justify your answers. | How does the author’s use of language affect your understanding of the main idea?  What alternative interpretations could be made about the text?  How would you connect the themes of this passage to a current event or personal experience? |
| **Agenda** | **T** to show  students a  few minutes  of The **Westside High School** Parade from 2023.  Next, T to show a short news clip of  **Westside High School’s** Pep Rally.   1. **DO NOW:**   **Turn and Talk** about one thing you are looking forward to during **Homecoming Week.**  **Student A:**  What are you excited about doing this week – Homecoming Week?  (Thirty Seconds)  **Student B:**  I would like to watch The Homecoming Parade, and I think the Pep Rally sounds fun !  (Thirty Seconds)  Students switch roles after one minute.      **AGENDA**  Teacher Does   1. Review “The 5 W s of Reading Comprehension”  **. Teacher Modeling (10-15 minutes)** Read a passage aloud from the selected text, modeling think-aloud strategies to analyze character motivations. Use guiding questions such as:  – What does this character want?  – What obstacles do they face?  – How do their motivations affect their decisions?   * **Visual Aid:** Use a character motivation chart on the board to record findings.  1. Auditory Discovery 2. “DGE” Words   Guided Practice  In small groups, have students read a different passage. Provide a character motivation graphic organizer. Encourage groups to discuss:  Character desires and motivations //  Character adversities (obstacles) .  **Activity**:   1. **MRS**   **QUICK WRITE**  **What motivation does the character have to overcome his or her fears and hurdle the obstacles?**  **MRS # 2 Using the**  **Whiteboard, write a “dge” word and then draw the word.** | 1. **DO NOW:**     Introduce the "dge" spelling pattern. Explain that this pattern typically occurs at the end of words after a short vowel sound.  Write "dge" on the board and brainstorm examples with students. **Highlight** the sounds.  **AGENDA**   1. **DO NOW**   Students to listen to the phonemes in find, father, first and then spell the words on their notebook paper.  f/i/n/d  f/a/t/h/e/r  f/i/r/s/t  Guided Practice  Add punctuation to the Alphabet Strips and allow students to orate with their partner.  For example,  ABCD ? EFGH. IJK ?  LMNO ! QRS. TUV ?  WX ! YZ.  Students will hold their Alphabet Strips in front of them and then recite it once to themselves before reciting the punctuated Alphabet Strips to their partner.  **MRS: Whip Around**  **Students to turn around to the student in back of them to tell them a word that has au or aw in the Initial position, the Medial position, or the Final position.**    **T** to make rounds and  Narrate some student  examples in sentence  form.  **Activity**: 1. Have  students  write the  definitions  for  the words:  A Judge  B Ledge  C Wedge  2. Auditory Discovery  **Listening Activity:**  Play sentences containing "dge" words (e.g., “The judge sat on  the ledge.”). Have students listen for the "dge" sound.  After listening, ask students to identify the "dge" words they heard.  Guided Practice  Use word cards. Show one card at a time and have students say the word out loud. Encourage them to clap the syllables for each word.  **Sound Discrimination:**  **T** to Say words aloud and ask students to repeat. Focus on the "dge" sound and the short vowel preceding it.  Divide students into pairs and provide them with a set of word cards.  Have them take turns reading words aloud and create sentences for the words.  Independent Practice  (5 minutes)  Hand out worksheets with fill-in-the-blank sentences using "dge" words.  Include a section where students can draw a picture that represents one of the word. | 1. **DO NOW:**   Students to tell their shoulder partners a  “DGE” word and the partner must repeat the word and then write the definition of the word.  In example,  **Student A**  **My word is badge.**  **Student B**  **Badge - (Noun) A**  **metal pin worn**    **to identify people who are Deputies, Police Officers, and Sheriffs.**  [Feel the Trail(gil) of KOREA #VisitKoreaYear](https://youtu.be/4ihwjoM0pwg?si=e2Mhlr3STOf5c87a)  **AGENDA**  Teacher Does  Spell Bridge, Lodge, Sledge on the CLEVER BOARD and then Code the words.  Teacher Does  Teaches students how - to code “DGE” words.  **A** Underline the trigraph,  dge . Write a **v** underneath the first vowel and write a **c** underneath the first consonant.  **B** Cross out the d and e .  C Code the g with a dot.  Guided Practice  Tell students to code words:  edge, wedge, dodge. lodge, badge, bridge, fridge  [3 Min Countdown Timer (Roller Coaster) 🎢](https://youtu.be/76h0m81x-bM?si=OnCXanVwkHcQ-5IV)  When timer sounds, **T** to ask students, “Do your words look like mine ?”  Based on student feedback, this is the opportunity to monitor and adjust.  **MRS: Turn and Talk**  **Student A:**  **What is the difference between an edge and a ledge ?**  **Student B: The**  **difference**  **between an**  **edge and a ledge is**    **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .**  Next, **T** to code a few  “Dge” words from page 68 in ***The* *READING BY DESIGN***book following the  I M F  format.  **T** to make rounds and then show answers on the Clever Board. Ask  Students, “Do your words look like mine ?”  **Activity**: 1. Have  students  edit their words if needed.  [💗1-Minute Timer | Pink Checkered Countdown & Soft Bell 🌟 4K](https://youtu.be/sgs4Ebj0MTw?si=xR0vK3yfolpbb_po)  2. Students to prepare  “**dge**” sentences and  be ready to share  aloud.  (RM 24 LESSON 10 )  Reading Practice  3. Oral Choral  Students to listen to what the **Teacher** says and repeat it.  4. Students to use a  green highlighter to  highlight words they do  not know. A call for  help, one of their  friends can explain  what the unknown  words means.  **T** to encourage  students to go to  VOCABULARY.COM .  5. Spelling Practice  S.O.S.  Review Anchor Chart  Pass the spelling paper  to each student.  Students to spell  **edge,wedge, sledge, dodge. lodge, fudge, badge, bridge, fridge** | 1. **DO NOW:**   Bridge yesterday’s Lesson to Today’s.  Using the words from yesterday, which word is an Honorary Office ?  (A judge)  What is a hedge ?  A hedge is \_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  Students to find answers for hedge independently.  **Activity:** Students to use  Sentence  Stems:  “What do you mean by  \_\_\_\_\_\_\_\_\_\_\_\_ ?”  Either to clarify what the **Teacher** has said or their partner has said.  “Could you give me an example of \_\_\_\_\_\_\_\_ ?”  Teacher Modeling of  STAAR II ECR  Introduce the selected passage. Read it aloud while highlighting key ideas.  Model how to identify the main idea and supporting details.  Demonstrate how to use a graphic organizer to plan a constructed response, showing the connection between the text and their ideas.  Discuss the importance of restating the prompt and providing evidence from the text.  Guided Practice  In pairs, students will read a new passage and identify the main idea and key details using a shared graphic organizer.  Each pair will create a thesis statement and list supporting evidence together.  **T** to circulate the  classroom and be  available to students  posing questions.  Independent Practice  Students will write their own extended constructed response based on the passage.  Remind them to follow the structure: introduction (restating the prompt), body (supporting details with evidence), and conclusion.  Allow time for drafting, and encourage students to refer back to the rubric for guidance.  EXIT TICKET  T to ask students,  What was the most challenging part of writing your response today? How can you improve your writing process for next time?" |
| **Demonstration of Learning** | Have students write down one new thing they learned about character motivations today.  Have students copy the list of “dge”  Words. Then the student will write a sentence for each word.      . | Review the words learned and their meanings.  Ask students to share their sentences with the class.  Reinforce the "dge" spelling pattern and its sound.  Review completed worksheets to check for understanding of "dge" words and their meanings. | Students will be coding and spelling “dge” words with seventy - percent accuracy.They will **acquire new VOCABULARY from page 68.** | Students to gain comprehension of what is being read when they read  “The Lodge on the Lake”  RM 25: LESSON 10,  READING PASSAGE  PRACTICE  and **The STAAR II Extended Constructed Response** text,  “The Song of the Lark” by  Willa Cather |
| **Intervention & Extension** | INTERVENTIONS:  **T** to provide additional support to struggling students by working in small groups.  **Activity**: One on  One  reading,  decoding words on a page, student to listen to Teacher’s inflection when she reads a few pages of the student’s book. | INTERVENTIONS:  Review au, aw  What was the most challenging part of writing your response today? How can you improve your writing process for next time?"Use au, aw Anchor Chart  VOWEL PAIR SYLLABLES and The Special Situation Cards:  A - The accented A s  **EXTENSION:**  Encourage students to find additional "dge" words in books or in their environment.  Assessment: Students  To match the “dge” definitions with the words.  Someone who makes decisions in a court \_\_  A narrow shelf. \_\_  A piece that tapers to a thin edge. \_\_ | INTERVENTIONS:  Peer to Peer Teaching.  **T** to provide additional support to struggling students by working in small groups.  **EXTENSION:** Find a  news  article or magazine article that directly relates to what you did in class today. | INTERVENTIONS  Fix - Up Strategy  From ***READING BY DESIGN*** ,  For struggling readers: **T**  to provide a summary of the text and key vocabulary words before reading. Use paired reading strategies.  **EXTENSION:** Have  parents  look at **STAAR ECR RUBRIC** and read their child’s written draft. Parents to provide constructive criticism for their child’s **Extended Constructed Response**. |
| **Resources**  Pencils  Blue or Black ink pens  Notebook paper  ***Reading By Design***  book | Selected book or short story  Character motivation chart (for modeling)  Graphic organizers (for guided and independent practice)  **The 5 W s Reading Comprehension Questions.**  Page 63 | High Frequency Word Cards for  Find, Father, First    READING DECK CARDS with "dge" words: judge, ledge, wedge, dodge, edge, badge, fudge, sludge  Worksheets for practice and assessment  Pages 65, 66 | Notebook paper  Pencil  Blue or Black Ink  Tangible Dictionary OR  Online Dictionary.  Prefix - Suffix TEST    **Books**  **READING BY DESIGN**  **cards**  Page 67, 68 | Page 69 |