

WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential



2024- 2025 Lesson Plan Template

Teacher: **MRS. MAYFIELD**

Subject: **READING BY DESIGN**

Week of: January 13, 2025 - January 18, 2025	Monday January 13, 2025	Tuesday January 14, 2025	Wednesday January 15, 2025 Thursday January 16, 2025	Friday January 17, 2025
TEKS	§110.5. English Language Arts and Reading, Grade 3 (1)(B): Writing In cursive, (6.2), 12.4	(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 practice writing the cursive H. Read pages 96 and 97 in The READING BY DESIGN book to improve handwriting and to increase Spelling accuracy by reading sentences constructed with Spelling Words.</p> <p>Argue, Arguing, Blues, Barbecue,</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 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>

	Continue, Cue, Cueing, Due, Glue, Hue, Rescue, Rescued, Statue, Statues, Tissue, Tissues, Value, Valued		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	<p>1) DO NOW</p> <p>ALPHABET STRIP</p> <p>Students will say the alphabet from the Final Position to the Initial position.</p> <p>2) Students will watch, "The Cursive Letter H"</p> <p>Youtube videos:</p> <p> Pencil Pete's Cursi...</p> <p> letter H, cursive h...</p> <p>and look for the</p>	<p>1)DO NOW</p> <p>ALPHABET STRIP</p> <p>Students will start at the Final Position and recite to the Medial Position.</p> <p>Z Y X W V U T S R Q</p> <p>P O N M</p> <p>5) Discuss spelling changes when adding suffixes (e.g., doubling consonants,</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>1) DO NOW</p> <p>ALPHABET STRIP</p> <p>2) Distribute STAAR II Stories for students to read.</p> <p>3) T to model finding the controlling ideas in a paragraph.</p> <p>4) T to guide students to use inference to find the controlling idea (s) in a text.</p> <p>5) Students to find controlling ideas in paragraphs and</p>

	<p>way in which the hand strokes the letter H in cursive.</p> <p>3) Students to write the Upper Case cursive letter H on two rows of the lined Handwriting paper.</p> <p>4) Students to trace the cursive Letter H on the LINKAGE PAGE – page 334.</p> <p>5) Students to do</p> <p>RM 34: LESSON</p> <p>READING PRACTICE</p> <p>on page 96.</p> <p>6) Students to do</p> <p>RM 35: LESSON</p> <p>READING PRACTICE</p>	<p>dropping the final e).</p> <p>6) Dyslexia</p> <p>Adaptation:</p> <p>Provide tactile spelling activities like Sky Writing and Alphabet Manipulatives.</p> <p>7) Re - read "UE" words in sentences.</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>Tissues, Rescue Squad, Barbecue, Cook - Off, Statue, Escalate, Exchange, Compromised, Appetizing, Value</p> <p>6) CODING PRACTICE</p> <p>Students will independently code</p>	<p>share with classmates.</p> <p>6) Students to highlight controlling ideas in the paragraphs.</p> <p>7) Students to underline textual evidence.</p> <p>8) Students to summarize the controlling ideas verbally paragraph by paragraph.</p> <p>9) Students to summarize the controlling idea (s) in each paragraph in written form.</p>
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	on page 97.		specific words. 7) Review "UE" words in the text. Summarize the text.	
Demonstration of Learning	Given that students have practiced writing the cursive letter H, and have read the H 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.	<p>Given that students have learned the DOUBLING and DROPPING RULES FOR CODING WORDS, they will have practiced</p> <p>Decoding:</p> <p><i>Unstoppable</i> (prefix: <i>un</i>, root: <i>stop</i>, suffix: <i>able</i>).</p> <p><i>Disconnected</i> (prefix: <i>dis</i>, root: <i>connect</i>, suffix: <i>ed</i>) in order to review Spelling Prefixes and suffixes (e.g., <i>reform</i>, <i>transformation</i>).</p> <ul style="list-style-type: none"> ○ Discuss spelling changes when adding suffixes (e.g., 	<p>Given that students have 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, they should pass a Spelling Test with eighty - percent accuracy.</p>	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.

		doubling consonants, dropping the final e).		
Intervention & Extension	<p>Choral Reading, Students echo Teacher, Draw arcs to join phrases , T to show Anchor Charts</p>	<p>INTERVENTIONS:</p> <p>EXTENDED PRACTICE:</p> <p>Students will write sentences using the words: Houston, Hawaii, Harry, Happy, Happiness</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>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>.</p> <p>Discuss strategies that helped during the activities.</p> <p>Highlight how these skills apply to real-world reading and writing tasks.</p> <hr/>
Resources	<i>READING BY DESIGN</i>	<i>READING BY DESIGN</i>	<i>READING BY DESIGN</i>	<i>READING BY DESIGN</i>

<p>Pencils</p> <p>Blue or Black ink pens</p> <p>Notebook paper</p> <p><i>Reading By Design</i> book</p>	<p><i>Book pages 96, 97</i></p> <p>READING BY DESIGN</p> <p>Cards</p> <p>Word cards with root words, prefixes, and suffixes.</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><i>Pages 98, 99</i></p> <p>Anchor Chart</p> <p>Watch Our Writing (W.O.W.)</p> <p>READING BY DESIGN</p> <p>Cards</p> <p>Word cards with root words, prefixes, and suffixes.</p> <p>Multisensory tools (e.g., sand trays for tracing letters, colored markers for word parts).</p> <p>Access to assistive technology (e.g., text-to-speech apps or dyslexia-friendly fonts).</p>	<p><i>Pages, 101 100</i></p> <p>READING BY DESIGN</p> <p>Cards</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>Pencil</p> <p>Response Cards</p> <p>DECODE,</p> <p>ENGAGE,</p> <p>EMERGE books,</p> <p>Selected books from the Resource Room</p>
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