



# WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential

2024- 2025 Lesson Plan Template

Teacher: **MRS. MAYFIELD**

Subject: **READING BY DESIGN**

Week of:	Monday	Tuesday	Wednesday	Friday
November 10, 2024 - November 16, 2024	November 11, 2024	November 12, 2024	November 13, 2024  Thursday November 14, 2024	November 15, 2024
<b>TEKS</b>	10. 4 B  10. 4 Bii	1.2 Bi  4.1 A 10.31.	1.2 Bi  4.1 A 10.31.	10. 4 B  10. 4 Bii

<b>Learning Objective</b>	<b>SWBAT</b> identify explicit and implicit characterization while reviewing a text.	<b>SWBAT</b> discover that "Dge" 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 clearly locate letter patterns within words.	<b>SWBAT</b> 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.	<b>SWBAT</b> re - read a passage with the purpose of identifying explicit and implicit characterization, recite Tongue Twisters to improve pronunciation of words, have students practice moving their jaws and mouths a particular way to create muscle memory for letter or word patterns that in time, will help them find patterns of how - to pronounce words of the same letter orientation. Students will read a new passage to apply what they have learned this week in regards to "Dge", "Nge", and "Ge" words.

<p><b>Higher Order Thinking Questions</b></p>	<p><b>Higher Order Thinking Questions for Explicit and Implicit Characterization Lesson</b></p> <p><b>1. Analysis:</b></p> <p>How does the author use explicit characterization to shape your perception of the protagonist?</p> <p>Can you identify a moment in the text where implicit characterization reveals a significant trait about the main character? Explain your reasoning.</p> <p>How do the character's actions and dialogue provide insight into their personality and motivations?</p> <p><b>2. Evaluation:</b></p> <p>Which form of</p>	<p><b>Higher Order Thinking Questions</b></p> <p>What is the premise for saying and repeating Vowel Pair Tongue Twisters?</p>	<p><b>Higher Order Thinking Questions</b></p> <p>What is the premise for saying and repeating Vowel Pair Tongue Twisters?</p> <p>How does segmenting words help with accurate Spelling of words ?</p> <p>Why is important to know how to use a tangible Dictionary ?</p>	<p><b>Higher Order Thinking Questions</b></p> <ul style="list-style-type: none"> <li>• ow do the events in the story change the protagonist's perspective or actions? Provide evidence from the text.</li> <li>• What are the relationships between the characters, and how do they affect the outcome of the story?</li> <li>• How does the structure of the text contribute to the meaning or theme?</li> </ul> <p><b>2. Synthesis (Creating new ideas or connections)</b></p> <ul style="list-style-type: none"> <li>• If you were to add another chapter to this text, how would it alter the story? What would happen next?</li> <li>• Can you propose an alternative ending</li> </ul>
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	<p>characterization (explicit or implicit) do you find more effective in understanding the character? Why?</p> <p>Evaluate the character's development throughout the text. How do explicit and implicit details contribute to this development?</p> <p>How reliable is the explicit characterization provided by the author? Could there be bias or unreliable narration affecting our perception?</p> <p><b>2. Synthesis:</b></p> <p>Imagine you are the author of this text. How would you use implicit characterization to reveal a hidden aspect of a character's</p>			<p>to the story? How would it change the message or theme of the text?</p>
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	<p>personality?</p> <p>Create a scenario where a character's implicit actions contrast with explicit descriptions. How does this affect the reader's understanding of the character?</p> <p><b>3. Application:</b></p> <p>How can understanding both explicit and implicit characterization help you in writing your o</p> <p>How might you apply the concept of implicit characterization to analyze characters in other literary works or media (e.g., movies, TV shows)?</p> <p><b>4. Creation:</b></p> <p>Write a short paragraph that uses both explicit and</p>			
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	<p>implicit characterization to introduce a new character to the story. How do these methods complement each other?</p> <p>Design a graphic organizer that could help other students distinguish between explicit and implicit characterization in a text.</p> <p><b>5. Comprehension:</b></p> <p>Summarize how the author uses explicit and implicit characterization to develop the character's role in the story.</p> <p>In your own words, explain the difference between explicit and implicit characterization, and give an example of each from the text.</p> <p><b>5. Connection:</b></p>			
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	<p>How does the use of implicit characterization in this text compare to another text you have read?</p> <p>Can you relate a character's implicit traits to someone you know in real life? How do their actions and dialogue reveal their personality?</p> <p><b>6. Prediction:</b></p> <p>Based on the implicit characterization, what do you predict will happen to the character in the future? Why?</p> <p>How might the story change if the author relied solely on explicit characterization?</p>			
<b>Agenda</b>	<b>1) DO NOW:</b>	<b>1) DO NOW:</b>	<b>1) DO NOW:</b>	<b>1) DO NOW</b>

<p><b>T</b> to briefly review with students the "The Song of the Lark" by Willa Cather</p> <p><b>STAAR II passage.</b></p>	<p>Understanding Characterization</p> <ol style="list-style-type: none"> <li>1. Think about a character from a book, movie, or TV show that you know well.</li> <li>2. On the index card provided, write down: - One explicit trait of the character (something directly stated or clearly shown). - One implicit trait of the character (something you infer from their actions, dialogue, or interactions).</li> <li>3. Use the following sentence stems to help you: - "One explicit trait of [character's name] is..." - "One implicit trait of [character's name] is..."</li> <li>4. Be prepared to share your</li> </ol>	<p>Students to recite a Tongue Twister that has "Dge" words.</p> <p>Then The Teacher will time the students reciting the "Dge" word Tongue Twisters.</p> <ol style="list-style-type: none"> <li>A) "Judge Sonia Sotomayor sat at the lodge sipping orange juice while her friend trudged up the hill collecting samples of sludge."</li> <li>B) "The begrudging badger would not budge while eating fudge at the lodge."</li> </ol> <p><u>Teacher Does</u></p> <p>Review "DGE" words by segmenting the sounds and then blending them together.</p>	<p>Students to list as many "Nge" and "Ge" words as they can in one minute.</p> <p><b>AGENDA</b></p> <p><u>Teacher Does</u></p> <p>Model blending "Nge" and "Ge" words by segmenting the sounds and then blending them together.</p> <p><u>Teacher Does</u></p> <p>Demonstrate how to code "Nge" words (e.g., underlining the vowel pair).</p> <p><u>Guided Practice</u></p> <p>Students to Engage in spelling activities that highlight "Nge" "Ge" patterns.</p> <p><b>MRS: Turn and Talk</b></p>	<p>Students to create their own Tongue Twister to recite to the class.</p> <p><b>AGENDA</b></p> <p><u>Teacher Does</u></p> <p><b>T</b> to give students the <b>WEEKLY WRAP - UP</b>.</p> <p>– Next, students to echo words and warm - call students to answer questions.</p> <p>– <b>T</b> to read p 75,</p> <p><b>RM 27: LESSON 11</b></p> <p><b>READING PASSAGE PRACTICE</b></p> <p>"Mr. Scrooge and the Tub"</p> <p><b>MRS</b></p> <p>– Ask students R.R.Q.s</p> <p><b>MRS</b></p>
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	<p>examples with the class.</p> <hr/> <p><b>AGENDA</b></p> <p><b>DO NOW Activity</b></p> <p><b>(5 minutes)</b></p> <p>Activate prior knowledge.</p> <p>Write one explicit and one implicit trait of a character using sentence stems.</p> <p>Share examples with the class.</p> <p><b><u>Direct Instruction</u></b></p> <p><b>(10 minutes)</b></p> <p>Define explicit characterization.</p> <p>Define implicit characterization.</p> <p>Provide examples of each.</p> <p>Discuss examples with the class.</p>	<p><u>Teacher Does</u></p> <p>Code "DGE" words.</p> <p>Next, she introduces "Nge" words and models how to code them.</p> <p>Hinge, Binge, Clinge, Cringe, Ezing, Fringe, Swinge, Twinge, Zwing</p> <p><b>MRS # 1</b></p> <p><b>ORAL CHORALE</b></p> <p>Students to Echo the above Words</p> <p><b>MRS #n2</b></p> <p>Then, Teacher to ask students to sort words with the "NGE" words in the Initial, Medial, and Final Position.</p>	<p><b>Student A:</b></p> <p><b>What is a word that rhymes with hinge ?</b></p> <p><b>Student B:</b></p> <p><b>Binge or Cringe</b></p> <hr/> <p><b>Student A:</b></p> <p><b>What do those words mean ?</b></p> <p><b>Binge means</b></p> <hr/> <p><b>Student to answer.</b></p> <p><b>Student A to Student B:</b></p> <p><b>You can look in the Dictionary to find the meaning of</b></p> <p><b>Cringe .</b></p> <p><b>Student B:</b></p> <p><b>Ah, okay.</b></p> <p><b>Cringe means</b></p> <hr/>	<p>– <b>T</b> to instruct students to prepare the story on pages 76, 77, 78, 79</p> <p>– Socratic Seminar for</p> <p><b>RM 28: Character Trails</b></p> <p>Part 2, "LaTonya's New School"</p>
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	<p><b><u>Guided Practice</u></b></p> <p><b>(10 minutes)</b></p> <p>Distribute copies of the text.</p> <p>Read a short section aloud as a class.</p> <p>Highlight or underline one explicit and one implicit characterization together.</p> <p>Discuss using sentence stems.</p> <p><b><u>Independent Practice</u></b></p> <p><b>(15 minutes)</b></p> <p>Assign a short section of the text for independent or paired reading.</p> <p>Use highlighters to mark explicit and implicit characterization.</p> <p>Complete characterization graphic organizer</p>		<p>Next, <b>T</b> to code a few “Nge” words and then assign one page of words for students to code by themselves. After students have had a couple of minutes to practice independently, <b>T</b> to make rounds and then show answers on the Clever Board.</p> <p>Ask Students,</p> <p>“Do your words look like mine ?”</p> <p><b>Activity:</b> 1. Have students</p> <p>Dive deep into reflecting on words containing <b>“Nge”</b> words and then share what they think with their partners.</p> <p>2. Students to prepare <b>“Nge”</b> sentences and be ready to share aloud.</p> <p>3. Audiovisual Discovery</p> <p>4. <b>T</b> to show “Nge” Anchor Chart</p>	
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	<p>using sentence stems.</p> <p><b>Demonstration Of Learning</b></p> <p><b>(5 minutes)</b></p> <p>Share findings with a partner.</p> <p>Discuss the differences between explicit and implicit characterization using sentence stems.</p> <p>Complete Exit Ticket with sentence stems:</p> <p>"One thing I learned about explicit characterization is..."</p> <p>"One example of implicit characterization from the text is..."</p> <p><b><u>Guided Practice</u></b></p> <p><b><u>(10 minutes)</u></b></p> <p><b><u>Text Review:</u></b></p> <p>Distribute copies the</p>		<p>5. Engage in spelling activities that highlight "Nge" patterns.</p>	
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	<p>chosen text to the students.</p> <p>Read a short section of the text aloud as a class.</p> <p>Highlight or underline one example of explicit and one of implicit characterization together.</p> <p><b><u>Class Discussion:</u></b></p> <p>Discuss the examples found in the text using sentence stems.</p> <p>Ask guiding questions using sentence stems:</p> <p>"The text directly states that the character is..."</p> <p>"From the character's actions, we can infer that..."</p> <p><b>Graphic Organizer:</b></p> <ul style="list-style-type: none"> <li>• Hand out characterization graphic organizers.</li> </ul>			
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- Complete one section together as a class using the text and sentence stems

**Materials Needed:**

- Copies of a short story or an excerpt from a novel.
- Whiteboard and markers
- Characterization graphic organizers
- Highlighters
- Index cards

	<ul style="list-style-type: none"> <li>• Sentence stems</li> </ul>			
<b>Demonstration of Learning</b>		<p>Based on the <b>TEACHER's</b> Quick review of "Dge" words and Nge words, students acquire Academic Language, improve Spelling. and Apply using a tangible Dictionary to find the definitions – meanings , Spellings of words.</p> <p>How fast can you spell, _____ ?</p> <p>Badge</p> <p>Wedge</p> <p>Judge</p> <p>Begrudge</p> <p>Sludge, et cetera</p> <p><b>T</b> to put timer on for thirty seconds.</p> <p>Next, the "Nge" words,</p>	<p>Given the Learning Objective, students easily write one "NGE" word, one verb with "ed," and one verb with "ing," along with a sentence for each. This can be collected as they leave the classroom.</p> <p>This structure helps scaffold learning while focusing on specific phonetic and morphological concepts.</p> <p>Teacher to blend words together during Phoneme</p> <p>Reading Practice.</p> <p>Spelling Practice</p> <p>See pages 71 , 72 , 73</p> <p><b>TEACHERS</b> to use Spelling Deck cards to have students fill - in missing letter (s) of words.</p>	<p>Given that students have taken a formal assessment, <b>DICTATION</b>; followed by Reading Comprehension passages that are not similar, they are developing listening skills, spelling with fewer mistakes, writing in complete sentences, and evaluating information using analysis and inference.</p>

		<p><b>T</b> to put timer on for thirty seconds.</p> <p>Students write words in the <b>Initial, Medial, and Final Positions</b> while honing their Dictionary Skills by searching the meaning of unfamiliar "Nge" and "Ge" words to acquire familiarity and meanings.</p>		
<b>Intervention &amp; Extension</b>		<p>INTERVENTIONS:</p> <p><b>T</b> to use visuals and color coding for students needing extra help.</p>	<p>INTERVENTIONS:</p> <p>Students create sentences using "Nge" words.  <b>T</b> to provide additional support to struggling students by working in small groups.</p> <p><b>Activity:</b> 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>Riddle: I am usually made of metal. I am attached to</p>	<p>INTERVENTIONS:</p> <p>Students to first Echo the Teacher with High Frequency Words and then read stories aloud independently.</p> <p>The Teacher will observe and only interrupt the student when necessary to pronounce a word or phrase correctly..</p>

			<p>a door or a gate to allow it to open. I am a _____ .</p> <p><b>hinge</b></p>	
<p><b>Resources</b></p> <p>Pencils</p> <p>Blue or Black ink pens</p> <p>Notebook paper</p> <p><i>Reading By Design</i> book</p>	<p><b>READING BY DESIGN</b></p> <p><b>cards</b></p>	<p><b>READING BY DESIGN</b></p> <p><b>cards</b></p> <p><i>Reading By Design</i> book</p> <p>Pages 70, 71, 72</p>	<p>Notebook paper</p> <p>Pencil</p> <p>Blue or Black Ink</p> <p><b>READING BY DESIGN</b></p> <p><b>cards</b></p> <p><i>Reading By Design</i> book</p> <p>Pages 73, 74, 75</p>	<p><b>Notebook paper</b></p> <p><b>Pencil</b></p> <p><b>Response Cards</b></p> <p><b>DECODE,</b></p> <p><b>ENGAGE,</b></p> <p><b>EMERGE books</b></p>