


# 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
<b>February 09, 2025</b>	February 10, 2025	February 11, 2025	February 12, 2025	February 14, 2025
-			Thursday	
<b>February 15, 2025</b>			February 13, 2025	
TEKS	(1)(B): <b>Writing</b> In cursive, (6.2), 12.4  <b>Standard 8.8.D.i</b>	(1)(B): <b>Writing</b> In cursive, (6.2), 12.4	(1)(B): <b>Writing</b> In cursive, (6.2), 12.4, ELA.5.2.B, ELA.7.2.A	<b>WESTSIDE</b>  <b>HIGH</b>  <b>SCHOOL</b>  <b>PROFESSIONAL</b> <b>DEVELOPMENT</b>


				<b>DAY !</b>
<b>Learning Objective</b>	<p><b>SWBAT</b> use syllable division strategies to break down multisyllabic words.</p> <p><b>Student Will Also Be Able To</b> write the Upper Case and lower case Cursive Letter</p>	<p><b>SWBAT</b> Students will be able to find <b>Spelling Words</b> in different <b>VERB TENSES</b> when reading pages 101 and 102 in The <b>READING BY DESIGN</b> book.</p>	<p><b>SWBAT</b> read a STAAR II passage before analyzing, making inferences about the characterization of Lina, and writing a summary of the controlling ideas in each page of the play. Students to annotate and cite evidence of</p>	

	L I.		<p><b>Direct Characterization</b> and <b>Indirect (Implicit) Characterization</b> of a play.</p> <p><b>STAAR QUESTION TO STUDENTS:</b></p> <p><b>How does the playwright's characterization of Lina contribute to the theme of the play ?</b></p> <p><b>Support your answer with evidence from the play.</b></p> <p><b>T to ask students to say their answers aloud in regards to Direct Characterization (yellow) and Implicit Characterization (green).</b></p> <p><b>T to read exemplar and then well - written and poorly written student responses.</b></p> <p>Students to apply phonics and morphological rules (prefixes,</p>	
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			<p>roots, and suffixes) to decode unfamiliar words. They will also be able to practice encoding words using learned</p> <p><b>Spelling Rules and Pattern</b></p>	
<b>Higher Order Thinking Questions</b>	<p><b>Higher Order Thinking Questions</b></p> <p><b>A) How can understanding syllable division patterns help you decode unfamiliar multisyllabic words, and what role do these patterns play in improving your reading fluency and comprehension?</b></p>	<p><b>Higher Order Thinking Questions</b></p> <p><b>A) How do the verb tense changes in the spelling words you encounter on pages 101 and 102 of <i>Reading by Design</i> affect the meaning and usage of these words in context?</b></p> <p><b>B) Provide examples of how recognizing</b></p>	<p><b>Higher Order Thinking Questions</b></p> <p><b>A) TO BE DETERMINED</b></p> <p><b>B) TO BE DETERMINED</b></p>	

**B) Explain how you might apply this strategy to break down a complex word you have never seen before.**




**the tense of a verb can help you understand the timeline or action in the passage.**

			<p>1) Review <b>W.O.W.</b></p> <p><b>Watch Our</b> <b>Writing</b> procedures</p> <p><b>Practice writing the Cursive Upper Case Letter K.</b></p> <p> <b>Pencil Pete's Cursi...</b></p> <p><b>Practice writing the lower case Letter k.</b></p> <p> </p>	
<b>Agenda</b>	<p>1) <b>DO NOW</b></p> <p>Students will re - watch, "The Cursive Letter <b>L</b>"</p> <p>Youtube videos:</p>	<p>2) <b>DO NOW</b></p> <p>Watch the video, "How to Write The Upper Case Cursive Letter <b>K</b>"</p> <p>and</p>	<p>1) <b>DO NOW</b></p> <p><b>ALPHABET STRIP</b></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>▶ letter L, cursive h...</p> <p>and</p> <p>▶ How to write lette...</p> <p>▶ Cursive Writing – ...</p> <p>2) Review <b>W.O.W.</b></p> <p><b>Watch Our Writing</b></p> <p>procedures</p> <p>3) Model a Large Upper Case Cursive Letter <b>L</b></p> <p>Using stroke descriptions.</p> <p>3) Auditory Discovery</p> <p><b>Monster, More,</b></p> <p><b>Mother, Once,</b></p> <p><b>Ostrich,</b></p> <p><b>Pilgrim,</b></p>	<p>and</p> <p>3) Review <b>W.O.W.</b></p> <p><b>Watch Our Writing</b></p> <p>procedures</p> <p>4) Students to trace the cursive Letter K on the LINKAGE PAGE – page 335.</p> <p>Using stroke descriptions.</p> <p>procedures.</p> <p>5) How fast can you Spell</p> <p><b>Spied</b></p>	<p>2) Next, students will start at the Final Position and recite to the Medial Position.</p> <p>3) <b>Code New Words</b></p> <p>On pages 103, 104</p> <p><b>TEACHER</b> will guide students during a <b>CODING</b> review of specific words.</p> <p>4) Read RM 37: Prairie Life on page 104, then annotate text to find the <b>Spelling Word in its different Verb Tenses.</b></p> <p>Students will underline and/or <b>Highlight</b> examples of words in different forms in addition to underlining the rhyming words.</p> <p>1) Students to find controlling ideas in</p>	
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	<p><b>Progression</b></p> <p>4) Review Reading Pages 104, 105,  106 Historical Information about Nursery Rhymes.</p> <p>5) <b>MRS QUICK</b>  <b>WRITE</b>  <b>Pencil to Paper</b></p> <p>Students to use a large note card to write three facts they learned about a Nursery Rhyme they listened to in Class.</p>	<p><b>Cried</b> <b>Penniless</b> <b>Worried</b> <b>Funniest</b> <b>Hurried</b> <b>Tried</b> <b>Replied</b> <b>Carried</b> <b>Plentiful</b></p> <p>_____ in Cursive ?</p> <p>6) Students to do Auditory Discovery On page 117, 118 Provide tactile spelling activities like Sky</p>	<p>the dialogue and share with classmates.</p> <p>2) Students to <b>highlight</b> <b>controlling ideas</b> in the paragraphs.</p> <p>3) Students to <u>underline</u> textual evidence.</p> <p>4) Students to summarize the controlling ideas verbally paragraph by paragraph.</p> <p>5) Students to summarize the controlling idea (s) in each paragraph in written form.</p> <p><b>5) SPELLING TEST</b></p> <p>6) Review "IE" and "ICE" words in the text.</p> <p><b>Brief, Niece, Jamie, Stephanie, Thief, Prairie, Chief, Achieve, Achievement</b></p>	
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	<p> 1 MINUTE TIMER ...</p> <p>5) Students to spell K words</p> <p>6) <b>EXTENDED PRACTICE</b> <b>RM 36: Lesson 15</b> <b>Reading Passage Practice</b></p> <p>Students to prepare sentences on page 104.</p>	<p>Writing and Alphabet Manipulatives.</p> <p>Re - read "IE" and "ICE" words in sentences.</p> <p>7) Begin learning how - to write the Upper Case Cursive Letter O.</p> <p>Refer to videos:</p> <p> Capital "O" in cur... and</p> <p> Pencil Pete's Cursi...</p> <p>and the Linkage page.</p> <p>Next</p>		
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<b>Demonstration of Learning</b>	<p>Based on Students' application of word decoding, they will demonstrate their ability to divide multisyllabic words into syllables by correctly breaking down a list of words (both familiar and unfamiliar). They will have also written each word in cursive, ensuring they correctly form the uppercase and lowercase letter "K" as part of their writing. The demonstration will be assessed for both accuracy in syllable division and neatness, consistency, and correct formation of the cursive letters.</p> <p><i>* CHGBT This allows students to show mastery in both syllable division and cursive writing skills, with a clear focus on breaking down words and applying the correct</i></p>	<p>Given that students have practiced writing the cursive letters <b>L</b> and <b>O</b>, and have read the <b>L</b>, 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> <p>Given that students have applied Phonics and morphological rules (prefixes, roots, and suffixes) to decode unfamiliar words. They will also be able to</p>	<p>Based on the students application of words, they will be able to pass a <b>READING BY DESIGN</b> Exam with eighty - percent accuracy.</p>	

	<i>letter forms in practical writing tasks.</i>	<p>practice encoding</p> <p>words</p> <p>using learned</p> <p><b>Spelling Rules and Patterns</b> , they should pass a <b>Spelling Test</b> with eighty - percent accuracy.</p>		
<b>Intervention &amp; Extension</b>	<p>Choral Reading,</p> <p>Students echo Teacher,</p> <p>Draw arcs to join phrases ,</p> <p><b>T</b> to show Anchor Chart of DOUBLING RULE.</p>	<p>Choral Reading,</p> <p>Students echo Teacher,</p> <p>Draw arcs to join phrases ,</p> <p><b>T</b> to show Anchor Chart of DROPPING RULE .</p>	<p><b>Irregular Letter Rule</b></p> <p><b>INTERVENTIONS:</b></p> <p><b>Activity:</b> One - on - One assistance; 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>	
<b>Resources</b>	<i>READING BY DESIGN</i>	<i>READING BY DESIGN</i>	<b>STAAR II Play</b>	

<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 100 - 103</i></p>	<p><i>Book pages 104, 105</i></p> <p><b>READING BY DESIGN</b></p> <p><b>Cards</b></p> <p><b>Word cards with root words, prefixes, and suffixes.</b></p> <p><b>suffixes.</b></p> <p><b>Visual aids showing how - to write cursive M, You Tube video showing how - to write the cursive M</b></p> <p><b>Handwriting Linkage Page</b></p>	<p><b>READING BY DESIGN Cards</b></p> <p><b>Anchor Chart</b></p> <p><b>Watch Our Writing (W.O.W.)</b></p> <p><b>Visual aids showing how - to write cursive N, You Tube video showing how - to write the cursive N .</b></p> <p><b>Handwriting lined paper, Handwriting Linkage Page.</b></p> <p><b>Access to assistive technology (e.g., text-to-speech apps or dyslexia-friendly fonts).</b></p>	
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