



# WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential

2024- 2025 Lesson Plan Template

Teacher: **MRS. MAYFIELD**

Subject: **READING BY DESIGN**

<b>Week of:</b> <b>January 26, 2025</b> - <b>February 01, 2025</b>	<b>Monday</b> <b>January 27, 2025</b>	<b>Tuesday</b> <b>January 28, 2025</b>	<b>Wednesday</b> <b>January 29, 2025</b> <b>Thursday</b> <b>January 30, 2025</b>	<b>Friday</b> <b>January 31, 2025</b>
<b>TEKS</b>	<b>(1)(B): Writing</b> <b>In cursive,</b> <b>(6.2), 12.4</b>  <b>Standard 8.8.D.i</b>	<b>(1)(B): Writing</b> <b>In cursive,</b> <b>(6.2), 12.4</b>	<b>(1)(B): Writing</b> <b>In cursive,</b> <b>(6.2), 12.4,</b> <b>ELA.5.2.B,</b> <b>ELA.7.2.A</b>	<b>Standard E2.8.D,</b> <b>Standard 8.8.D.i</b>

<p><b>Learning Objective</b></p>	<p><b>SWBAT</b> write the Upper Case and lower case Cursive Letter M m , and 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</p>	<p><b>SWBAT</b> use syllable division strategies to break down multisyllabic words. Students will be able to find <b>Spelling Words</b> in different <b>VERB TENSES</b> when reading pages 98 and 99 in The <b>READING BY DESIGN</b> book.</p>	<p><b>SWBAT</b> apply phonics and morphological rules (prefixes, roots, and suffixes) to decode unfamiliar words. They will also be able to practice encoding words using learned <b>Spelling Rules and Pattern</b></p>	<p><b>SWBAT</b> read a STAAR II passage before analyzing, making inferences about the characterization of Lina, and cite evidence from the dialogue of the play.</p>

	text. Today's STAAR II passage is excerpted from the play, "That's Not What Happened."			
<b>Higher Order Thinking Questions</b>	<b>Higher Order Thinking Questions</b>  <b>TBD</b>	<b>Higher Order Thinking Questions</b>  <b>TBD</b>	<b>Higher Order Thinking Questions</b>  <b>TBD</b>	<b>Higher Order Thinking Questions</b>  <b>TBD</b>
<b>Agenda</b>	<p>1) <b>DO NOW</b></p> <p>Students will re-watch, "The Cursive Letter M"</p> <p>Youtube videos:</p> <p> Cursive Lesson 34...</p> <p>and</p> <p> Cursive Writing for...</p> <p>How fast can you spell _____ in</p>	<p>1) <b>DO NOW</b></p> <p><b>ALPHABET STRIP</b></p> <p>Students to trace the cursive Letter N on the LINKAGE PAGE – page 335.</p> <p>5) Students to do <b>Coding of Words</b> on page 100.</p> <p>6) Students to do Auditory Discovery</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>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 100, 101</p>	<p>1) <b>DO NOW</b></p> <p><b>HOW FAST CAN YOU WRITE THE CURSIVE LETTER N?</b></p> <p><b>How fast can you spell ?</b></p> <p><b>A)</b> <b>B)</b> <b>C)</b> <b>D)</b></p> <p>1) Distribute STAAR II Stories for students to read.</p> <p>2) <b>T</b> to model finding the controlling ideas in a paragraph.</p>

	<p>Cursive ?</p> <p>The words are:</p> <p>Monday,</p> <p>Money,</p> <p>Motor Skills,</p> <p>Motor Cycle,</p> <p>Morose</p> <p>3) Students prepare story by themselves.</p> <p>4) <b>T</b> to read parts of the play.</p> <p>5) Students to alternate reading Aloud.</p> <p>6) <b>T</b> to guide students</p>	<p>On page 101</p> <p>Provide tactile spelling activities like Sky 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 N.</p> <p>Refer to videos:</p> <p> Pencil Pete's Cursi...</p> <p>and</p> <p> letter N, cursive h...</p>	<p><b>TEACHER</b> will guide students during a <b>CODING</b> review of specific words.</p> <p>4) Read Text, 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><b>5) VOCABULARY</b></p> <p><b>Practice, Notice, Price, Priced Slice, Sliced</b></p> <p><b>6) SPELLING TEST</b></p> <p>7) Review "IE" and "ICE" words in the text.</p>	<p>3) <b>T</b> to guide students to use inference to find the controlling idea (s) in a text.</p> <p>4) Students to find controlling ideas in the dialogue and share with classmates.</p> <p>5) Students to <b>highlight controlling ideas</b> in the paragraphs.</p> <p>6) Students to <u>underline</u> textual evidence.</p> <p>7) Students to summarize the controlling ideas verbally paragraph by paragraph.</p> <p>8) Students to summarize the controlling idea (s) in each paragraph in written form.</p>
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	<p>on where to find the controlling ideas of the passage.</p> <p>7) Students to underline controlling ideas of the passage.</p>	<p>and the Linkage page.</p>	<p><b>Brief, Niece, Jamie, Stephanie, Thief, Prairie, Chief, Achieve, Achievement</b></p> <p>Riddle from page 99 in the <b>READING BY DESIGN</b> book:</p> <p><b>"I am a person who steals from others. I try to be sneaky because I don't want anyone to see me or hear me. I rhyme with chief. I am a _____."</b></p> <p><b>Thief</b></p>	
<p><b>Demonstration of Learning</b></p>	<p>Based on the students' reading fluency of the play, "That's Not What Happened", 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 answers to STAAR questions with an</p>	<p>Given that students have practiced writing the cursive letter M, and have read the M words in exemplar sentences, they will feel more comfortable writing in cursive. Students will have paired dyslexic students with peer buddies for</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 practice encoding words using learned</p>	<p>Based on the students' reading fluency, they will analyze and summarize the controlling ideas in a play both orally and in written form. In doing so, students will be able to write a <b>Short - Constructed - Response (SCR)</b> during the STAAR TEST with an eighty - percent passing rate.</p>

	eighty - percent passing rate.	collaborative decoding and spelling practice.	<b>Spelling Rules and Patterns</b> , they should pass a <b>Spelling Test</b> with eighty - percent accuracy.	
<b>Intervention &amp; Extension</b>	Choral Reading, Students echo Teacher,  Draw arcs to join phrases ,  <b>T</b> to show Anchor Chart of VOWEL PAIRS, FINAL STABLE SYLLABLES .	Choral Reading, Students echo Teacher,  Draw arcs to join phrases ,  <b>T</b> to show Anchor Chart of VOWEL PAIRS, FINAL STABLE SYLLABLES .	<b>INTERVENTIONS:</b>  <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.	<b>EXTENSION:</b>  <b>Students to work in pairs or a triad to create ten lines of dialogue for a play that they create and write together.</b>  _____
<b>Resources</b>  Pencils  Blue or Black ink pens		<i>READING BY DESIGN</i>  <i>Book pages 100, 101</i>  <b>READING BY DESIGN</b>	<i>READING BY DESIGN</i>  Pages, 102, 102, 103  <b>READING BY DESIGN</b> <b>Cards</b>	<i>READING BY DESIGN</i>  <b>Pencil</b>  <b>Response Cards</b>

<p>Notebook paper</p> <p><i>Reading By Design</i> book</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>Anchor Chart</b></p> <p><b>Watch Our Writing (W.O.W.)</b></p> <p><b>Visual aids showing how - to write cursive H, You Tube video showing how - to write the cursive H</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>	<p><b>DECODE,</b></p> <p><b>ENGAGE,</b></p> <p><b>EMERGE books,</b></p> <p><b>Selected books from the Resource Room</b></p>
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