



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
January 05, 2025	January 06, 2025	January 07, 2025	January 08, 2025	January 10, 2025
-			Thursday	
January 11, 2025			January 09, 2025	
TEKS	PROFESSIONAL DEVELOPMENT DAY			

Learning Objective		SWBAT learn how - to write the cursive H. Read pages 94 and 95 in The READING BY DESIGN book.	SWBAT	SWBAT
Higher Order Thinking Questions		Higher Order Thinking Questions	Higher Order Thinking Questions	Higher Order Thinking Questions
Agenda		1) DO NOW ALPHABET STRIP Students will start at the Final Position and recite to the Medial Position. Z Y X W V U T S R Q P O N M	1) DO NOW ALPHABET STRIP Recite the Alphabet starting at the Initial Position to the Final Position. Students will punctuate every fourth letter with a !, ?, and .	1) DO NOW ALPHABET STRIP 1) DO a New Year-themed READING CLOZE.

			<p>Next, students will start at the Final Position and recite to the Medial Position.</p> <p>2) Code New Words</p> <p>TEACHER will guide students during a CODING review of specific words.</p> <p>3) Reading Comprehension Assignment.</p> <p>Students will underline and/or Highlight Examples of Direct Characterization and Indirect Characterization from the story.</p> <p>4) VOCABULARY</p> <p>Maul, Haul, Shawl, Sprawl, Stooge, Scrooge, Stage, Badge, Judge, Cage, Rage, Floppy, Flabby</p>	
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			<p>5) CODING PRACTICE</p> <p>Students will independently code specific words.</p>	
Demonstration of Learning		<p>Based on the TEACHER's</p> <p>How fast can you spell, _____ ?</p> <p>Stooge</p> <p>Scrooge</p> <p>Stoop</p>	<p>Given that students have reviewed Coding Words, High Frequency Words, Reading, and Spelling, students will pass the</p> <p>READING BY DESIGN</p> <p>Final Exam with eighty - percent accuracy.</p> <p>Four, Friend, Goes</p> <p>SUFFIXES LY, Y</p> <p>Use Morpheme Deck</p>	
Intervention & Extension	Choral Reading,	INTERVENTIONS:	<p>INTERVENTIONS:</p> <p>Activity: Use manipulatives or visual</p>	<p>INTERVENTIONS:</p> <p>The Teacher will observe and only interrupt the</p>

	<p>Students echo Teacher,</p> <p>Draw arcs to join phrases ,</p> <p>T to show Anchor Charts</p>	<p>EXTENDED PRACTICE:</p>	<p>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>student when necessary to pronounce a word or phrase correctly.</p>
<p>Resources</p> <p>Pencils</p> <p>Blue or Black ink pens</p> <p>Notebook paper</p> <p><i>Reading By Design</i> book</p>	<p><i>READING BY DESIGN</i></p> <p>Book pages 94, 95</p> <p>Anchor Chart</p> <p>READING BY DESIGN</p> <p>cards</p>	<p><i>READING BY DESIGN</i></p> <p>Pages 96, 97, 98</p> <p>Anchor Chart</p> <p>READING BY DESIGN</p> <p>cards</p>	<p><i>READING BY DESIGN</i></p> <p>Page 99, 100</p> <p>READING BY DESIGN</p> <p>cards</p> <p><i>Reading By Design</i> book</p>	<p><i>READING BY DESIGN</i></p> <p>Pencil</p> <p>Response Cards</p> <p>DECODE,</p> <p>ENGAGE,</p> <p>EMERGE books</p>