

# WESTSIDE HIGH SCHOOL

Level Up: *RISE* to Your Potential

2024- 2025 Lesson Plan Template

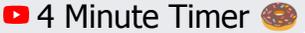
Teacher: **MRS. MAYFIELD**

Subject: **READING BY DESIGN**

<b>Week of:</b>  <b>October 13, 2024 -</b>  <b>October 19, 2024</b>	<b>Monday</b>  <b>October 14, 2024</b>	<b>Tuesday</b>  <b>October 15, 2024</b>	<b>Wednesday</b>  <b>October 16, 2024</b>  <b>Thursday</b>  <b>October 17, 2024</b>	<b>Friday</b>  <b>October 19, 2024</b>
<b>TEKS</b>  <b>READING</b>  <b>SCOPE &amp;</b>  <b>SEQUENCE</b>	ELA.1.2.C.iii ELA.5.2.A.iv  The students are learning <b>ACADEMIC VOCABULARY</b> .	ELA.1.2.C.iii ELA.5.2.A.iv	ELA.1.2.C.iii ELA.5.2.A.iv  <b>Prefix - Suffix</b>  <b>TEST</b>	

<b>Learning Objective</b>	<p><b>SWBAT</b> finish Annotating STAAR II passage About Antarctica.</p> <p>Review Objectives from last week and then do new Learning with the <b>Reading By Design</b> Program.</p>	<p><b>SWBAT</b> complete Prefix and Suffix Worksheets for review before tomorrow's Test. Code Au and Aw words. Participate in class during Auditory Discovery.</p>	<p><b>SWBAT</b> successfully complete a Prefix and Suffix Formal Assessment by Themselves.</p> <p>Students To Be Held Accountable for Spelling Words Correctly.</p> <p>Students to think about <b>Direct and Indirect Characterization</b> when reading a story.</p>	
<b>Higher Order</b>				

Thinking Questions				
<p><b>Agenda</b></p> <p><b>T to remind students that it is Hispanic Heritage Month and to name events celebrating Hispanic Heritage Month in the community.</b></p> <p><b>T to encourage students to attend an event.</b></p>	<p><b>1) DO NOW:</b></p> <p>Finish Annotating STAAR II passage about Antarctica.</p> <p>(Seven Minutes)</p> <p>2) Review Final Stable Syllable Coding</p> <p>3) Play Affix video</p> <p>4) Prefix Code Sheet</p> <p>5) Read a story paragraph by paragraph and have students identify Character traits of the Main character and secondary character.</p> <p>6) Students to cite Evidence to support their answers.</p>	<p><b>1) DO NOW:</b></p> <p>Write an example of Indirect Characterization.</p> <p> 4 Minute Timer </p> <p>Students to volunteer to share their examples.</p> <p> Direct and Indirect ...</p> <p>2) Students to complete Prefix &amp; Suffix Sentence Stems worksheets.</p> <p>3) Remind students that it is Hispanic Heritage Month and Name a contribution of <b>Delores Huerta</b> to American Culture.</p> <p>4) Reading By Design</p> <p>– Review what we did Yesterday</p>	<p><b>1) DO NOW:</b></p> <p>Students to</p> <p>T to ask students To share their Answers with their peers.</p> <p>2) Prefix - Suffix Test</p> <p>3) Allot time for reading after test is completed and instruct students to do Reading Response Questions.</p>	<p><b>1) DO NOW:</b></p> <p>Students to</p> <p>Analyze passage And record their voices on <b>VOCAROO.com</b> answering one of the Reading Response Questions.</p>

	<p>Write an example of Direct Characterization and then share it with the class.</p> <p> 4 Minute Timer 🕒</p> <p>7) <b>Ellen Ochoa</b> video to view as a celebration of Hispanic Heritage Month.</p> <p> Ellen Ochoa: Th...</p>	<p>– Reading Deck</p> <p>– Auditory Discovery</p> <p>5) Students to choose books to read.</p> <p>They will pay attention to Character Traits, Direct and Indirect Characterization.</p>		
<p><b>Demonstration of Learning</b></p>	<p>Based on a Review of Goals that were achieved last week, students will independently Code "Au" and "Aw" and</p>	<p>Based on the exercises students have done on affixes, coding, syllabication, they will be able to deconstruct words in order to build a</p>	<p><b>SWBAT</b> be cognizant of Prefix and Suffix Words and to be able to complete a Prefix - Suffix test with eighty percent</p>	

	<p>then circle the intruder in the word list. Students will quickly identify Prefixes and Suffixes in sentences from a worksheet. Lastly, students will read independently for ten minutes and then discuss Direct Characterization from the stories that they have read.</p>	<p>better understand a word's meaning. Students will complete informal assessments to "show what they know" by completing daily assignments during the class period. Students will feel more confident when discussing Direct and Indirect Characterization.</p>	<p>accuracy. Next, Students will demonstrate their <b>READING COMPREHENSION</b> by answering Reading Response questions for a book they have chosen to read in class.</p> <p>(Independent Reading)</p>	
<p><b>Intervention &amp; Extension</b></p>	<p>INTERVENTIONS:</p> <p>Chunking the story.</p> <p>Repeating student answers.</p>	<p>INTERVENTIONS: The Same</p> <p>As yesterday.</p> <p>←</p>	<p>INTERVENTIONS:</p>	

<p><b>Resources</b></p> <p>Pencils</p> <p>Blue or Black ink pens</p> <p>Affixes Worksheet</p> <p>Reading By Design book</p> <p>Page 45</p>	<p>YouTube: Affixes</p> <p><b>Houston Events</b></p> <p><b>Online flyers,</b></p> <p><b>Newspaper ad.</b></p> <p>Pages 46 - 51</p>		<p>Notebook paper</p> <p>Pencil</p> <p>Blue or Black Ink</p> <p>Tangible Dictionary OR Online Dictionary.</p> <p>Prefix - Suffix TEST</p> <p><b>Books</b></p> <p><b>READING BY DESIGN cards</b></p> <p>Answers to DO NOW:</p> <p><b>A Characterization - (Noun)</b> the act of describing distinctive characteristics or essential features.</p> <p><b>B Direct Characterization –</b></p> <p>Also</p> <p>Known as <b>Explicit Characterization (Noun)</b> - The manner in which the author candidly describes a character.</p> <p>I.e.</p> <p><b>C Indirect Characterization,</b></p>	

also known as **Inexplicit  
Characterization**-

**EXTENSION: Go to an**

**Event in Houston celebrating Hispanic Heritage Month or your local community and write about where the event took place and who or what was being celebrated. Write why he / she / they were being celebrated and the positive effects of The Hispanic Heritage on American Culture.**