WESTSIDE HIGH SCHOOL

Level Up: RISE to Your Potential

2024- 2025 Lesson Plan Template   Teacher: MRS. MAYFIELD   Subject: READING BY DESIGN

Week of: October 20, 2024 - October 26, 2024	Monday October 21, 2024	Tuesday October 22, 2024	Wednesday October 23, 2024 Thursday October 24, 2024	Friday October 25, 2024
TEKS	ELA.1.2.B.i Phonetic Awareness and Morphemes ELA 1.2.A.v	ELA.1.2.B.i Phonics and Word Recognition, Blending, Coding, Spelling ELA 1.2.A.v ELA 4.1 A	TEKS ELA 5.B.3 TEKS ELA 5.B.4	TEKS ELA .5(b)(7):

Learning Objective	**SWBAT** Activate prior knowledge and set the stage for learning. The students remember how morphemes alter a word's meaning and will learn how "ing" and "ed" endings change the meaning of base words.	**SWBAT** students practice blending sounds using flashcards with "ea" words (e.g., "team," "beach"). **T** to show students yellow Spelling flashcards and then warm call on students to fill - in missing letters for words. Then warm call on another student to blend the word.	**SWBAT** students practice blending sounds using flashcards with "ee" words (e.g., "teem," "peer," "seem"). **T** to show students yellow Spelling flashcards and then warm call on students to fill - in missing letters for words. Then warm call on another student to blend the word.	**SWBAT** Students will be able to analyze key details and main ideas from the text, using evidence to support their understanding and interpretations.

Higher Order Thinking Questions	Think of a solution to one of the conflicts in the passage, "The Governance of Antarctica"	If you were to change one or two morphemes to the beginning or ending of a word, how would the new word change ?	What is the premise for saying and repeating Vowel Pair Tongue Twisters?	How does the author's choice of words influence the overall tone of the text? Can you identify a theme that connects this text to another piece you've read? Explain your reasoning.
Agenda **T to briefly review with students the main ideas from, "The Governance Of Antarctica" -** **STAAR II passage.**	**1) DO NOW:** **T to show "ea"** **Anchor Chart** to students and this will reinforce understanding of "ea" words and morpheme endings. Students to list as many "ea" words as they can in one minute. **AGENDA** <u>Teacher Does</u>	1) **DO NOW:** Students work in pairs to blend "ea" words using manipulatives or whiteboards. **AGENDA** <u>Teacher Does</u> Model blending "ea" words by segmenting the sounds and then blending them together. <u>Teacher Does</u> Demonstrate how to code "ea" words (e.g., underlining the vowel	**1) DO NOW:** Students to list as many "ee" words as they can in one minute. **AGENDA** <u>Teacher Does</u> Model blending "ee" words by segmenting the sounds and then blending them together. <u>Teacher Does</u> Demonstrate how to code "ee" words (e.g., underlining the vowel	**1) DO NOW:** Bridge yesterday's Lesson to Today's. Students to write down two new "ee" words and their meanings. Then students to write their answers on a sheet of notebook paper for the following question, "Why is it important to cite evidence when writing a formal essay?" (Five minutes) **AGENDA**

Present base words on the board (e.g., play, walk, jump). Discuss how adding "ed" or "ing" changes the meaning (e.g., play vs. played vs. playing).	pair).	pair).	**Teacher Does**
Guided Practice	**Guided Practice**	**Guided Practice**	A Introduce the text to be read, highlighting the genre and key themes.
Group students to create a list of verbs and convert them into their "ed" and "ing" forms, sharing their sentences with the class.	Students work in pairs to blend "ea" words using manipulatives or whiteboards.	Students to Engage in spelling activities that highlight "ee" patterns.	B Model how to identify main ideas and supporting details using a short excerpt from the text.
	MRS: Whip Around	**MRS: Turn and Talk**	
	Students to ask the person in front of them a question using an "ea" base word or Suffix - ed word or Suffix - ing word .	**Student A:** **What is the difference between base word and root word?**	
Activity:		**Student B: The difference between a base word and a root word is**	C Think aloud to demonstrate the process of annotating the text for Comprehension.
1. Have students complete a worksheet where they identify "ea" words in sentences and change base words to their "ed" or "ing" forms.	Next, **T** to code a few "Ea" 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, **T** to make rounds and then show answers on the Clever Board. Ask Students, "Do your words look like mine ?"	**_____ .** Next, **T** to code a few "Ee" 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,	
MRS:	**Activity**: 1. Have students		**MRS: Using Whiteboards, students will**

	Oral Choral **Scream** **Screamed** **Screaming** **Then, using whiteboards,** **Have students write the words and label the base word, Suffix in the Past Tense - morpheme** **and lastly identify the** **Suffix in the Gerund –** **morpheme**	rep**ea**t sentences containing **"ea"** words. 2. Students to prepare "**ea**" sentences and be ready to share aloud. 3. Teacher to introduce "Ee" words and explain that the students will discover "Ee" words tomorrow.	**T** to make rounds and then show answers on the Clever Board. Ask Students, "Do your words look like mine ?" **Activity**: 1. Have students Dive deep into reflecting on words containing **"ee"** words and then share what they think with their partners. 2. Students to prepare "**ee**" sentences and be ready to share aloud. 3. Audiovisual Discovery 4. **T** to show "ee" Anchor Chart 5. Engage in spelling activities that highlight "ee" patterns.	**write one component that is useful when annotating a text.** **(Two Minute Timer)** <u>Guided Practice</u> A **T** to distribute the text and a graphic organizer to all students. B Read the text together as a class, pausing to discuss key points and ask guided questions. C Students will work in pairs to fill out the graphic organizer, identifying the main idea and supporting

	2. **T** to instruct them to write their own sentences using a selection of "ea" words and the modified verbs.			details. **Activity:** Students will read a new story Individually. They will select a ***DECODE***, ***ENGAGE***, or ***EMERGE*** book from the front of the classroom. They will complete a similar graphic organizer, identifying the main idea and supporting details on their own. They will cite evidence where needed. Extension: Students can write a brief summary of the passage.
Demonstration of Learning	• Assess understanding of the day's lesson.	Quick review of "ea" words with a spelling quiz.	Ask students to write one "ee" word, one verb with "ed," and one verb with "ing," along with a	• Students will respond to the question: "What is the main idea of the text we read today?

	• **Activity**: Ask students to write one "ea" 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. This structure helps scaffold learning while focusing on specific phonetic and morphological concepts. .		sentence for each. This can be collected as they leave the classroom. This structure helps scaffold learning while focusing on specific phonetic and morphological concepts. Read a paragraph and code the "ee" Vowel Pair, underline all Vowel Pairs in the text.	Provide two pieces of evidence from the text that support your answer." (Five minutes) Dive deeper: What can you infer about the reason why the main character scr**ea**med?
Intervention & Extension	INTERVENTIONS:	INTERVENTIONS:	INTERVENTIONS:	INTERVENTIONS

	T to provide additional support to struggling students by working in small groups. **Activity**: 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.	**T** to use visuals and color coding for students needing extra help.	Students create sentences using "ee" words. **T** to provide additional support to struggling students by working in small groups. **Activity**: 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.	Peer to Peer Teaching. For struggling readers: **T** to provide a summary of the text and key vocabulary words before reading. Use paired reading strategies. For advanced readers: Challenge them to identify inferences and analyze the author's perspective. Encourage them to explore deeper themes. EXTENSION: Students will write a seven - ten sentence summary of the book. Then, they will write their opinion of the story in complete sentences. Spelling will be at 70 percent accuracy.
Resources Pencils Blue or Black ink pens			Notebook paper Pencil Blue or Black Ink Tangible Dictionary OR Online Dictionary. Prefix - Suffix TEST	*DECODE* *ENGAGE* *EMERGE*

Notebook paper *Reading By Design* book			**Books** **READING BY DESIGN** **cards**	Books at the front of the classroom, graphic organizers for Reading.
	Pages 58, 59	Pages 60, 61		