



# 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>February 02, 2025</b> - <b>February 08, 2025</b>	<b>Monday</b> <b>February 03, 2025</b>	<b>Tuesday</b> <b>February 04, 2025</b>	<b>Wednesday</b> <b>February 05, 2025</b>  <b>Thursday</b> <b>February 06, 2025</b>	<b>Friday</b> <b>February 07, 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> 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 K k .</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> 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 play. Students to annotate and cite evidence of <b>Direct Characterization</b> and <b>Indirect (Implicit) Characterization</b> of a play.</p>	<p><b>SWBAT</b> Students will read a given story and analyze key themes, characters, and plot elements, demonstrating their understanding by responding to comprehension and critical thinking questions that require evidence-based analysis and personal reflection.</p>

			<p>apply 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><b>Spelling Rules and Pattern</b></p>	
<p><b>Higher Order Thinking Questions</b></p>	<p><b>Higher Order Thinking Questions</b></p> <p>A) How can understanding syllable division patterns help you decode unfamiliar multisyllabic words, and what role do these patterns play in improving your reading</p>	<p><b>Higher Order Thinking Questions</b></p> <p>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?</p>	<p><b>Higher Order Thinking Questions</b></p> <p>A) After reading the STAAR II passage, how do Lina’s actions, dialogue, and the descriptions provided by the author reveal her character traits?</p> <p>B) In what ways do these elements of Direct and</p>	<p><b>Higher Order Thinking Questions</b></p> <p>A) How do the key themes, characters, and plot elements in the story interact to shape the overall message or moral?</p> <p>B) Analyze how specific moments in the plot reveal the motivations</p>

	<p>fluency and comprehension?</p> <p>B) Explain how you might apply this strategy to break down a complex word you have never seen before.</p>	<p>B) Provide examples of how recognizing the tense of a verb can help you understand the timeline or action in the passage.</p>	<p>Indirect characterization shape your understanding of Lina's role in the play?</p> <p>Use evidence from the text to support your analysis and explain how this affects the overall theme or conflict of the story.</p>	<p>of the characters and how these elements contribute to the development of the central theme.</p> <p>C) Use evidence from the story to support your response and reflect on how the author's choices influence your understanding of the story's message.</p>
<p><b>Agenda</b></p>	<p>1) <b>DO NOW</b></p> <p>Students will re-watch, "The Cursive Letter <b>K</b>"</p> <p>Youtube videos:</p> <p> letter K, cursive h...</p> <p> How to write lette... and</p>	<p>1) <b>DO NOW</b></p> <p>Watch the video, "How to Write The Upper Case Cursive Letter <b>K</b>"</p> <p> letter K, cursive h...</p> <p>and</p> <p> How to write lette... 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>2) Next, students will</p>	<p>1) <b>DO NOW</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>2) Students to read pages 105 &amp; 106 in <i>Reading By Design</i> book.</p>

	<p>▶ Lowercase "k" in c...</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>K</b></p> <p>Using stroke descriptions.</p> <p>3) Auditory Discovery</p> <p>Kentucky, Kansas, Kathy, Ken</p> <p>4) Review Reading</p> <p>Deck</p> <p>U, a</p> <p>Au, Aw, A</p>	<p>2) Review <b>W.O.W.</b></p> <p><b>Watch Our Writing</b></p> <p>procedures</p> <p>3) 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>Kale</b></p> <p><b>Kaftan</b></p>	<p>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 the dialogue and</p>	<p>3) Students to choose book to read.</p> <p>4) Students to answer <b>Reading Response Questions</b> in complete sentences with citations of textual evidence.</p> <p>6) Students to find controlling ideas in the dialogue and share with classmates.</p> <p>7) Students to <b>highlight controlling ideas</b> in the paragraphs.</p> <p>8) Students to <u>underline</u> textual evidence.</p> <p>9) Students to summarize the controlling ideas verbally paragraph by paragraph.</p> <p>10) Students to summarize the controlling idea (s) in each paragraph</p>
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	<p>J, G, DGE, GE</p> <p>5) Students to spell K words</p> <p>6) <b>EXTENDED PRACTICE</b></p> <p><b>RM 36: Lesson 15</b></p> <p><b>Reading Passage Practice</b></p> <p>7) <b>T</b> to say a few <b>HFW</b> and student to echo <b>HFW</b>.</p> <p>Students to prepare sentences on page 103.</p>	<p><b>Karate</b></p> <p><b>Kathy</b></p> <p>_____ in Cursive ?</p> <p><b>Kaftan</b></p> <p><b>Karateyoto</b></p> <p><b>Ken</b></p> <p><b>Keto</b></p> <p><b>Kite</b></p> <p><b>Kitten</b></p> <p><b>Kobi</b></p> <p><b>Kohlrabi</b></p> <p><b>Kumquat</b></p> <p><b>Kyoto</b></p> <p>6) Students to do Auditory Discovery On page 101</p>	<p>share with classmates.</p> <p>2) Students to <b>highlight 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>in written form.</p>
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		<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><a href="#">▶ Pencil Pete's Cursi...</a></p> <p>and</p> <p><a href="#">▶ letter N, cursive h...</a></p> <p>and the Linkage page.</p>	<p><b>Brief, Niece, Jamie, Stephanie, Thief, Prairie, Chief, Achieve, Achievement</b></p>	
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<p><b>Demonstration of Learning</b></p>	<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 then write 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 letter <b>K</b>, and have read the <b>K</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 practice</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 <b>STAAR</b> questions with an eighty - percent passing rate.</p>	<p>Given that students have completed a set of Reading Response Questions after reading the story, providing clear, evidence-backed answers that address the main themes, characters, and plot. Additionally, they will write a brief reflective response, explaining how their interpretation of the text evolved through the reading and how the evidence from the story supports their answers.</p>

	<i>letter forms in practical writing tasks.</i>	encoding words using learned <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> 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.	<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 - 103</i>	<i>READING BY DESIGN</i>  <i>Book pages 104, 105</i>  <b>READING BY DESIGN</b>	<b>STAAR II Play</b>  <b>READING BY DESIGN Cards</b>  <b>Anchor Chart</b>	<b>Books, Novels</b>  <b>Pencil, Pen, Paper</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>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>	<p><b>Response Cards</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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