WESTSIDE HIGH SCHOOL

Level Up: RISE to Your Potential

2024- 2025 Lesson Plan Template Teacher: <mark>MRS. MAYFIELD</mark> Subject: <mark>READING BY DESIGN</mark>

Week of: November 3, 2024 - November 9, 2024	Monday November 4, 2024	Tuesday November 5, 2024	Wednesday November 6, 2024 Thursday November 7, 2024	Friday November 8, 2024 My son Luke's 11th Birthday; Professional Development Day
TEKS	TEKS ELA 5.7 B	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	

Learning Objective	**SWBAT** Activate prior knowledge and set the stage for learning. The students review how to code "DGE" words from "THE LODGE ON THE LAKE " passage on page 69. T to ask, "Do your words look like mine?" Sudents will be able to identify and use words with the "dge" and "au" patterns in context,	**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.	

	demonstrating understanding through writing and reading activities. Students will also practice Extended Constructed Responses as per STAAR II requirements.			
Higher Order Thinking Questions	How would you describe the day after Halloween using two "au" words and three "Dge" words ? It does not matter if the letters "Au" and "Dge" are in the Initial, Medial, or Final Position.	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?	
Agenda **T to briefly review with**	1) **DO NOW:** Students to list words consisting of "dge" words (e.g., badge, edge, fudge).	1) **DO NOW:** Students to write the main idea of "The Song of the Lark"	1) **DO NOW:** Students to list as many "ee" words as they can in one minute.	

students the "The Song of the Lark" by Willa Cather **STAAR II passage.**	Students to list words consisting of "au" words (e.g., caught, autumn, sauce). Instructions - Students will circle the "dge" words in one color and the "au" words in another color. **AGENDA** Teacher Modeling In a couple of minutes, the Teacher will review the sounds associated with "dge" and "au". Next, the Teacher will Write a "dge" word on the board and model how to break it down phonetically (e.g., d-g-e). Write an "au" word and demonstrate how it sounds (e.g., aw). Guided Practice	by Willa Cather **AGENDA** Teacher Does Model blending "DGE" words by segmenting the sounds and then blending them together. Teacher Does Demonstrate how to code "DGE" words (e.g., underlining the vowel pair). Next, she reads aloud the paragraphs in the STAAR II Extended Constructed Response. On the second oration, she has the students repeat her sentence by sentence for the first one or two (if time allots) paragraphs. Guided Practice Students work in pairs to blend "ea" words using	**AGENDA** Teacher Does Model blending "ee" words by segmenting the sounds and then blending them together. Teacher Does Demonstrate how to code "ee" words (e.g., underlining the vowel pair). Guided Practice Students to Engage in spelling activities that highlight "ee" patterns. **MRS: Turn and Talk** **Student A:** **What is the difference between base word and root word?** **Student B: The**	

	In pairs, students will choose one "dge" and one "au" word from the lists provided. Next, the students will create their own sentences using each word. Finally, "Share Out!" <u>Independent Practice</u> Extended Constructed Response (STAAR 2 Practice) <u>Homework</u> Students will write a short paragraph (4-5 sentences) that includes at least two "dge" words and two "au" words.	manipulatives or whiteboards. **MRS: Whip Around** **Students to ask the person in front of them a question using an "ea" base word or Suffix - ed word or Suffix - ing word .** 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 ?" **Activity**: 1. Have students rep**ea**t sentences containing **"ea"** words. 2. Students to prepare	**difference between a base word and a root word is** **_____ .** 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, **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.	

		"**ea**" sentences and be ready to share aloud. 3. Teacher to introduce "Ee" words and explain that the students will discover "Ee" words tomorrow.	3. Audiovisual Discovery 4. **T** to show "ee" Anchor Chart 5. Engage in spelling activities that highlight "ee" patterns.	
Demonstration of Learning		Quick review of "Au" and "Dge" words – How fast can you spell, _____ ? Badge Wedge Judge Begrudge Sludge, et cetera T to put timer on for thirty seconds.	Ask students to write one "ee" 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. Read a paragraph and code the "ee" Vowel Pair, underline all Vowel Pairs in the text.	

Intervention & Extension	Word banks for students who may struggle with spelling.	INTERVENTIONS: **T** to use visuals and color coding for students needing extra help.	INTERVENTIONS: 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.	
Resources Pencils Blue or Black ink pens Notebook paper	READING BY DESIGN Book page 69, Hand - Out of STAAR II EXTENDED CONSTRUCTED RESPONSE text and Rubric.		Notebook paper Pencil Blue or Black Ink Tangible Dictionary OR Online Dictionary. Prefix - Suffix TEST **Books**	

Reading By Design book		Pages 60, 61	**READING BY DESIGN cards**	