System 44 Daily Lesson Plan

Instructor: Shannon Bjorneby	**Date:** 10/28 and 29/21	**Period:** 3rd
Upper Elementary: Module 2: S44 Prereading Day 1 (pp.32-33)		

Standards

Common Core State Standards

Grade 1: RF.1.3c

Grade 3: RI.3.1, SL.3.6, L.3.6

Grade 4: L.4.6

Grade 5: L.5.6

Grade 6: L.6.6

Objectives

Content Goals:
- View multimedia and preview texts to activate and extend prior knowledge about sports and competition.
- Take notes using an outline to organize relevant information.

Language Goals:
- Discuss and record key ideas about sports and competition using academic and domain-specific vocabulary.
- Ask and answer questions in complete sentences.

Notes

Whole-Group Instruction (20 minutes)

During Whole-Group Introduction, have students write words with long vowel sounds:
- Write a list of words with long vowel sounds. Remember that the vowels *a*, *e*, *i*, *o*, and *u* can make short or long vowel sounds in words. Long vowel sounds are the same as the letters' names in the alphabet. Examples include *name*, *eve*, *mile*, *hope*, and *cute*. Write at least five more.
Share responses with ***RED Routine 5:* Idea Wave.**

Notes

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Small-Group Instruction (25 minutes)	
Group 1	**Group 2**

Introduce the Module
• Show the **Anchor Media**.
• Discuss what makes Jerome Singleton a winner.
• Read the Module introduction on **page 32** using **Modeled Fluent Reading**.
• Reread the introduction using **Oral Cloze**.
• Ask questions to link key terms and concepts to each reading.
Anchor Understanding
• Replay the **Anchor Media**.
• Guide students to complete the outline on **page 33**.
Discuss & Write
• Have partners discuss key concepts using questions and response frames.

Notes

Small Group Rotations (25 Minutes)
Instructional Software
Monitor students as they work independently on leveled software.

Notes

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Standard Details - Common Core State Standards
S44NG aligns to provide a necessary bridge toward Common Core standards.

Grade 6

L.6	Language
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 5

L.5	Language
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Grade 4

L.4	Language
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Grade 3

RI.3	Informational Text
RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
SL.3	Speaking and Listening
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.3	Language
L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Grade 1

RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.