

# System 44 Daily Lesson Plan

<b>Instructor:</b> Shannon Bjorneby	<b>Date:</b> 10/25/21	<b>Period:</b>
<b>Upper Elementary:</b> Module 1: S44 S.M.A.R.T. Day 1 (pp.26-27)		

Standards	
<b>Common Core State Standards</b>	
<b>Grade K:</b> RF.K.2d, L.K.2c, L.K.2d	
<b>Grade 1:</b> RF.1.2c, RF.1.2d	
Objectives	
<b>Content Goals:</b>	<b>Language Goals:</b> <ul style="list-style-type: none"><li>• Segment words into individual sounds.</li><li>• Sort words based on the number of sounds.</li><li>• Listen to sounds and write letters to spell words.</li></ul>
<b>Notes</b>	
Whole-Group Instruction (20 minutes)	
During Whole-Group Introduction, write or display this list of words for students to copy: stamp, map, like, lost, run, late. Then, have students segment words into sounds and determine how many sounds make up the word. <ul style="list-style-type: none"><li>• Write the words in your notebook. Then write how many sounds you hear in the word. For example, the word mop, /m/ /o/ /p/ has three sounds.</li></ul> Share responses with <b>RED Routine 5: Idea Wave.</b>	
<b>Notes</b>	

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Small-Group Instruction (25 minutes)	
Group 1	Group 2
<p><b>Segmenting Words into Sounds</b></p> <ul style="list-style-type: none"><li>• Explain how to break a word down into its individual sounds using the example on <b>page 26</b>.</li></ul> <p><b>Count It</b></p> <ul style="list-style-type: none"><li>• Model counting the number of sounds in a word and have students record the number of sounds in each word.</li></ul> <p><b>Segment It</b></p> <ul style="list-style-type: none"><li>• Model breaking a word down into its individual sounds and have students break down words and record each sound.</li></ul> <p><b>Sort It</b></p> <ul style="list-style-type: none"><li>• Model counting the number of sounds in a word and have students sort words based on the number of sounds in each word.</li></ul> <p><b>Segment and Spell</b></p> <ul style="list-style-type: none"><li>• Model breaking a word down into its individual sounds and have students break down words into individual sounds, record each sound, and then use the word in a sentence.</li></ul>	
<b>Notes</b>	
Small Group Rotations (25 Minutes)	
Instructional Software	
Monitor students as they work independently on leveled software.	
<b>Notes</b>	

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Standard Details - Common Core State Standards	
S44NG aligns to provide a necessary bridge toward Common Core standards.	
<b>Grade K</b>	
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<b>Grade 1</b>	
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).