

# System 44 Daily Lesson Plan

<b>Instructor:</b> Shannon Bjorneby	<b>Date:</b> 3/26/21	<b>Period:</b> 3rd
<b>Upper Elementary:</b> Module 6: S44 Prereading Day 1 (pp.120-121)		

Standards	
<b>Common Core State Standards</b>	
<b>Grade 3:</b> RI.3.7, RF.3.3a, W.3.8, SL.3.1c, SL.3.1d, SL.3.2, SL.3.6, L.3.2e, L.3.4a, L.3.6	
<b>Grade 4:</b> RI.4.7, SL.4.1c, SL.4.1d, SL.4.2, L.4.4a, L.4.6	
<b>Grade 5:</b> SL.5.1c, SL.5.1d, SL.5.2, L.5.4a, L.5.6	
<b>Grade 6:</b> RI.6.7, SL.6.1c, SL.6.1d, SL.6.2, L.6.4a, L.6.6	
Objectives	
<b>Content Goals:</b> <ul style="list-style-type: none"><li>• View multimedia and preview texts to activate and extend prior knowledge about monsters created by society.</li><li>• Take notes using an outline to organize relevant information.</li></ul>	<b>Language Goals:</b> <ul style="list-style-type: none"><li>• Discuss and record key ideas about monsters using academic and domain-specific vocabulary.</li><li>• Ask and answer questions in complete sentences.</li></ul>
<b>Notes</b> LT: I am learning to watch a video for information. SC- activate knowledge about a topic-take notes- discuss and record ideas using content vocabulary	
Whole-Group Instruction (20 minutes)	
During Whole-Group Introduction, have students create new words by adding prefixes, suffixes, or endings to base words. <ul style="list-style-type: none"><li>• You can add a prefix or suffix or ending to base words to make multisyllable words. You can add the prefix un- to the word real to make the word unreal. You can add the ending -ing to the word lurk to make the word lurking. For what other base words can you add a prefix or suffix? Make a list of five words for the prefix un- and five words for the ending -ing.</li></ul> Share responses with <i>RED Routine 5: Idea Wave</i> .	
<b>Notes</b>	

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Small-Group Instruction (25 minutes)	
Group 1	Group 2
<p><b>Introduce the Module</b></p> <ul style="list-style-type: none"><li>• Show the <b>Anchor Media</b>.</li><li>• Discuss why we shouldn't be afraid of sharks.</li><li>• Read the Module introduction on <b>page 120</b> using <b>Modeled Fluent Reading</b>.</li><li>• Reread the introduction using <b>Oral Cloze</b>.</li><li>• Ask questions to link key terms and concepts to each reading.</li></ul> <p><b>Anchor Understanding</b></p> <ul style="list-style-type: none"><li>• Replay the <b>Anchor Media</b>.</li><li>• Guide students to complete the outline on <b>page 121</b>.</li></ul> <p><b>Discuss &amp; Write</b></p> <ul style="list-style-type: none"><li>• Have partners discuss key concepts using questions and response frames.</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 4</b>	
LA.4. RI.4 RI.4.7	Informational Text Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
SL.4.1 SL.4.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
<b>Grade 3</b>	
RI.3 RI.3.7	Informational Text Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RF.3.3 RF.3.3a	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.
W.3 W.3.8	Writing Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
SL.3.1 SL.3.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1 SL.3.1d	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Explain their own ideas and understanding in light of the discussion.
SL.3 SL.3.2	Speaking and Listening Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3 SL.3.6	Speaking and Listening Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.3.2 L.3.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
L.3.4 L.3.4a	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.
L.3 L.3.6	Language 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).

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<b>Grade 6</b>	
RI.6	Informational Text
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.6	Speaking and Listening
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<b>Grade 5</b>	
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5	Speaking and Listening
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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).
<b>Grade 4</b>	
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4	Speaking and Listening
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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).

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Grade 6	
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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.