

# System 44 Daily Lesson Plan

<b>Instructor:</b> Shannon Bjorneby	<b>Date:</b> 3/30/21	<b>Period:</b>
<b>Upper Elementary:</b> Module 6: S44 Prereading Day 2 (pp.122-123)		

Standards	
<b>Common Core State Standards</b>	
<b>Grade 3:</b> RF.3.3a, SL.3.6, L.3.2e, L.3.4a, L.3.4c, L.3.6	
<b>Grade 4:</b> L.4.1f, L.4.4a, L.4.6	
<b>Grade 5:</b> L.5.4a, L.5.6	
<b>Grade 6:</b> L.6.4a, L.6.6	
Objectives	
<b>Content Goals:</b>	<b>Language Goals:</b> <ul style="list-style-type: none"><li>• Use new academic vocabulary and generate examples to reinforce meaning.</li><li>• Learn and practice new word families.</li><li>• Write and speak in complete, level-appropriate sentences.</li></ul>
<b>Notes</b> LT: I am learning new content vocabulary words. SC- use new content vocabulary in complete sentences	
Whole-Group Instruction (20 minutes)	
During Whole-Group Introduction, display the following suffixes and endings on the board: -es, -able, -ing, and -ly. Have students add base words to form five multisyllabic words. <ul style="list-style-type: none"><li>• I can add the suffix -es to the base word miss to form the multisyllabic word misses. Look at the suffixes and endings on the board. Combine them with base words to write at least five multisyllabic words. Share responses with <i>RED Routine 5: Idea Wave</i>.</li></ul>	
<b>Notes</b>	

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Small-Group Instruction (25 minutes)	
Group 1	Group 2
<b>Build Word Knowledge</b> <ul style="list-style-type: none"><li>• Introduce the Target Words on <b>page 122</b> and have students rate their knowledge of each word.</li><li>• Use the <b>Teaching Vocabulary Routine</b> to teach the Target Words.</li></ul> <b>Word Families</b> <ul style="list-style-type: none"><li>• Introduce the word family on <b>page 123</b>.</li><li>• Use the <b>Teaching Vocabulary Routine</b> to teach the Target Words.</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 6</b>	
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
<b>Grade 5</b>	
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>	
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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).
<b>Grade 3</b>	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.
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.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.3.2e	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	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.
L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
L.3.4	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.
L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
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).

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Grade 6	
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.