

System 44 Daily Lesson Plan

Instructor: Deborah Shytle	Date: 3/3/22 and 3/4/22	Period: 3 rd
Upper Elementary: Module 4: S44 Text Day 1 (pp.80-81)		
Standards		
Common Core State Standards		
Grade 2: L.2.2c Grade 3: RI.3.2 Grade 4: RI.4.2 Grade 6: RI.6.2		
Objectives		
Content Goals: <ul style="list-style-type: none"> Read a website two times to develop fluency and support comprehension. Cite evidence to support written analysis. Determine the central idea and details and provide an objective summary. 		Language Goals: <ul style="list-style-type: none"> Discuss a text using formal English in complete sentences. Identify and read contractions.
Learning Target: I can read a text two times to develop fluency and support comprehension. Success Criteria: I am successful when I can determine the main idea and details and provide a summary.		
Whole-Group Instruction (20 minutes)		
During Whole-Group Introduction, have students form contractions: • Read these words: I, she, you, did, am, would, had, not. How many contractions can you form using these words? Write a list of at least five. For example, the words I and am together form the contraction I'm. Share responses with RED Routine 5: Idea Wave .		
*** This entire lesson will be taught in small groups. Block 1 Group 1: Anthony, Carlos, Alice, Daylan Group 2: Fay, Juana, Kennadi Group 3: Jacob, Christopher, Zi'Mearia Price will work with the highlighted students 2 days this week during their independent time on point of view. This is a skill these students need assistance with per the MAP test. She will focus on targeted skills with specific students per the Reading Progress Report from HMH the other three days of the week. Block 2 Group 1: Trinity, Hilber, Olga, Preston Group 2: Jose, Samir, Malachi, Collin Group 3: Hailey, Jesus, Yosselin, Christian, Calii, Khamari Price will work with the highlighted students 2 days this week during their independent time on point of view. This is a skill these students need assistance with per the MAP test. She will focus on targeted skills with specific students per the Reading Progress Report from HMH the other three days of the week.		
Small-Group Instruction (25 minutes)		

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Group 1	Group 2
<p>Text-Based Questioning</p> <ul style="list-style-type: none"> Read “The Missing Maya” on pages 80–81 using Modeled Fluent Reading. Guide students to read closely, interpret evidence, and communicate and collaborate as they respond to the Comprehension and Vocabulary & Language questions. <p>Word Analysis</p> <ul style="list-style-type: none"> Have students identify the two words that make up each S.M.A.R.T. word contraction. Reread the website using Oral Cloze. <p>Academic Discussion</p> <ul style="list-style-type: none"> Have students discuss and write the key idea and important details. <p>Summarize</p> <ul style="list-style-type: none"> Guide students to use frames and the Summarize Routine to orally summarize the website. <p>Stretch Text</p> <ul style="list-style-type: none"> Read and discuss “Flat Stanley’s Worldwide Adventures 2: The Great Egyptian Grave Robbery” on page 191. 	
<p>Notes</p>	
<p>Small Group Rotations (25 Minutes)</p>	
<p style="text-align: center;">Instructional Software</p>	
<p>Monitor students as they work independently on leveled software.</p>	
<p>Notes</p>	

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Standard Details - Common Core State Standards		
S44NG aligns to provide a necessary bridge toward Common Core standards.		
Grade 6		
RI.6	Informational Text	
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	
Grade 4		
LA.4. RI.4	Informational Text	
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
Grade 3		
RI.3	Informational Text	
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	
Grade 2		
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	