**R.A.C.E.**

**Swainsboro Elementary School Instructional Framework Lesson Plan**

**Tiger Time R. A. C. E. Sample Lesson Plan**

**Grade 4**

**Passage: *All Split UP?* by ReadWorks**

**Date: September 28-October 2, 2015**

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| **OPENING** | |
| **Standard(s)/Elements:**  **FOCUS STANDARDS** | |  |  | | --- | --- | | Because R. A. C. E. depends upon how your class “votes” on Monday, I am leaving the  lesson blank for you and your students to complete….   |  | | --- | | **ELAGSE4RI3:** Explain events, procedures, ideas, or concepts in a historical,  scientific, or technical text, including what happened and why, based on specific information in the  text. **FOCUS STANDARD** | | |  |   **ELAGSE4W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic clearly and group related information in paragraphs and sections  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Provide a concluding statement or section related to the information or explanation presented.  **ELAGSE4SL1:** Engage effectively in a range of collaborative discussions  c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the di scussion and link to the remarks of others.  **TEACHERS, PLEASE EMBED YOUR GRAMMAR SKILL(S) DURING R.A.C.E.** |
| **“I can statement…”** | **Monday**- I can engage effectively in a range of collaborative discussions about the text **by** building on others’ ideas and expressing my own ideas clearly.  **Tuesday**- I can restate the writing prompt **by** locating key words that introduce the writing topic based on the passage.  **Wednesday**- I can answer the writing prompt **by** including all parts of the question.  **Thursday**- I can cite evidence from the passage **by** writing about what led me to my thoughts and ideas; I can give supporting evidence **by** using quotes from the text.  **Friday-** I can explain my opinion by stating the events, and ideas based upon separating boys and girls in public school classrooms. (THIS I CAN STATEMENT IS YOUR TARGET) |
| **Activator/**  **Vocabulary** | The teacher will introduce the following vocabulary words/terms:  **violate coed regulations Title IX** |
| **Tiger Time/Work Session** | |
|  | **R. A. C. E. Template**  **Monday:**  The teacher will read the text aloud and prompt a discussion/debate. The teacher and students will create a Pros/Cons list of splitting up boys and girls in a public school classroom. Once the chart is complete, the class will decide if the majority is for or against splitting up boys and girls. This will determine your response to the writing prompt.  ***I can engage effectively in a range of collaborative discussions about the text by building on others’ ideas and expressing my own ideas clearly.***  **Tuesday:**  Review the text and the Pro/Cons chart from Monday.  **Writing Prompt: Based on the information in the article, which argument (for or against single-gender classrooms) do you think is stronger? Give examples from the text to support your answer.**  **Restate the Writing Prompt: *I can restate the writing prompt by locating key words that introduce the writing topic based on the passage.***  **Answer the Writing Prompt**: ***I can answer the writing prompt by including key words from the question.***  **Wednesday and Thursday:**  **Cite Evidence from the Text:**  **I can cite evidence from the passage by writing about what led me to my thoughts and ideas; I can give supporting evidence by using quotes from the text.**  **Friday**:  **Explain:**  ***I can explain my opinion by stating the events, and ideas based upon separating boys and girls in public school classrooms.*** |
| **Closing (Teacher Choice)** | |
|  | Ticket-Out-The-Door |
| **Target Students/**  **Interventions:** |  |