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

 **Swainsboro Elementary School Instructional Framework Lesson Plan**

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

**Grade 3**

**Passage: Winning the Vote/ Walking Tall**

**Date: November 30-December 4, 2015**

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| **OPENING**  |
| **Standard(s)/Elements:****FOCUS STANDARDS** |

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|  **ELAGSE3RI9:** Compare and contrast the most important points and key details presented in two texts on the same topic.  |
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| **ELAGSE3SL1:** 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. |

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| **ELAGSE3W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 1. Introduce a topic and group related information together
2. Develop the topic with facts, definitions, and details.
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**ELAGSE3W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and **editing**.

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| **“I can statement…”** | **Monday**-**Tuesday** I can engage effectively in paired passages **by** reading the text 3 times and looking for unknown words; phrases; as well as ask questions about the text.**Wednesday**- 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** paraphrasing the text.**Friday-** I can explain how the quotes/paraphrases support my answer **by** writing my thoughts ideas about the topic*.*I can edit my writing with guidance and support from my peers and my teacher **by** using a rubric to strengthen my writing. |
| **Activator/****Vocabulary** | The teacher will introduce the following vocabulary words: **Suffrage protests marshals segregation civil rights** |
| **Tiger Time/Work Session** |
|  | **R. A. C. E. Template****Monday:**  **Guide the students in a close read with *Winning the Vote.***I can engage effectively in a paired passage **by** reading the text 3 times and looking for unknown words; phrases; as well as ask questions about the text.Steps in a Close Read:**First Read:** Ready, Set, Predict!* Skim over the text and visuals
* Predict what the text is about
* Talk to a partner
* Students read the text once independently.
* Students listen to the teacher read the text.
* Mark words you want to know (have students underline unknown words)

**Second Read:** Reread to Clarify!* Read the text again and mark (circle) tricky phrases/ideas

**Third Read:** Reread to Question!* Reread the text again.
* Stop and ask questions.
* Share questions with a partner.
* Use text evidence to ask and answer questions.

**(Optional) Fourth Read:** Reread to Summarize and Respond (I did not model this part. I added it in case you want to try it)* Read the text again.
* Mark parts of the text to show what you are thinking.

+ main idea # cool idea ☺ favorite part \* details* Share the maid idea/details with a partner

**Tuesday:****Guide the students in a close read with *Walking Tall.***I can engage effectively in a paired passage **by** reading the text 3times and looking for unknown words; phrases; as well as ask questions about the text.Steps in a Close Read:**First Read:** Ready, Set, Predict!* Skim over the text and visuals
* Predict what the text is about
* Talk to a partner
* Students read the text once independently.
* Students listen to the teacher read the text.
* Mark words you want to know (have students underline unknown words)

**Second Read:** Reread to Clarify!* Read the text again and mark (circle) tricky phrases/ideas

**Third Read:** Reread to Question!* Reread the text again.
* Stop and ask questions.
* Share questions with a partner.
* Use text evidence to ask and answer questions.

**Fourth Read:** Reread to Summarize and Respond (I did not model this part. I added it in case you want to try it)* Read the text again.
* Mark parts of the text to show what you are thinking.

+ main idea # cool idea ☺ favorite part \* details* Share the maid idea/details with a partner

**Wednesday** Review/Summarize both passages. (Please spend time ***again*** immersing them in both passages. You don’t necessarily have to do another close read, but make sure they truly understand them.)Introduce the Writing Prompt: Use the articles “Walking Tall” **&** “Winning the Vote” to answer the following questions: Read these sentences from the article.***"'Learning how women's actions changed America is important. It encourages us to understand that we can make a better world,' said Molly Murphy MacGregor, the president of the National Women's History Project."*** ***Compare how Ruby Bridges changed America with how women in the suffrage movement changed America***.**Restate the Writing Prompt:** *I can restate the writing prompt* ***by*** *locating key words that introduce the writing topic based on the passage.***Thursday:**Answer the Writing Prompt**:** *I can answer the writing prompt* ***by*** *including all parts of the question***Thursday: (Only Cite if you think your students are ready to cite from two passages.)***I can cite evidence from the passage* ***by*** *writing about what led me to my thoughts and ideas; I can give supporting evidence* ***by*** *paraphrasing the text.*Cite Evidence from both Passages: *I can cite evidence from the passage* ***by*** *writing about what led me to my thoughts and ideas; I can give supporting evidence* ***by*** *paraphrasing the text.*  |
| **Closing (Teacher Choice)** |
|  | Ticket-Out-The-Door |