**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** | |  | | --- | | **ELAGSE3RI9:** Compare and contrast the most important points and key details  presented in two texts on the same topic. | | |  | | --- | | **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. |  |  |  | | --- | --- | | **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. |  | |   **ELAGSE3W5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and **editing**.   |  | | --- | |  | |
| **“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 |