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

**Swainsboro Elementary School Instructional Framework Lesson Plan**

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

**Grade 3**

**Passage: *How Did Pilgrim Children Live?/ One-Room Schoolhouses***

**Date: October 26-30, 2015**

**Lexile Level: 440**

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| **OPENING** | |
| **Standard(s)/Elements:**  **FOCUS STANDARDS** | |  | | --- | | **ELAGSE3RI1:** Ask and answer questions to demonstrate understanding of a  text, referring explicitly to the text as the basis for the answers. |  |  |  |  |  | | --- | --- | --- | --- | | |  | | --- | | **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**- 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** paraphrasing the text.  **Friday-** 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:  **worship pilgrims poppets** |
| **Tiger Time/Work Session** | |
|  | **R. A. C. E. Template**  **Monday:**  Oreo Activity to introduce Close Reading…..  Re-read the story, *How Did Pilgrim Children Live?,* aloud with the students. Next, students will choral read the story with the teacher.  Introduce the story, *One-Room Schoolhouses*  ***I can engage effectively in a range of collaborative discussions about the text by building on others’ ideas and expressing my own ideas clearly. Discuss with your class (compare and contrast) pilgrim children vs. children today……***  Introduce the **Writing Prompt**:  **Cite one piece of evidence from *How Did Pilgrim Children Live?* and One-room Schoolhouses to explain what Pilgrim children learned at home that they might not have been able to learn in a one-room schoolhouse.**  Summarize the text with the students. **ELAGSE4RI2**  **Tuesday:**  Review Close Reading….  Reread both texts and discuss.  ***I can restate the writing prompt by locating key words that introduce the writing topic based on the passage.***  **Restate the Writing Prompt**: **Pilgrim children and children who attended school in a one-room schoolhouse had two very different experiences.**  ***I can answer the writing prompt by including key words in the question.***  **Wednesday and Thursday**  Review both stories and the importance of Close Reading.  ***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***  **(W) Cite evidence from the text: According to *How Did Pilgrim Children Live?,* pilgrim children were taught how to read and write at home by their parents. Also, at a very young age they had to work to help their families. For example, young children could carry wood for fires, and some learned to cook. In addition, older children helped plant crops for food.**  **(TH) Cite evidence from the text: *According to One-Room Schoolhouses,* children who attended one-room schoolhouses were taught by a teacher. Younger and older children were in the same class. They sat in desks and learned to read, write, and do math. Also, they wrote on slates. Next, children had to bring wood for the stove, which kept the schoolhouse warm in the winter. Back then, there were no lunchrooms for children to eat their lunches, so they brought their own lunch to school every day.**  **Friday:**  Review: R. A. C.  Introduce the rubric to the students. Teach them how to “edit” their response(s) using the attached rubric.  ***I can edit my writing with guidance and support from my peers and my teacher by using a rubric to strengthen my writing.***  **Explain: Pilgrim children were taught at home. Also, they had very busy lives because they had to keep up their studies and help their families with other chores during the day and evenings. However, children who attended school in a one-room school house mainly focused on learning how to read, write and do math. They did not have to complete chores during the school day. They both had very different types of learning.** |
| **Closing (Teacher Choice)** | |
|  | Ticket-Out-The-Door |
| **Target Students/**  **Interventions:** |  |