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

**Swainsboro Elementary School Instructional Framework Lesson Plan**

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

**Grade 4**

**Passage: Saving the Animals/Water Worries**

**Date: November 30-December 11, 2015**

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| **OPENING** | |
| **Standard(s)/Elements:**  **FOCUS STANDARDS** | |  |  | | --- | --- | | |  | | --- | | **ELAGSE4RI9:** Integrate information from two texts on the same topic in order  to write about the subject knowledgeably. | |   **ELAGSE4W2:** Write informative 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 discussion and link to the remarks of others.  **TEACHERS, PLEASE EMBED YOUR GRAMMAR SKILL(S) DURING R.A.C.E.**   |  | | --- | |  | |
| **“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:  **international veterinarians antelopes gazelles hygiene**  **installing filter** |
| **Tiger Time/Work Session** | |
|  | **R. A. C. E. Template**  **November 30-December 4**  **Monday:**  **Guide the students in a close read with *Saving the Animals.***  I can engage effectively in a paired passage **by** reading the text 3-4 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.   **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 *Water Worries.***  *I can engage effectively in a paired passage* ***by*** *reading the text 3-4 times and looking for unknown words; phrases; as well as ask questions about the text.*  **Wednesday**  Review/Summarize both passages.  Introduce the Writing Prompt: **How is the effort to help animals at the Kabul Zoo similar to the effort to provide people with access to clean water? Cite evidence from both passages to support your answer.**  *I can restate the writing prompt* ***by*** *locating key words that introduce the writing topic based on the passage.*  **Restate the Writing Prompt:**  *I can answer the writing prompt* ***by*** *including all parts of the question.*  **Answer the Writing Prompt:**  *I can answer the writing prompt* ***by*** *including all parts of the question*  **Thursday:**  *I can cite evidence from the paired passages* ***by*** *writing about what led me to my thoughts and ideas; I can give supporting evidence* ***by*** *paraphrasing the texts.*  **Cite Evidence from both Passages:**  **Friday:**  *I can explain how the quotes/paraphrases support my answer by writing my thoughts ideas about the topic.* |
| **Closing (Teacher Choice)** | |
|  | Ticket-Out-The-Door |

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**Grade 4**

**Passage: Saving the Animals/Water Worries**

**Date: December 7-11, 2015**

**This week’s lesson will be completed independently. I want to assess where we are with R. A. C. E. Please do not provide any modeling or scaffolding Tuesday-Friday. Encourage your students to complete as much as they can; if you have some students who cannot complete RACE, it is okay (Tier 3 students). Please turn all your students’ RACE responses in to me by Monday, December 14. I will place a folder in your box for you to place their responses. Both ELA classes must complete this assignment.**

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| **“I can statement…”** | **Monday**- *I can summarize the paired passages by orally stating details that explain how they are alike and different*  **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 explain how the quotes/paraphrases support my answer* ***by*** *writing my thoughts ideas about the topic.* |
| **Activator/**  **Vocabulary** | The teacher will introduce the following vocabulary words:  **international veterinarians antelopes gazelles hygiene**  **installing filter** |
| **Tiger Time/Work Session** | |
|  | **R. A. C. E. Template**  **December 7-11, 2015**  **Monday:**  Review/Summarize both passages.  *I can summarize the paired passages by orally stating details that explain how they are alike and different.*  Introduce the Writing Prompt: **Can a worldwide community help to solve problems in different countries? Use evidence from both texts to support your answer.**  Teachers: Please spend time discussing this writing prompt in detail with your students in order for them orally share their thoughts and ideas. Have them take notes on your discussion so they will be able to complete this assignment INDEPENDENTLY.  **Tuesday**  Restate the writing prompt:  *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 paired passages* ***by*** *writing about what led me to my thoughts and ideas; I can give supporting evidence* ***by*** *paraphrasing the texts.*  **Friday:**  *I can explain how the quotes/paraphrases support my answer by writing my thoughts ideas about the topic.* |
| **Closing (Teacher Choice)** | |
|  | Ticket-Out-The-Door |