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

**Swainsboro Elementary School Instructional Framework Lesson Plan**

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

**Grade 4**

**Passage: What is an Ambassador? / The United Nations**

**Date: November 2-6, 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:  **ambassador embassies United Nations peacekeepers cooperation** |
| **Tiger Time/Work Session** | |
|  | **R. A. C. E. Template**  **Monday:**  **Guide the students in a close read with *What is an Ambassador?***  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 *What is the United Nations?***  *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: Ambassadors as well as The United Nations both work hard to make the world a safer, more peaceful place. What evidence from both passages supports this statement?  *I can restate the writing prompt* ***by*** *locating key words that introduce the writing topic based on the passage.*  **Restate the Writing Prompt:** Ambassadors and The United Nations both work hard to keep the world safe and peaceful.  *I can answer the writing prompt* ***by*** *including all parts of the question.*  **Answer the Writing Prompt:** I believe it is important to have ambassadors and The United Nations to help keep the world safe and peaceful because we do have many countries in the world who do not get along with each other.  **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.*  **Cite Evidence from both Passages:**  The author of United Nations explains that when countries are having problems, the U. N. will sometimes send in peacekeepers who work very hard to keep things calm while the countries try to solve their differences. Next, “What Is an Ambassador?” explains that an ambassador’s job is to build good feelings between countries, so they will more likely be able to work together and improve their countries.  **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.*  This means ambassadors have a very important job in building strong relationships with other countries. If we can do this first, then the United Nations may not have to send in peacekeepers to help countries solve their problems. However, I am thankful for the peacekeepers because hopefully they can help countries solve their conflict before they declare a war against each other. |
| **Closing (Teacher Choice)** | |
|  | Ticket-Out-The-Door |
| **Target Students/**  **Interventions:** |  |