

Glynn County Lesson Plan for ESOL

Teachers : Sally Warren	
Course/ Subject: 3rd Grade Reader's Workshop 9:45-10:30	
Week of Instruction: September 14 – September 18, 2020	
<p>Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10</p>	<p>Standard/s: 3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3RL2: Recount stories, including fables, folktales, and myths from diverse cultures 3RI3: Describe characters in a story(e.g. Their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 3RL4: Determine the meaning of words and phrases both literal and non literal as they are used in the text. 3RL5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 3RL10 By the end of third grade, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>
	<p>WIDA Standards</p> <p>ELD STANDARD 2: The Language of Language Arts EXAMPLE TOPIC: Features of print CONNECTION: Common Core Reading Standards: Foundational Skills #1 (Kindergarten): Demonstrate understanding of the organization and basic features of print; a. Follow words from left to right, top to bottom, and page by page, b. Recognize that spoken words are represented in written language by specific sequences of letters, c. Understand that words are separated by spaces in print. EXAMPLE CONTEXT FOR LANGUAGE USE: Students explore features of print in a variety of books with unique topics, formatting, and styles.</p>
	<p>Learning Targets:</p> <ul style="list-style-type: none"> ● I will make a prediction about what will happen next. ● I will increase my comprehension by retelling the story ● I can notice the character, where the character is, and what the character is doing. ● I will be successful when reading my article. ●
	<p>Success Criteria</p> <ul style="list-style-type: none"> ● I can think about what has already happened. ● I can think about what I know about how stories tend to go. ● I can think about what has already happened. ● I can read the article three times. ● I can look back in the passage to help find the answer. ● I can use the vocabulary. ● I can talk about the important events using sequence words.

3rd Grade Reader’s Workshop

Unit: Lessons 9-13

	<p>Introduction/C+onnection:</p> <p>Monday- Model by taking a “picture walk” using “Dunderheads” to predict (using pictures) what will happen next.</p> <p>Tuesday - Read short story aloud, stopping in the middle to predict what will happen next. Model “stopping and jotting” to use the “what has already happened in the story strategy” to predict what will happen next.</p> <p>Wednesday – Read short story aloud model retelling the story by using “telling across my fingers” strategy.</p> <p>Thursday – Read article aloud modeling how to use vocabulary to help understand my article.</p> <p>Friday – Read short story aloud modeling how sequence words can help me understand what I am reading.</p> <p>Direct Instruction:</p> <p>Monday: Mini Lesson Tuesday: mini lesson Wednesday: mini lesson Thursday: mini lesson</p>
<p>Work Period (We Do, You Do)</p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>GUIDED PRACTICE:</p> <p>Monday: Using the “anchor text” TTW model key words that will help students make predictions about what will happen next in the story by using the “stop and jot” strategy. Students will partner share their predictions.</p> <p>Tuesday: Using the “anchor text” TTW model “stop and jot” to recall the events that have already happened in the story</p> <p>Wednesday: Students will practice w/ partner “telling across my fingers” strategy to retell the events in the story.</p> <p>Thursday: Identify vocabulary and discuss the meaning before reading article.</p> <p>Friday: Identify sequence words to help me understand my reading.</p> <p>INDEPENDENT APPLICATION:</p> <p>Monday: Students will use the “stop and jot” strategy as they read independently to make predictions about what will happen next.</p> <p>Tuesday: Students will use the “stop and jot” strategy as they read independently to recall the events that have already happened to make predictions.</p> <p>Wednesday: Students will use the “tell across my fingers” strategy as they read independently to retell the events in the story.</p> <p>Thursday: Students will practice using their vocabulary to help them understand what they are reading.</p> <p>Friday: Students will practice using sequence words to help understand their reading.</p>
<p>Closing (We Check)</p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding.</p> <p>TKES : 1,2,3, 4,5,6,7,8</p>	<p>Wrap Uo:</p> <p>Monday: share Tuesday: Share Wednesday: Share Thursday: Share Friday: Share</p>



Learning Target:

I will make reading the best it can be.

I will stop after a chunk of text and do a comprehension check.

I can notice the character, where the character is, and what the



character is doing.

Success Criteria:

- I can share books that I have read with others.
- I can read with a partner and ask questions about what they have read.
- I can read fluently and with expression.
- I can notice the character, where the character is, and what the character is doing.
- I can notice when to envision and when to make a list of facts or events.

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