

<b>Teacher: Allen</b>					
<b>Reading</b>					
<b>Date of Instruction:</b>	Mar. 22-	Mar. 23 IXL + Achieve Day + Test Prep	Mar. 24	Mar. 25	Mar. 26 FOLLOW SUB PLANS
<b>Standards</b>	<p>ELAGSE3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>ELAGSE3RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)</p>	<p>ELAGSE3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>ELAGSE3RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)</p>	<p>ELAGSE3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>ELAGSE3RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)</p>	<p>ELAGSE3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>ELAGSE3RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)</p>	FOLLOW SUB PLANS
<b>Voc. Read Aloud (Opening)</b>	<p>Study and review as a class</p> <p>Because of Winn Dixie – Whenever I can</p> <p>Compare and Contrast</p>	IXL, TEST PREP, ACHIEVE	<p>Study and review as a class</p> <p>Because of Winn Dixie – Whenever I can</p> <p>Compare and Contrast</p>	<p>Study and review as a class</p> <p>Because of Winn Dixie – Whenever I can</p> <p>Compare and Contrast</p>	FOLLOW SUB PLANS

<p><b>Opening (I Do)</b></p> <p>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.</p> <p><b>TKES 1, 2, 3,4,5, 8,10</b></p>	<p><b>Learning Target/Teaching Point: I can compare and contrast important information in a passage or text.</b></p> <p><b>Success Criteria:</b></p> <p><b>I will look for signal words like same, different, compare, contrast, alike, unlike, etc.</b></p> <p><b>I can draw a ven diagram to compare and contrast the information/events.</b></p> <p><b>I can ask myself what happened and when did it happen to help me summarize the story.</b></p>	<p><b>ACHIEVE AND IXL DAY</b></p> <p>“This Sauce is Hot”</p> <p>Review Voc.</p> <p>IXL SUGGESTIONS</p> <p>TEST PREP</p>	<p><b>Learning Target/Teaching Point: I can compare and contrast important information in a passage or text.</b></p> <p><b>Success Criteria:</b></p> <p><b>I will look for signal words like same, different, compare, contrast, alike, unlike, etc.</b></p> <p><b>I can draw a ven diagram to compare and contrast the information/events.</b></p> <p><b>I can ask myself what happened and when did it happen to help me summarize the story.</b></p>	<p><b>Learning Target/Teaching Point: I can compare and contrast important information in a passage or text.</b></p> <p><b>Success Criteria:</b></p> <p><b>I will look for signal words like same, different, compare, contrast, alike, unlike, etc.</b></p> <p><b>I can draw a ven diagram to compare and contrast the information/events.</b></p> <p><b>I can ask myself what happened and when did it happen to help me summarize the story.</b></p>	<p>FOLLOW SUB PLANS</p>
<p><b>Work Period (We Do, You Do)</b></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><b>TKES 1, 2, 3, 4, 5, 7, 8,10</b></p>	<p>Students will engage in stop and jot as they read their books to determine compare and contrast information in their text.</p> <p>Groups</p> <p>Garrison- LLI and Test Prep</p> <p>Allen- Targeting text features, text structures, and text organization.</p> <p>West- Reading A-Z and sight words.</p>	<p>Students will engage in stop and jot as they read their books to determine compare and contrast information in their text.</p> <p>Groups</p> <p>Garrison- LLI and Test Prep</p> <p>Allen- Targeting text features, text structures, and text organization.</p> <p>West- Reading A-Z and sight words.</p>	<p>Students will engage in stop and jot as they read their books to determine compare and contrast information in their text.</p> <p>Groups</p> <p>Garrison- LLI and Test Prep</p> <p>Allen- Targeting text features, text structures, and text organization.</p> <p>West- Reading A-Z and sight words.</p>	<p>Students will engage in stop and jot as they read their books to determine compare and contrast information in their text.</p> <p>Groups</p> <p>Garrison- LLI and Test Prep</p> <p>Allen- Targeting text features, text structures, and text organization.</p> <p>West- Reading A-Z and sight words.</p>	<p>FOLLOW SUB PLANS</p>
<p><b>Closing (We Check)</b></p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding.</p> <p><b>TKES : 1,2,3, 4,5,6,7,8</b></p>	<p><b>Share</b></p> <p>Review what made them successful and what do they need to work on to be successful.</p>	<p><b>Share</b></p> <p>Review what made them successful and what do they need to work on to be successful.</p>	<p><b>Share</b></p> <p>Review what made them successful and what do they need to work on to be successful.</p>	<p><b>Share</b></p> <p>Review what made them successful and what do they need to work on to be successful.</p>	<p>FOLLOW SUB PLANS</p>

<b>Teacher: Allen</b>					
<b>Writing</b>					
<b>Date of Instruction:</b>	March 16	March 17	March 18	March 19	Follow Sub Plans
<b>Lesson:</b>	Single text constructed response.	Single text constructed response.	Single text constructed response.	Single text constructed response.	Follow Sub Plans
<b>Opening (I Do)</b>  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.  <b>TKES 1, 2, 3,4,5, 8,10</b>	Review the order in which they write a constructed response. (chart)  <b>Use RACE STRATEGY</b>	Review the order in which they write a constructed response. (chart)  <b>Use RACE STRATEGY</b>	Review the order in which they write a constructed response. (chart)  <b>Use RACE STRATEGY</b> Review the order in which they write a constructed response. (chart)	Review the order in Review the order in which they write a constructed response. (chart)  <b>Use RACE STRATEGY</b> which they write a constructed response. (chart)	Follow Sub Plans
<b>Work Period (We Do, You Do)</b>  Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.  <b>TKES 1, 2, 3, 4, 5, 7, 8,10</b>	<b>Sea Turtles</b>  Review the question underline the key words they can use in their topic sentence  Review the rubric  Read the passage as a class. Students can underline evidence for the question we read.  Students go back and find the	<b>Sea Turtles</b>  Review the question underline the key words they can use in their topic sentence  Review the rubric  Read the passage as a class. Students can underline evidence for the question we read.  Students go back and find the	<b>Sea Turtles</b>  Review the question underline the key words they can use in their topic sentence  Review the rubric  Read the passage as a class. Students can underline evidence for the question we read  Include and introduce C Race strategy.	<b>Sea Turtles</b>  Review the question underline the key words they can use in their topic sentence  Review the rubric  Read the passage as a class. Students can underline evidence for the question we read  Repeat C in RACE strategy.	Follow Sub Plans

	evidence and number them.  Create topic sentence. R- in race strategy to create rewritten sentence .	evidence and number them.  Create topic sentence. R- in race strategy to create rewritten sentence .	have partner check		
<b>Closing (We Check)</b>  Describe the instructional process that will be used to close the lesson and check for student understanding.  <b>TKES : 1,2,3, 4,5,6,7,8</b>	<b>Share with group member</b>	<b>Share with group member</b>	<b>Share with group member</b>	<b>Share with group member</b>	<b>Follow Sub Plans</b>