

Glynn County Lesson Plan for Literacy Instruction (3-5)

Teacher: Fell/Warren		Grade 3		9:15-10:30	
Date of Instruction: March 8		Readers Workshop Write Score - Constructed Response - The Circus and Its Clowns			
<p>Opening (I Do)</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>TKES 1, 2, 3,4,5, 8,10</p>		<p>Standard/s:</p> <p>3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3RI3: 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>3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3RI5: Use text features and search tools to locate information relevant to a given topic quickly and efficiently.</p> <p>3RI6: Distinguish their own point of view from that of the author of a text.</p> <p>3RI7: Use information gained from illustrations and the words in the text to demonstrate understanding of the text</p> <p>3RI8: Describe in logical connection between particular sentences and paragraphs in a text</p>			
		<p>Learning Target/Teaching Point:</p> <p>Today I will be learning how to answer a constructed response question giving evidence from the text.</p> <p>Success Criteria:</p> <p>I can read an informational text.</p> <p>I can read the question and underline key details to help me understand what the question is asking.</p> <p>I can underline key details, facts and examples I want to include in my answer.</p> <p>I can write a topic sentence that includes key words from the question and introduces the main idea.</p> <p>I can include a middle that includes evidence from the text and proves my answer.</p> <p>I can write a conclusion that restates the topic sentence and includes my own idea.</p>			
		<p>Introduction/ Connection</p>			

	<p>Direct Instruction -minilesson</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>Small Group: ___ Interactive Read Aloud <input checked="" type="checkbox"/> Strategy Group ___ Guided Reading Group ___ Shared Reading (K-2) ___ Interactive Writing ___ Word Study</p> <p>Standard:</p> <p>Teaching Point:</p> <p>Strategy:</p> <p>Students:</p>	
	<p>Reading Conferences: ___ RDCT Conference ___ Coaching Conference <input checked="" type="checkbox"/> Goal Setting Conference</p> <p>Student:</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>Share</p>	

Glynn County Lesson Plan for Literacy Instruction (3-5)

Teacher: Fell/Warren Grade 3		
Date of Instruction: March 9	Readers Workshop Write Score - Constructed Response - How Video Games are Made?	
<p style="text-align: center;">Opening (I Do)</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 style="text-align: center;">TKES 1, 2, 3,4,5, 8,10</p>	<p>Standard/s:</p> <p>3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3RI3: 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>3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3RI5: Use text features and search tools to locate information relevant to a given topic quickly and efficiently.</p> <p>3RI6: Distinguish their own point of view from that of the author of a text.</p> <p>3RI7: Use information gained from illustrations and the words in the tet to demonstrate understanding of the text</p> <p>3RI8: Describe in logical connection between particular sentences and paragraphs in a text</p>	
	<p>Learning Target/Teaching Point:</p> <p>Today I will be learning how to answer a constructed response question giving evidence from the text.</p> <p>Success Criteria:</p> <p>I can read an informational text.</p> <p>I can read the question and underline key details to help me understand what the question is asking.</p> <p>I can underline key details, facts and examples I want to include in my answer.</p> <p>I can write a topic sentence that includes key words from the question and introduces the main idea.</p> <p>I can include a middle that includes evidence from the text and proves my answer.</p> <p>I can write a conclusion that restates the topic sentence and includes my own idea.</p>	
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	<p>Reading Conferences: ___ RDCT Conference ___ Coaching Conference <input checked="" type="checkbox"/> Goal Setting Conference</p> <p>Student:</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>Share</p>	

Glynn County Lesson Plan for Literacy Instruction (3-5)

Teacher: Fell/Warren		Grade 3	
Date of Instruction: March 10		Readers Workshop Progress Monitor Achieve 3000	
<p style="text-align: center;">Opening (I Do)</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 style="text-align: center;">TKES 1, 2, 3,4,5, 8,10</p>		<p>Standard/s:</p> <p>3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3RL2: Recount stories, including fables, folktales, and myths from diverse cultures</p> <p>3RL3: Describe characters in a story(e.g. Their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3RL4: Determine the meaning of words and phrases both literal and non literal as they are used in the text.</p> <p>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.</p> <p>3RL6: Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>3RL7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the worlds in a story.</p> <p>3RL9: Compare and contrast the themes, settings, and lots of stories written by the same author about the same or similar characters.</p> <p>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>Learning Target/Teaching Point:</p> <p>I will be successful when reading my article.</p>	
		<p>Success Criteria:</p> <p>I can read the article three times.</p> <p>I can look back in the passage to help find the answer.</p> <p>I can use the vocabulary.</p>	
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<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>Share</p>	

Glynn County Lesson Plan for Literacy Instruction (3-5)

Teacher: Fell/Wararen		Grade 3	
Date of Instruction: March 12		Readers Workshop Write Score - Constructed Response - Recycling	
<p style="text-align: center;">Opening (I Do)</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 style="text-align: center;">TKES 1, 2, 3,4,5, 8,10</p>		<p>Standard/s:</p> <p>3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3RI3: 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>3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3RI5: Use text features and search tools to locate information relevant to a given topic quickly and efficiently.</p> <p>3RI6: Distinguish their own point of view from that of the author of a text.</p> <p>3RI7: Use information gained from illustrations and the words in the text to demonstrate understanding of the text</p> <p>3RI8: Describe in logical connection between particular sentences and paragraphs in a text</p>	
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