

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

Teacher: Fell/Warren		Grade 3		
Date of Instruction: March 22		Readers Workshop Write Score - Constructed Response - Homework		
<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.  TKES 1, 2, 3,4,5, 8,10		<b>Standard/s:</b> 3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea. 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. 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. 3RI5: Use text features and search tools to locate information relevant to a given topic quickly and efficiently. 3RI6: Distinguish their own point of view from that of the author of a text. 3RI7: Use information gained from illustrations and the words in the tet to demonstrate understanding of the text 3RI8: Describe in logical connection between particular sentences and paragraphs in a text		
		<b>Learning Target/Teaching Point:</b> Today I will be learning how to answer a constructed response question giving evidence from the text.  <b>Success Criteria:</b> I can read an informational text. I can read the question and underline key details to help me understand what the question is asking. I can underline key details, facts and examples I want to include in my answer. I can write a topic sentence that includes key words from the question and introduces the main idea. I can include a middle that includes evidence from the text and proves my answer. I can write a conclusion that restates the topic sentence and includes my own idea.		
		<b>Introduction/ Connection</b>		

	<b>Direct Instruction</b> <b>-minilesson</b>		
<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>Small Group:</b> ___ Interactive Read Aloud ___ Strategy Group ___ Guided Reading Group ___ Shared Reading (K-2) ___ Interactive Writing ___ Word Study  <b>Standard:</b>  <b>Teaching Point:</b>  <b>Strategy:</b>  <b>Students:</b>		
	<b>Reading Conferences:</b> ___ RDCT Conference ___ Coaching Conference <u>  X  </u> Goal Setting Conference  <b>Student:</b>		
<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</b>		

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<b>Teacher: Fell/Warren</b>		<b>Grade 3</b>		
<b>Date of Instruction:</b> <b>March 24</b>		<b>Readers Workshop</b> Write Score - Constructed Response - Homework		
<p style="text-align: center;"><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 style="text-align: center;"><b>TKES 1, 2, 3,4,5, 8,10</b></p>		<p><b>Standard/s:</b></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><b>Learning Target/Teaching Point:</b></p> <p>Today I will be learning how to answer a constructed response question giving evidence from the text.</p> <p><b>Success Criteria:</b></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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## Glynn County Lesson Plan for Literacy Instruction (3-5)

<b>Teacher: Fell/Warren</b>		<b>Grade 3</b>		
<b>Date of Instruction:</b> <b>March 25</b>		<b>Readers Workshop</b> Write Score - Constructed Response - Homework		
<p style="text-align: center;"><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 style="text-align: center;"><b>TKES 1, 2, 3,4,5, 8,10</b></p>		<p><b>Standard/s:</b></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><b>Learning Target/Teaching Point:</b></p> <p>Today I will be learning how to answer a constructed response question giving evidence from the text.</p> <p><b>Success Criteria:</b></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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<b>Teacher: Fell/Warren</b>		<b>Grade 3</b>		
<b>Date of Instruction:</b> <b>March 26</b>		<b>Readers Workshop</b> Write Score - Constructed Response - Recycling		
<p style="text-align: center;"><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 style="text-align: center;"><b>TKES 1, 2, 3,4,5, 8,10</b></p>		<p><b>Standard/s:</b></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><b>Learning Target/Teaching Point:</b></p> <p>Today I will be learning how to answer a constructed response question giving evidence from the text.</p> <p><b>Success Criteria:</b></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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<b>Teacher: Fell/Warren</b>		<b>Grade 3</b>			
<b>Date of Instruction:</b> <b>March 27</b>		<b>Readers Workshop</b> Progress Monitor Achieve 3000			
<p style="text-align: center;"><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 style="text-align: center;"><b>TKES 1, 2, 3,4,5, 8,10</b></p>		<p><b>Standard/s:</b></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><b>Learning Target/Teaching Point:</b></p> <p>Today I am learning to read and comprehend an informational text independently.</p> <p><b>Success Criteria:</b></p> <p>I can determine the main idea of the article.</p> <p>I can use context clues to determine the meaning of unknown words.</p> <p>I can use information gained from illustrations, maps, and graphs to help me understand the text.</p>			
		<p><b>Introduction/ Connection</b></p>			

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