

# Mrs. Johnson's Lesson Plans

## Nov. 16-20, 2020

	8:15-8:30 Opening 8:30-9:10 Reading	9:10-10:10 15 mins. -DEAR (Chapter Books) Reading Daily Five	10:10-10:45 Restroom/P.E. 10:45-11:10 Word Study	11:10-11:40 RR/Lunch 11:40-12:05 Recess	12:05-12:30 Writing
<b>M O N.</b>	Morning Work/ Attendance/Lunch Count/Sharpen pencils Check worksheet Read Aloud –(3.RL.1) Begin <u>Because of Winn Dixie</u> Mini Les. – analyze story elements-finish Venn Diagram for Charlotte's Web.	Obj. – T.L.W. draft "I am thankful for ____ because ____." note for newspaper. Proc. – Share Thankful Book with students and prewrite ideas for notes, sentence starters, and transition words. Draft. Switch leveled readers while drafting.	Obj. – T.L.W. understand that VCV syllable pattern words can be a V/CV or VC/V syllable pattern & VV/CV words are divided after the vowel pair. Proc. – Introduce VVCV and VCV syllable patterns and discuss rules. Write Unit 12 spelling words in notebook.	See above!	<b>Library Finish Thankful Notes</b>
<b>T U E S.</b>	Morning Work/ Attendance/Lunch Count/Sharpen pencils Check worksheet Read Aloud – <u>Because of Winn Dixie</u> Mini Les. – Identify the story elements of characters, setting, plot, problem, and solution in a story.	Daily Five Rotations: Word Work- Spelling Training Read to Self-BLM2 Work with teacher – leveled readers (20 mins.)	Obj. – T.L.W. sort words with VVCV and VCV syllable patterns. Proc. – Review rules for dividing VCCV and VCV syllable patterns Assign BLM 6		12:10-12:40 Counselor – Social Emotional Learning Class
<b>W E D.</b>	Morning Work, Attendance/Lunch Count/ Sharpen pencils/Check Worksheet Read Aloud-(3.RL.3) <u>Because of Winn Dixie</u> Mini Les. – Recognize adverbs Day 4, Week 3	Daily Five Rotations: Word Work- BLM 4/5 Read with someone- BLM 4/5, Work with teacher –leveled readers (20 mins.)	Obj. – T.L.W. identify VCV and VVCV words within sentences. Proc. – Review rules and assign BLM 7/8.	<b>Eat in FACS room with class.</b>	Obj. – T.L.W. work on revision of personal narrative. Proc. – Review traits of personal narrative. Model revision process. Share beginning of draft with partner. Make revisions (3.W.3)
<b>T H U R S.</b>	Morning Work Attendance/Lunch Count/ Sharpen pencils/Check worksheet Read Aloud - <u>Because of Winn Dixie</u> Mini Lesson – story elements Unit 4, Week 1, Day4	Daily Five Rotations: Word Work- Spelling Training with someone-BLM 4/5, Work with teacher – leveled readers (20 mins.)	Obj. – T.L.W. correctly spell VCV and VVCV words. Proc. – Spelling Test Unit 12 (3.L.2e-g) all week		Get RTI Books with Mr. Dunham.
<b>F R I.</b>	<p>Friday School – 8:00-11:00</p> <p>Staff Meeting – 11:00-12:00</p>				

	<b>12:30-1:30 Math</b>	<b>1:30-1:45 Snack R.R./Handwriting 1:45-2:15 Music T/Th Computer M/W</b>	<b>2:15-2:30 Recess</b>	<b>2:30-3:00 Science</b>	<b>3:00-3:30 Social Studies</b>	<b>3:30-3:40 Pack up and Dismiss</b>
<b>M O N.</b>	Obj. – T.L.W. read and interpret data in a line plot and use data to make a line plot. (3.MD.B.4) Proc. – Sprint then, engage, explore, explain, elaborate, evaluate Ch. 2, L. 2.7, pgs. 125-130	<b>Handwriting Obj.</b> T.L.W. practice undercurve stroke -pg. 32  <b>1:45-2:15 Computers- Type Thankful Notes"</b>		Obj. – T.L.W. know that flowers help plants reproduce & seeds are found in fruit or cones. Proc. – Read & discuss pgs.91-93; complete interactive directions. (3.LS1.1-all week)	Obj. – T.L.W identify the structure and services of state governments. Proc. – Read pgs. 12-13 with partner and complete WS.  (K-12.C.1; 3.C.2.2) all week	
<b>T U E S.</b>	Obj. – T.L.W. interpret data on tally tables, frequency tables, bar graphs, and line plots. (3.MD.B. 3, 4; 3.NBT.A.2; 3.OA.D.8) Proc. – Sprint , then guide students to begin Ch.2 Review/Test on pgs. 131-136.	Handwriting Obj. – T.L.W. T.L.W. practice downcurve stroke page 33.  <b>Music</b>		Obj- T.L.W. describe the parts of a flower and how a seed is formed. Proc- Read and complete pages 94-95 with students.	Obj. – T.L.W. compare and contrast a council-manager government with a mayor-council government.(3.C.3.2) Proc. – Read pgs. 14-15 with partner and complete WS.	
<b>W E D.</b>	Obj. – T.L.W. interpret data on tally tables, frequency tables, bar graphs, and line plots. (3.MD.B. 3, 4; 3.NBT.A.2; 3.OA.D.8) Proc. – Sprint , then guide students to continue Ch.2 Review/Test on pgs. 131-136.	Handwriting Obj. – T.L.W. practice overcurve stroke - pg. 34  Computer – Typing Club		Obj- T.L.W. describe the parts of a flower and how a seed is formed. Proc- Complete flower diagram with real flowers.	Obj. – T.L.W. compare and contrast forms of government. Proc. – Read pgs. 16-17 and complete table WS.	
<b>T H U R S.</b>	Obj. – T.L.W. interpret data on tally tables, frequency tables, bar graphs, and line plots. (3.MD.B. 3, 4; 3.NBT.A.2; 3.OA.D.8) Proc. – Sprint , then guide students to finish Ch.2 Review/Test on pgs. 131-136.	Handwriting Obj. – T.L.W. practice slant on pg. 35.  Music		Obj- T.L.W. compare seeds and spores Proc- Read and complete pgs. 96-98 with students. Make Seed chart to show how seeds are scattered.	Obj. – T.L.W. review key vocabulary from “How America Works”  Proc. – Crossword Puzzle WS	
<b>F R I.</b>	<p style="text-align: center;"><b>No School</b></p> <p>Pollunation - <a href="https://www.youtube.com/watch?v=CUPzbTulJgc">https://www.youtube.com/watch?v=CUPzbTulJgc</a></p>					