

## Mrs. Johnson's Lesson Plans

# Jan. 25-29, 2021

	<b>8:15-8:30 Opening 8:30-9:10 Reading</b>	<b>9:10-10:10 15 -mins. -DEAR (Chapter Books) Reading Daily Five</b>	<b>10:10-10:45 Restroom/P.E. 10:45-11:10 Word Study</b>	<b>11:10-11:40 RR/Lunch 11:40-12:05 Recess</b>	<b>12:05-12:30 Writing</b>
<b>M O N.</b>	Morning Work/ Attendance/Lunch Count/Sharpen pencils Check worksheet (3.RL.1) Mini Lesson – Read Aloud/Mini Les. - Fluency Chart -use with poster, “The Lion” (3.RL.1)	Hand out new seat sacks and clean desks. Obj. – T.L.W. listen to Readers Theater play, “Kanchil Outsmarts the Crocodile” and compare to trickster tale. Proc. Introduce, choral read, assign parts.	Obj. – T.L.W. identify the long u patterns uCe and open u- in multi- syllable words (3.L.2f) all week. Proc. - Go over patterns on anchor poster and discuss rules. Write Unit 18 words for spelling in notebook.	<b>See above!</b>	<b>Library -and practice Readers’ Theater parts.</b>
<b>T U E S.</b>	Morning Work/ Attendance/Lunch Count/Sharpen pencils Check worksheet	Obj. – T.L.W. compare and contrast the book, <u>Stone Fox</u> , with the movie, “Iron Will.” Proc. – 8:45-10:05 Introduce and show movie, “Iron Will”	Obj. – T.L.W. sort words according to their vowel pattern. Proc. – Review patterns on anchor poster and discuss rules. Assign BLM 6.		Finish “Iron Will” movie and complete Venn Diagram to compare movie and book.
<b>W E D.</b>	Morning Work/ Attendance/Lunch Count/Sharpen pencils Check worksheet Read Aloud – Begin <u>James &amp; the Giant Peach</u> (3.RL.1) Mini Lesson – Synonym chart BLM 4	Buddy Reading while rotating Readers Theater Groups to practice parts.	Obj. – T.L.W. understand the rules for words with long u patterns in accented syllables. Proc. – Review patterns on anchor poster and discuss rules. Assign BLM 7/8		Complete synonym chart and rotate groups to practice Readers’ Theater.
<b>T H U R S.</b>	Morning Work/ Attendance/Lunch Count/Sharpen pencils Check worksheet Read Aloud – James & the Giant Peach (3.RL.1)	<b>Readers Theater Presentations – 4 Groups</b>	Obj. – T.L.W. correctly spell multisyllable words with long u patterns: uCe, & open u. Proc. – Give Unit 18 spelling test.		Switch RTI books Independent Reading or Who’s Reading quiz
<b>F R I.</b>	<b>Cougar Friday – 8:00-11:00 Staff Meeting – 11:00-12:00</b>				

	<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. demonstrate use of multiplication strategies to multiply and solve problems. (3.OA.A.3, B.5, C.7, D.8-9) Proc. – Sprint, then assign pgs. 253-258 - begin together.	Computers – Typing Club		Obj. – T.L.W. describe plant & animal life cycles & adaptations. Proc. – Review concepts for Unit 3 and work through unit 3 review test together on pgs. 145-148.	Obj. – T.L.W. explain how more recent U.S. government policies have affected American Indians. (3.H.2.3) Proc. – Read pgs. 16-17 and complete worksheet.	
<b>T U E S.</b>	Obj. – T.L.W. demonstrate use of multiplication strategies to multiply and solve problems. (3.OA.A.3, B.5, C.7, D.8-9) Proc. – Sprint, then assign pgs. 253-258 - begin together.	Music -		Obj. – T.L.W. explore how animals get their color and communicate Proc. – Mystery Science lesson “How Do Flamingos Get Their Color?” Watch introduction and do activity with video.	Obj. – T.L.W. answer T/F, multiple choice, matching, and short answer questions about the history, economy, and culture of the First People. Proc. – “The First People” magazine assessment.	
<b>W E D.</b>	<b>Obj.</b> – T.L.W. solve division problems by using the strategy act it out. (3.OA.A.3) <b>Proc.</b> – Sprint, then Engage, Explore, Explain, Elaborate, Evaluate L. 6.1, pgs 301-306.	Computers – Typing Club		Obj. – T.L. W. define ecosystem, community, environment, & population. Proc. – Begin Ut.4, Les. 1, pgs. 151-155, Discuss new unit, directons, and group expectations. Assign groups and complete pages.	Obj. – T.L.W. match key vocabulary for “Communities” magazine with definitions using magazine glossary. Proc. – Introduce magazine, preview, then highlight key terms on glossary sheet and use this to complete matching WS.	
<b>T H U R S.</b>	Obj. – T.L.W. use models to explore the meaning of partitive (sharing) division (3.OA.A.2) Proc. – Sprint, then Engage, Explore, Explain, Elaborate, Evaluate L. 6.2, pgs 307-312.	Music		Obj. – T.L.W. explore how animals survive in arctic ecosystems. Proc. – Mystery Science lesson “How Do Polar Animals Survive the Cold?” Watch introduction and do activity with video, paper, pencil, and crayons.	Obj. – T.L.W. define what a community is, types of communities and describe laws, and what good citizens do in communities. Proc. – Show video, “Types of Communities” and discuss types, etc. as time allows.	
<b>F R I.</b>	<h2>No School</h2> <p>Tues. Science <a href="https://mysteryscience.com/trending/mystery-21/ecosystems/585?r=122109073#slide-id-0">https://mysteryscience.com/trending/mystery-21/ecosystems/585?r=122109073#slide-id-0</a></p> <p>Science Thurs. <a href="https://mysteryscience.com/trending/mystery-25/adaptations-habitats/650?r=122109073#slide-id-10517">https://mysteryscience.com/trending/mystery-25/adaptations-habitats/650?r=122109073#slide-id-10517</a></p> <p>S.S. – Thurs. <a href="https://www.youtube.com/watch?v=04IO0ISBT40">https://www.youtube.com/watch?v=04IO0ISBT40</a></p>					