

## Mrs. Johnson's Lesson Plans

# Mar. 22-26, 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 Read Aloud – <u>James &amp; the Giant Peach Ch. 28</u> (3.RL.1) Mini Les –Review features of narrative (story) writing	Obj. – T.L.W. brainstorm, organize, and draft short narrative about becoming an animal for a day. Proc. – use story map on whiteboard and writing packet to review narrative writing. Follow packet.	Obj. -T.L.W. understand that the letter c stands for the hard sound /k/ and the soft sound /s/. (3.L.2f) all week Proc. – Introduce spelling words with Anchor Poster. Write Unit 25 words for spelling in notebook.		<b>Library/ Independent Reading of leveled readers</b>
<b>T U E S.</b>	Morning Work/ Attendance/Lunch Count/Sharpen pencils; Check worksheet Read Aloud – <u>James &amp; the Giant Peach</u> (3.RL.1) Mini Les – features of fairy tales	Obj. – T.L. W. explore sample Smarter Balanced Performance Task for Informative Writing as a group. Proc. – Continue with copies of Task and show on JTouch. Work through task together.	Obj. – T.L.W. articulate rules for when c stands for the soft sound and when it stands for the hard sound & sort words. Proc. – Review patterns on anchor poster and discuss rules. Assign BLM 6.		<b>Guidance Class with Ms. Schmit</b>
<b>W E D.</b>	Morning Work/ Attendance/Lunch Count/Sharpen pencils Check worksheet Read Aloud – <u>James &amp; the Giant Peach</u> (3.RL.1) Mini Lesson –finish comparing fairy tales.	Obj. – T.L. W. explore sample Smarter Balanced Performance Task for Informative Writing as a group. Proc. – Hand out copies of Task and show on JTouch. Work through task together.	Obj. – T.L.W. use knowledge of spelling patterns for /s/ to select correct spellings of words. Proc. – Review spelling patterns and rules on anchor poster. Assign BLM 7/8		Obj. – T.L.W. share narrative writing stories done on Monday with class. Proc. – Review features of narratives. Share stories and discuss.
<b>T H U R S.</b>	<b>Morning Work/ Attendance/Lunch Count/Sharpen pencils Check worksheet Read Aloud – <u>James &amp; the Giant Peach</u> (3.RL.1) Mini Lesson –Video - Prepositional phrases</b>	Obj. – T.L. W. explore sample Smarter Balanced Performance Task for Informative Writing as a group. Proc. – Hand out copies of Task and show on JTouch. Work through task together.	Obj. – T.L.W. spell words using the correct pattern for the /s/ sound. Proc. – Give Unit 25 spelling test.		<b>Switch RTI books and edit first drafts of narratives.</b>
<b>F R I.</b>	<p><b>Cougar Friday – 8:00-11:00</b></p> <p><b>Staff Meeting – 11:00-12:00</b></p> <p><a href="https://www.youtube.com/watch?v=gFoYBO5ZFwo">https://www.youtube.com/watch?v=gFoYBO5ZFwo</a></p>				

	12:30-1:30 Math	1:30-1:45 Snack R.R./Handwriting 1:45-2:15 Music T/Th Computer M/W	2:15- 2:30 Recess	2:30-3:00 Science	3:00-3:30 Social Studies	3:30- 3:40 Pack up and Dismiss
<b>M O N.</b>	Obj. – T.L.W. use an array, a related multiplication fact, or equal groups to divide by 7. (3.OA.C.7) Proc. – Sprint, then Engage, Explore, Explain, Elaborate, Evaluate L. 7.7, pgs. 403-408.	Computers – Typing Club		Obj. – T.L.W. give examples of how people can affect the environment for good and bad. (3LS.4-4) Proc. – Read & complete pages 186-192 in small groups. Use word bank for p192	Obj. – T.L.W. name features of culture and give examples. Proc. – Show video to review culture and discuss.	
<b>T U E S.</b>	Obj. – T.L.W. use repeated subtraction, a related multiplication fact, or a multiplication table to divide by 8. (3.OA.C.7) Proc. – Sprint, then Engage, Explore, Explain, Elaborate, Evaluate L. 7.8, pgs. 409-414.	Music -		Obj. – T.L.W. give examples of how people can affect the environment for good and bad. (3LS.4-4) Proc. – Show Beavers video. Review Les 5 and assign pgs. 193-194	Obj. – T.L.W. explain the difference between natural resources and manufactured goods Proc. – Read and discuss pgs. 14-15,	
<b>W E D.</b>	Obj. – T.L.W. use equal groups, factors, or a related multiplication fact to divide by 9. (3.OA.C.7) Proc. – Sprint, then Engage, Explore, Explain, Elaborate, Evaluate L. 7.9, pgs. 415-419.	Computers – Typing Club		Obj. – T.L.W. describe ecosystems, understand a food chain, and know the effects of change on the environment. Proc. – Complete Unit 4 Review together using test taking strategies as shown on J-Touch.	T.L.W. analyze the causes and effects of why some communities failed. Proc. – Read and discuss pgs. 16-17	
<b>T H U R S.</b>	Obj. – T.L.W. solve two-step problems by using the strategy act it out. (3.OA.D.8 ) Proc. – Sprint, then Engage, Explore, Explain, Elaborate, Evaluate L. 7.10, pgs. 420-424.	Music		Obj. – T.L.W. describe ecosystems, understand a food chain, and know the effects of change on the environment. Proc. – Finish & check Unit 4 Review together using test taking strategies as shown on J-Touch. (pgs. 197-200)	T.L.W. review terms and concepts related to communities for Test. Proc. – Review with Communities study guide in pairs.	
<b>F R I.</b>	<b>No School</b>					
	Social Studies Culture – <a href="https://www.youtube.com/watch?v=RwSYrsjTiW4">https://www.youtube.com/watch?v=RwSYrsjTiW4</a>					
	Mystery Science – Beavers - <a href="https://mysteryscience.com/mini-lessons/beavers-dams?loc=mini-lesson-button#slide-id-10950">https://mysteryscience.com/mini-lessons/beavers-dams?loc=mini-lesson-button#slide-id-10950</a>					