

**Mrs. Johnson's Lesson Plans**  
**Mar. 29-Apr. 2, 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. 38-39</u> (3.RL.1) Mini Les –Meaning of compare and contrast.	Obj. – T.L.W. compare & contrast book with movie of <u>James &amp; the Giant Peach</u> Proc. – Show movie from about 9:10-10:10 and finish after P.E. - takes about 75 mins. Hand out Venn diagram, complete during library.	Obj. -T.L.W. write and identify words, and understand rules for words with hard and soft g (3.L.2f) all week. Proc. – Introduce spelling words with Anchor Poster. Write Unit 26 words for spelling in notebook.		<b>Library/ Complete Venn diagram on <u>James and the Giant Peach.</u></b>
<b>T U E S.</b>	Morning Work/ Attendance/Lunch Count/Sharpen pencils; Check worksheet Read Aloud – <u>Boxcar Children</u> (3.RL.1) Mini Les – features of fairy tales	Obj. – T.L. W. take notes for 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 g 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>Boxcar Children</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. – Use copies of Task and show on JTouch. Work through task together.	Obj. – T.L.W. use knowledge of spelling patterns for /g/ & /j/ 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 on computer with partner – edit and revise. Proc. – Review features of narratives. Share stories and discuss.
<b>T H U R S.</b>	Morning Work/ Attendance/Lunch Count/Sharpen pencils Check worksheet Read Aloud – <u>Boxcar Children</u> (3.RL.1) Mini Lesson –Video - Prepositional phrases	Obj. – T.L. W. explore sample Smarter Balanced Performance Task for Informative Writing as a group. Proc. – Use copies of Task and show on JTouch. Work through task together.	Obj. – T.L.W. spell words using the correct pattern for the /g/ & /j/ sounds. Proc. – Give Unit 26 spelling test.		<b>Switch RTI books</b>
<b>F R I.</b>	<b>No School – Good Friday</b>				

	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. perform operations in order when there are no parentheses. (3.OA.D.8) Proc. – Sprint, then Engage, Explore, Explain, Elaborate, Evaluate L. 7.11, pgs. 427-432.	Computers – Typing Club		Do “Word Study” now, since class was finishing movie at 10:45 this morning. Then Social Studies. Show science video (10 mins.) on ecosystems if time allows.	Obj. – T.L.W. explore how people have tried to create the perfect communities Proc. – Read and complete worksheet for pages 16-17 with partners.	
<b>T U E S.</b>	Obj. – T.L.W. use repeated subtraction, a related multiplication fact, or a multiplication table to divide by 0-9. (3.OA.C.7) Proc. – Sprint, then Engage, Explore, Explain, Elaborate, Evaluate Chapter Review Test, pgs. 433-438.	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)	Obj. – T.L.W. review how geography, resources, history, and cultures have affected communities. Proc. – Complete “Communities” study guide with partners.	
<b>W E D.</b>	Obj. – T.L.W. solve two-step problems and follow order of operations to divide by 0-9. (3.OA.D.8) Proc. – Sprint, then review and finish Chapter Review Test, pgs. 433-438.	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. review terms and concepts related to communities for Test. Proc. – Play “Jeopardy” to review for “Communities” test	
<b>T H U R S.</b>	Obj. –T.L.W. name parts of a fraction and identify meaning of fraction using manipulatives. Proc. –Sprint, then hand out manipulative bags and explore fraction strips and definitions. Complete worksheet.	Music		Obj. – T.L.W. use information from Ut. 4 in science to plan, draft, revise, and edit a informational paragraph on “Taking Care of the Earth” Proc. – Hand out packets and use Ut. 4 to gather facts.	Obj. – T.L.W. know how geography, resources, history, and cultures have affected communities. Proc. – Complete “Communities” test.	
<b>F R I.</b>	<p><b>No School - Good Friday</b></p> <p>Science - Monday:  <a href="https://www.youtube.com/watch?v=gT5pGA2H-x8">https://www.youtube.com/watch?v=gT5pGA2H-x8</a></p>					