

MR. JOHNSON'S WEEKLY LESSON PLAN Mar. 7 - 11, 2016

GENERAL SCHEDULE

TPS = Think, Pair, Share ; TTP = Turn to your partner and share

Activity	Monday B2 3B short	Tuesday A1	Wednesday B1	Thursday A2 3A short	Friday B2 3B short
Spelling Word Work	Time Machine (randomly select a grade to visit) Correct paragraph then write two sentences telling what might happen next in the plot description.	Time Machine visit (alt. time) Correct paragraph then write three sentences telling what might happen next in the plot description.	Time Machine visit (alt. time) Correct paragraph quiz Use Activity C on p. 450.	3B Spelling Test Lesson 22	3A Spelling Test Lesson 22
Reading	3A Read Aloud/3B Homeroom <i>Mini Lesson: What is realistic fiction? (TPS) Scavenger hunt for realistic fiction examples. Read from one, briefly discuss key components before moving to writing lesson.</i>	Shared reading <i>Mini Lesson: Read a class-selected example of realistic fiction. TTP (turn to partner) discuss features before discussing as a class.</i>	Shared reading <i>Mini Lesson: Read a class-selected example of realistic fiction. TTP (turn to partner) discuss features before discussing as a class.</i>	<i>Mini Lesson 1: Drafting. Review how a draft is just a rough idea, so Ss should get as much down on paper as possible, then revise later. Now do a shared reading from the text p. 464 & 465</i>	Independent reading
Writing	Pre-Writing Read p. 438 – 439. Do activity C and D in table groups. Discuss as class.	Pre-Writing Read p. 444 – 447. Do activities A – C in table group. Discuss answers with class. Do activity D alone, discuss answers with class. .	Pre-Writing Read p. 448 – 451. Do activities A and B as a team timed race to the board and write.	3B Only Drafting <i>Mini Lesson 2: What if? (see p. 464) Ss use the question to guide thoughts and ideas for realistic fiction. TTP – share as class.</i>	3A Only Drafting <i>Mini Lesson 2: What if? (see p. 464) Ss use the question to guide thoughts and ideas for realistic fiction. TTP – share as class.</i>
Science	3B Only (Cancelled) Make a simple machine mini book. Make a pulley to demonstrate pulling force and pulley system for combined force	3A Only Make a simple machine mini book. Make a pulley to demonstrate pulling force and pulley system for combined force	Not scheduled	Both Bill Nye Simple Machines clip. Searching for simple machines worksheet/scavenger hunt inside or outside.	3B Only Make a simple machine mini book. Use pulleys to demonstrate pulling force and load distribution for combined forces

Text: Healy, P., Kervick, I., McGuire, A. B., & Saybolt, A. (2011). *Voyages in English. grammar and writing*. Chicago: Loyola Press.

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ELA READING GANAG

TPS = Think, Pair, Share ; TTP = Turn to your partner and share

Monday B2 3B short	Tuesday A1	Wednesday B1	Thursday A2 3A short	Friday B2 3B short
GUIDING QUESTION: What is realistic fiction?				
GOAL - RL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RL.3b. Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.				
<p>A – Place two non-fiction and two fiction books on the chalk rail. Ask pairs to complete a Venn diagram before collecting info on the small board as a class (be sure to include creative for fiction). Discuss lists.</p> <p>N – Tell Ss that our next writing assignment will be realistic fiction (RF), show the summative assessment rubric and explain that the only requirement now is to pay attention and participate smartly (Active Engagement: In-class scavenger hunt to find RF Link: Reading RF provides models for writing RF.</p> <p>A- Conduct a scavenger hunt for RF. Discuss findings. Choose one of two books to quickly sample (i.e. read).</p> <p>G – Students will be able to identify components of fiction vs. non-fiction.</p>	<p>A – Ask table groups to choose three titles from RAZ-Kids.com level N that appear to be RF. Vote to decide which title will be read.</p> <p>N - Discuss and affirm reasons for selecting titles. (Active Engagement: Share the reading as a class Link: Reading RF provides models for writing RF.</p> <p>A- Read one or two RAZ-Kids titles as a class on Mimeo projector. Collect the setting, characters, problem, and plot on a story map.</p> <p>G – Students will be able to identify components of RF on a graphic organizer (i.e. story map).</p>	<p>(continued)</p> <p>A – Ask table groups to choose three titles from RAZ-Kids.com level N that appear to be RF. Vote to decide which title will be read.</p> <p>N - Discuss and affirm reasons for selecting titles. (Active Engagement: Share the reading as a class Link: Reading RF provides models for writing RF.</p> <p>A- Read one or two RAZ-Kids titles as a class on Mimeo projector. Collect the setting, characters, problem, and plot on a story map.</p> <p>G – Students will be able to identify components of RF on a graphic organizer (i.e. story map).</p>	<p>A – Review some of the story maps as a class. Discuss details and opinions about the books.</p> <p>N – Explain how today we'll use the story map format with our own story (Active Engagement: TTP and tell what each's story might be Link: Previous day's story maps with our own ideas.</p> <p>A- Read p. 464 & 465.</p> <p>G – Students will be able to outline a RF story using a story map.</p>	<p>Independent reading of RF at pre-assessed levels.</p>

Technology Collaboration Differentiation Formative Assessment

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ELA WRITING GANAG

TPS = Think, Pair, Share ; TTP = Turn to your partner and share

Monday B2 3B short	Tuesday A1	Wednesday B1	Thursday A2 3A short	Friday B2 3B short
GUIDING QUESTION: What makes good realistic fiction?				
GOAL: W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.				
<p>A – True or False aspects of RF as a class (e.g. RF characters are usually animals? Most RF involves a problem and solution?)</p> <p>N – Ss will read p. 438 to 441. (Active Engagement: Table groups complete four items from activity A. Link: Prior knowledge of characters and settings.</p> <p>A- Ss will write a paragraph about a fiction book previously read, and describe the setting and characters.</p> <p>G – Students will be able to develop narratives from fictional stories.</p>	<p>A – Each student thinks about a character he or she would like to put in a story. TTP</p> <p>N – Individuals complete activity A - C, p. 444 – 447 (Active Engagement: TTP for each to share the feature of <i>appearance</i> and the other the <i>dialogue</i> Link: Prior knowledge of characters and settings.</p> <p>A- Ss will write a paragraph about a fiction book previously read, and describe the setting, characters and appearances, and one quote from the dialogue.</p> <p>G – Students will be able to describe features from a fictional stories.</p>	<p>A – Write two sentences on the board: <i>a) Mr. Fielding told the kids to get out of his barn.</i> <i>b) "Hey! You get out of my barn right now!" Mr. Fielding shouted.</i> TTP to discuss which is dialogue and which is more interesting. Discuss as a class. <i>Did you know there are rules for writing dialogue?</i> N – Read p. 448 to 450 to examine the three rules to remember. (Active Engagement: Open-book TTP for using dialog and dialogue tags. Link: The RF dialogue we read in the reader's workshop.</p> <p>A- 1) Do activities A and B on p. 449 as a team race to the board and write correct response. 2) Write a two-person response to Mr. Fielding. (e.g. Jeremy immediately said, "Pardon us Mr. Fielding." We won't do it again," echoed Sam.)</p> <p>G – Students will be able to determine punctuation and place quotation marks in dialogues.</p>	<p>3B A – Have the Ss look at the title (<i>The Clubhouse</i>) and picture on p. 466. Ask what the RF could be about.</p> <p>N – Alert the Ss that the story is in the draft stage (Active Engagement: Scan the page for glaring mistakes. Link: The Ss own work and their mistakes.</p> <p>A- Read <i>The Clubhouse</i> on p. 466 - 467 and have Ss model the writing for a draft of their own stories.</p> <p>G – Students will be able create an initial draft of RF.</p>	<p>3A A – Have the Ss look at the title (<i>The Clubhouse</i>) and picture on p. 466. Ask what the RF could be about.</p> <p>N – Alert the Ss that the story is in the draft stage (Active Engagement: Scan the page for glaring mistakes. Link: The Ss own work and their mistakes.</p> <p>A- Read <i>The Clubhouse</i> on p. 466 - 467 and have Ss model the writing for a draft of their own stories.</p> <p>G – Students will be able create an initial draft of RF.</p>

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SCIENCE GANAG

TPS = Think, Pair, Share ; TTP = Turn to your partner and share

Monday B2 3B	Tuesday A1 3A	Wednesday B1	Thursday A2 Both	Friday B2 3B
GUIDING QUESTION: How does force affect motion?				
PS.6.4A: By the end of Grade 4, students will use data to predict how a change in force (greater/less) might affect the position, direction of motion, or speed of an object (e.g., ramps and balls).				
<p>A– Ask what a screw and a slide have in common. (Answer at the end of class: they both use on incline plane to move material or objects.</p> <p>N – Explain that we will be discussing and discovering simple machines and their connection to energy, motion and force (Active Engagement: TTP define energy, motion, and force Link: Arm wrestling demonstrated all three aspects of physical science.</p> <p>A- Make a mini book on Simple Machines (see attachment.</p> <p>G – Students will be able to describe the six common simple machines.</p>	<p>A– Ask what a screw and a slide have in common. (Answer at the end of class: they both use on incline plane to move material or objects.</p> <p>N – Explain that we will be discussing and discovering simple machines and their connection to energy, motion and force (Active Engagement: TTP define energy, motion, and force Link: Arm wrestling demonstrated all three aspects of physical science.</p> <p>A- Make a mini book on Simple Machines (see attachment.</p> <p>G – Students will be able to describe the six common simple machines.</p>	Not scheduled	<p>A– Review the six simple machines from the mini book.</p> <p>N – Explain that today we will see them in action, first in a Bill Nye clip and then all around us. (Active Engagement: TTP point out simple machine in immediate view. Link: We use simple machines every day but rarely realize it.</p> <p>A- Watch Bill Nye clip and complete a scavenger hunt in and out of class for examples of simple machines.</p> <p>G – Students will be able to identify simple machines.</p>	

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