

**Lesson Plans are Subject to Change**

Date (Week of): 8/31/2020 - 9/4/2020

Teacher Name: 3<sup>rd</sup> Grade

Subject: Reading

**Standards:** ELAGSE3RL2: RECOUNT STORIES, - fables, folktales, & myths from diverse cultures; determine central message, lesson, or moral & explain how it is conveyed through key details. ELAGSE3RL3: DESCRIBE CHARACTERS in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Day:	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY
<b>Learning Target</b>	I can use recounting to help me understand a story.	I can learn how to identify the central message of a story.	I can identify the central message of a story.	I can identify the central message of a story.	I can identify the central message of a story.
<b>Content Vocabulary</b>	character, trait, internal character trait, external character trait, summarize, recount, acronym, problem, solution, central message, lesson, observations, infer				
<b>Graded Assignment</b>	n/a				

**Lesson Plans are Subject to Change**Teacher Name: 3<sup>rd</sup> Grade

Subject: ELA / Writing

**Standards:** ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ELAGSE3L1. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Day:	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY
<b>Learning Target (Grammar)</b>	I can identify common and proper nouns in a sentence and pronouns in a sentence	I can identify common and proper nouns in a sentence and pronouns in a sentence	I can identify common and proper nouns in a sentence and pronouns in a sentence	I can identify common and proper nouns in a sentence and pronouns in a sentence	I can identify common and proper nouns in a sentence and pronouns in a sentence
<b>Learning Target (Writing)</b>	I can understand what a narrative hook is	I can identify and explain narrative hooks	I can develop a narrative hook	I can develop a narrative hook	I can develop a narrative hook for my narrative story.
<b>Content Vocabulary</b>	narrative, hook, pronoun, proper noun, common noun, setting, dialogue				
<b>Graded Assignment</b>	n/a				

**Lesson Plans are Subject to Change**Teacher Name: 3<sup>rd</sup> Grade

Subject: Math 3.1

**Standards:** MGSE3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

Day:	MONDAY:	TUESDAY:	WEDNESDAY:	THURSDAY:	FRIDAY
<b>Learning Target</b>	I can round to the nearest ten.	I can round numbers to the nearest ten & nearest hundred.	I can round numbers to the nearest ten and nearest hundred and find the estimated sum.	I can solve estimation story problems.	I can solve estimation story problems.
<b>Content Vocabulary</b>	rounding, benchmark, midpoint, sum				
<b>Graded Assignment</b>	n/a				

<b>Lesson Plans are Subject to Change</b>					
<b>Teacher Name:</b> 3 <sup>rd</sup> Grade					
<b>Subject:</b> Math 3.2					
<b>Standards:</b> MGSE3.NBT.2 Fluently add & subtract within 1000 using strategies & algorithms based on place value, properties of operations, & relationship between addition & subtraction.					
<u>Day:</u>	<u>MONDAY:</u>	<u>TUESDAY:</u>	<u>WEDNESDAY:</u>	<u>THURSDAY:</u>	<u>FRIDAY</u>
<b>Learning Target</b>	I can review addition strategies and subtract 3 and 4 digit numbers.	I can review subtraction strategies and subtract 3 and 4 digit numbers.	I can review subtraction strategies and subtract 3 and 4 digit numbers.	I can solve addition and subtraction word problems and use estimation to check that my answer is reasonable.	I can solve addition and subtraction word problems and use estimation to check that my answer is reasonable.
<b>Content Vocabulary</b>	Difference, regroup, inverse operation				
<b>Graded Assignment</b>	n/a				

<b>Lesson Plans are Subject to Change</b>					
<b>Teacher Name:</b> 3 <sup>rd</sup> Grade/Chaffer					
<b>Subject:</b> Math 4.1					
<b>Standards:</b> Unit 1 Place Value - NBT1, NBT2, NBT3, NBT4, OA3, MD2					
<u>Day:</u>	<u>MONDAY:</u>	<u>TUESDAY:</u>	<u>WEDNESDAY:</u>	<u>THURSDAY:</u>	<u>FRIDAY</u>
<b>Learning Target</b>	I can show what I know. - iReady Diagnostic.	I can show what I know. - iReady Diagnostic.	I can compare two numbers using a place value chart.	I can compare two numbers using a place value chart.	I can round numbers to a given place value.
<b>Content Vocabulary</b>	Inequality signs, greater than, less than, equal to, place value, round, estimate (about)				
<b>Graded Assignment</b>	Illuminate 4.1 Unit 1 Grade (NBT 1 & 2)				

<b>Lesson Plans are Subject to Change</b>					
<b>Teacher Name:</b> 3 <sup>rd</sup> Grade					
<b>Subject:</b> Science					
<b>Standards:</b> S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.					
a. Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions.					
c. Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.					
<u>Day:</u>	<u>MONDAY:</u>	<u>TUESDAY:</u>	<u>WEDNESDAY:</u>	<u>THURSDAY: (TAG)</u>	<u>FRIDAY</u>
<b>Learning Target</b>	I can explain habitat, environment, and ecosystem.	I can explain habitat, environment, and ecosystem.	I can identify the geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.	I can research an area and create a plan for a trip (Appalachian Mountains.)	I can read and annotate a passage to understand the Mountain region of Georgia.
<b>Content Vocabulary</b>	Living/non living things, environment, ecosystem, habitat				
<b>Graded Assignment</b>	n/a				

