
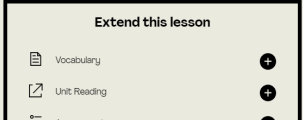
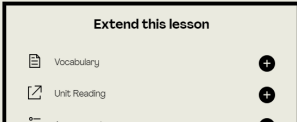


<p>Week of: October 21-25, 2024 Georgia Standards of Excellence</p>	<p style="text-align: center;">MATH</p>	<p style="text-align: center;">SCIENCE Science and Social Studies instruction alternates between weeks</p>
<p>Monday Lesson</p> <p>Sterling 7: https://docs.google.com/document/d/19QwgYukH8qHZdK59v2H9w_QBHFaSiQRWoDZUgiuJyiE/edit</p>	<p>Standard(s): 3.PAR.2.1 Fluently add and subtract within 1000 to solve problems. LT: We are learning to fluently add and subtract within 1,000. SC: I can use more than one strategy to solve addition and subtraction problems accurately and efficiently. Lesson/Activity: Module 2 Lesson 17 Students use the take from a ten strategy to subtract efficiently. They apply the strategy to two- and three- digit subtraction problems.</p>	<p>Standard:S3E2. Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms. a. Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived. b. Develop a model to describe the sequence and conditions required for an organism to become fossilized. LT: We are learning how fossils are evidence of past organisms and their environments.</p> <p>SC: I will know I’m successful when I can...</p> <ul style="list-style-type: none"> ● Observe fossils to gather evidence of past organisms. ● I can make predictions of an organism's environment based on other fossils present. ● I can describe past environments by observing fossils from that time and place. <p>https://docs.google.com/presentation/d/1VmmVy-dCOOw79bVO9pEVOyp99J-ghbphqAfI9n77xY/edit?usp=sharing Mystery Science Fossils For vocabulary scroll down to this section.</p>  <p>vocabulary</p> <p>Go over the vocabulary first. Then just watch the EXPLORATION section of the video (10 min). Over the next couple of days you can complete the Activity and the Wrap Up.</p>
<p>Tuesday Lesson</p> <p>Quest Day</p> <p>Sterling 7</p>	<p>Standard(s): 3.PAR.2.1 Fluently add and subtract within 1000 to solve problems. LT: We are learning to fluently add and subtract within 1,000. SC: I can use more than one strategy to solve addition and subtraction problems accurately and efficiently. Lesson/Activity: Module 2 Lesson 18 Students build on their understanding of the take from a ten strategy to take from a hundred. They apply the strategy when subtracting from three-digit numbers when the subtrahend is close to a hundred. Students describe when the strategy is useful.</p>	<p>Standard:S3E2. Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms. a. Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived. b. Develop a model to describe the sequence and conditions required for an organism to become fossilized. LT: We are learning how fossils are evidence of past organisms and their environments. SC: I will know I’m successful when I can...</p>

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<p>Wednesday Lesson</p> <p>Sterling 7:</p> <p>Topic C Quiz</p>	<p>Standard(s): 3.PAR.2.1 Fluently add and subtract within 1000 to solve problems. LT: We are learning to fluently add and subtract within 1,000. SC: I can use more than one strategy to solve addition and subtraction problems accurately and efficiently. Lesson/Activity: Module 2 Lesson 19 Students use compensation as a strategy to subtract more efficiently. Students intentionally select a subtraction strategy and explain their reasoning.</p> <p>Topic C Quiz</p>	<p>Standard:S3E2. Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms. a. Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived. b. Develop a model to describe the sequence and conditions required for an organism to become fossilized. LT: We are learning how fossils are evidence of past organisms and their environments. SC: I will know I'm successful when I can...</p> <ul style="list-style-type: none"> ● Observe fossils to gather evidence of past organisms. ● I can make predictions of an organism's environment based on other fossils present. ● I can describe past environments by observing fossils from that time and place. <p>https://docs.google.com/presentation/d/1VmmVy-dCOOw79bVO9pEVOyp99J-ghbphqAf19n77xY/edit?usp=sharing</p> <p>Mystery Science Hands on activity</p> <p>Start the fossil dig. Fossil Dig answer key</p>	
<p>Thursday Lesson</p> <p>Sterling 7:</p>	<p>Standard(s): 3.PAR.2.1 Fluently add and subtract within 1000 to solve problems. LT: We are learning to fluently add and subtract within 1,000. SC: I can use more than one strategy to solve addition and subtraction problems accurately and efficiently. Lesson/Activity: Module 2 Lesson 20</p>	<p>Standard:S3E2. Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms. a. Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived. b. Develop a model to describe the sequence and conditions required for an organism to become</p>	

	<p>Students add two-and three-digit numbers by using place value disks and drawings on a place value chart to compose a larger unit once. Students use vertical form with the new groups below strategy to record their work. This lesson introduces the term <i>standard algorithm</i>.</p>	<p>fossilized.</p> <p>LT: We are learning how fossils are evidence of past organisms and their environments.</p> <p>SC: I will know I'm successful when I can...</p> <ul style="list-style-type: none"> ● Observe fossils to gather evidence of past organisms. ● I can make predictions of an organism's environment based on other fossils present. ● I can describe past environments by observing fossils from that time and place. <p>https://docs.google.com/presentation/d/1VmmVy-dCOOw79bVO9pEVOpyp99J-ghbphqAf19n77xY/edit?usp=sharing</p> <p>Complete fossil dig and Wrap Up.</p> <p>If time allows What's the best place to look for dinosaurs? (5 min)</p>	
<p>Friday Lesson</p> <p>Sterling 7:</p>	<p>Standard(s): 3.PAR.2.1 Fluently add and subtract within 1000 to solve problems.</p> <p>LT: We are learning to fluently add and subtract within 1,000.</p> <p>SC: I can use more than one strategy to solve addition and subtraction problems accurately and efficiently.</p> <p>Lesson/Activity: Module 2 Lesson 21</p> <p>Students use drawings on a place value chart to compose a larger unit twice when adding two- and three- digit numbers. Students use vertical form with the new groups below strategy and the totals below strategy to record their work and to compare the two written methods. Students reason about the efficiency of the standard algorithm compared with other addition strategies.</p>	<p>Standard:S3E2. Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms. a. Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived. b. Develop a model to describe the sequence and conditions required for an organism to become fossilized.</p> <p>LT: We are learning how fossils are evidence of past organisms and their environments.</p> <p>SC: I will know I'm successful when I can...</p> <ul style="list-style-type: none"> ● Observe fossils to gather evidence of past organisms. ● I can make predictions of an organism's environment based on other fossils present. ● I can describe past environments by observing fossils from that time and place. <p>https://docs.google.com/presentation/d/1VmmVy-dCOOw79bVO9pEVOpyp99J-ghbphqAf19n77xY/edit?usp=sharing</p> <p>Start How do we know what dinosaurs looked like? Vocabulary</p> <p>Go over the vocabulary first. Then just watch the EXPLORATION section of the video (15 min).</p>	

Teacher: Helms, Shattuck, Goff, Miller		Week of: 10/21-10/25			Math, Sci, SS	Grade Level:
	Monday	Tuesday	Wednesday	Thursday	Friday	
GSE						
Sci. Resources	https://docs.google.com/presentation/d/1VmmVy-dCOOw79bVO9pEVOpyp99J-ghbphqAfI9n77xY/edit?usp=sharing					
LT/SC	<p>Learning Target: We are learning how fossils are evidence of past organisms and their environments.</p> <p>Success Criteria: I will know I'm successful when I can...</p> <p>-Observe fossils to gather evidence of past organisms. -I can make predictions of an organism's environment based on other fossils present. -I can describe past environments by</p>	<p>Learning Target: We are learning how fossils are evidence of past organisms and their environments.</p> <p>Success Criteria: I will know I'm successful when I can...</p> <p>-Observe fossils to gather evidence of past organisms. -I can make predictions of an organism's environment based on other fossils present. -*I can describe past environments by</p>	<p>Learning Target: We are learning how fossils are evidence of past organisms and their environments.</p> <p>Success Criteria: I will know I'm successful when I can...</p> <p>-Observe fossils to gather evidence of past organisms. -I can make predictions of an organism's environment based on other fossils present. -I can describe past environments by</p>	<p>Learning Target: We are learning how fossils are evidence of past organisms and their environments.</p> <p>Success Criteria: I will know I'm successful when I can...</p> <p>-Observe fossils to gather evidence of past organisms. -I can make predictions of an organism's environment based on other fossils present. -I can describe past environments by</p>	<p>Learning Target: We are learning how fossils are evidence of past organisms and their environments.</p> <p>Success Criteria: I will know I'm successful when I can...</p> <p>-Observe fossils to gather evidence of past organisms. -I can make predictions of an organism's environment based on other fossils present. -I can describe past environments by</p>	

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