

SOCIAL STUDIES

Monday · Weeks 5–6

THE AZTEC EMPIRE

The Founding of Tenochtitlán

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

The Mexica migration legend; founding of Tenochtitlán on Lake Texcoco (1325).

DO IT — TODAY'S ACTIVITIES

1. Sketch one piece of architecture or technology from today's civilization. Label three parts.
2. Summarize one belief or story from today's lesson in 4–6 sentences. Identify the main message (theme).
3. Vocabulary: list three new terms from today and write a kid-friendly definition for each.

YOUR WORK

Sketch / map space:

EXIT TICKET

One thing I learned today:

One question I still have:

SOCIAL STUDIES**Monday · The Founding of Tenochtitlán****TODAY'S LESSON**

The Mexica migration legend; founding of Tenochtitlán on Lake Texcoco (1325).

SAMPLE ANSWERS / EXPECTED RESPONSES

- ✓ Amazon (S. America), Mississippi-Missouri (N. America), St. Lawrence, Orinoco.
- ✓ A watershed is the land area that drains into a common body of water.

TEACHER NOTES & LOOK-FORS

- Use of subject vocabulary; complete sentences; evidence from the lesson.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

MATHEMATICS

Monday · Weeks 5–6

THE AZTEC EMPIRE

The Founding of Tenochtitlán

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Multi-step word problems with decimals and grouping symbols.

DO IT — TODAY'S ACTIVITIES

- 1. Evaluate: $3 \times (4 + 5) - 2$
- 2. Evaluate: $[(8 + 2) \times 3] \div 5$
- 3. Write an expression for: 'Three more than the product of 4 and 7.' Then evaluate it.
- 4. Write your own word problem that uses today's skill. Solve it, then have a partner solve it.
- 5. Reflection: write one sentence about what was easy today and one about what was tricky.

YOUR WORK

Show your reasoning:

EXIT TICKET

One thing I learned today:

One question I still have:

MATHEMATICS

Monday · The Founding of Tenochtitlán

TODAY'S LESSON

Multi-step word problems with decimals and grouping symbols.

SAMPLE ANSWERS / EXPECTED RESPONSES

✓ Evaluate inside () first, then [], then { }: $2 \times \{3 + [4 \times (5 - 2)]\} = 30$.

TEACHER NOTES & LOOK-FORS

- Show units, write an equation, label the answer.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

ENGLISH LANGUAGE ARTS

Monday · Weeks 5–6

THE AZTEC EMPIRE

The Founding of Tenochtitlán

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Read a primary-source legend; identify theme (RL.5.2).

DO IT — TODAY'S ACTIVITIES

1. State the theme of today's text in one sentence and cite two details from the story that support it.
2. Word study: copy three words from today's reading you'd like to learn. Underline any Greek/Latin root you spot.

YOUR WORK

EXIT TICKET

One thing I learned today:

One question I still have:

ENGLISH LANGUAGE ARTS

Monday · The Founding of Tenochtitlán

TODAY'S LESSON

Read a primary-source legend; identify theme (RL.5.2).

SAMPLE ANSWERS / EXPECTED RESPONSES

✓ Main idea = what the text is mostly about; supported by 2-3 key details.

TEACHER NOTES & LOOK-FORS

- Use of subject vocabulary; complete sentences; evidence from the lesson.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

SCIENCE

Monday · Weeks 5–6

THE AZTEC EMPIRE

The Founding of Tenochtitlán

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Plan an investigation: do mixtures make new substances? (5-PS1-4).

DO IT — TODAY'S ACTIVITIES

1. Conduct one mixing investigation. Record: materials, predicted result, observation, and physical-vs-chemical conclusion.
2. Notebook check: date the page, write the learning target, and add one new vocabulary word with its meaning.

YOUR WORK

Show your reasoning:

EXIT TICKET

One thing I learned today:

One question I still have:

SCIENCE

Monday · The Founding of Tenochtitlán

TODAY'S LESSON

Plan an investigation: do mixtures make new substances? (5-PS1-4).

SAMPLE ANSWERS / EXPECTED RESPONSES

- ✓ Accept any reasonable response addressing: "Plan an investigation: do mixtures make new substances? (5-PS1-4)."

TEACHER NOTES & LOOK-FORS

- Use of subject vocabulary; complete sentences; evidence from the lesson.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

SOCIAL STUDIES

Tuesday · Weeks 5–6

THE AZTEC EMPIRE

Aztec Society and Government

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Emperor, nobles, commoners, slaves; tribute system.

DO IT — TODAY'S ACTIVITIES

- 1. Draw a pyramid showing the social classes you read about. Add one sentence describing each level.
- 2. Vocabulary: list three new terms from today and write a kid-friendly definition for each.

YOUR WORK

Sketch / map space:

EXIT TICKET

One thing I learned today:

One question I still have:

SOCIAL STUDIES**Tuesday · Aztec Society and Government****TODAY'S LESSON**

Emperor, nobles, commoners, slaves; tribute system.

SAMPLE ANSWERS / EXPECTED RESPONSES

✓ Accept any reasonable response addressing: "Emperor, nobles, commoners, slaves; tribute system."

TEACHER NOTES & LOOK-FORS

- Use of subject vocabulary; complete sentences; evidence from the lesson.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

MATHEMATICS

Tuesday · Weeks 5–6

THE AZTEC EMPIRE

Aztec Society and Government

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Use a place value chart to multiply and divide by 10, 100, 1,000.

DO IT — TODAY'S ACTIVITIES

- 1. Write 6,047.382 in (a) word form, (b) expanded form, and (c) expanded form using powers of 10.
- 2. Create a place-value chart showing how the digit 4 changes value when moved one place left and one place right.
- 3. Compute: $0.45 \times 10 \cdot 0.45 \times 100 \cdot 0.45 \times 1,000$
- 4. Compute: $67 \div 10 \cdot 67 \div 100 \cdot 67 \div 1,000$
- 5. Reflection: write one sentence about what was easy today and one about what was tricky.

YOUR WORK

Show your reasoning:

EXIT TICKET

One thing I learned today:

One question I still have:

MATHEMATICS

Tuesday · Aztec Society and Government

TODAY'S LESSON

Use a place value chart to multiply and divide by 10, 100, 1,000.

SAMPLE ANSWERS / EXPECTED RESPONSES

- ✓ A digit in any place is 10x the place to its right and 1/10 of the place to its left.
- ✓ $3,254.176 = 3,000 + 200 + 50 + 4 + 0.1 + 0.07 + 0.006$

TEACHER NOTES & LOOK-FORS

- Correct alignment of decimal points in expanded form.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

ENGLISH LANGUAGE ARTS

Tuesday · Weeks 5–6

THE AZTEC EMPIRE

Aztec Society and Government

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Compare two short biographies of Moctezuma II (RI.5.3).

DO IT — TODAY'S ACTIVITIES

1. Compare two sources on today's topic. List 3 facts both share and 2 details unique to each.
2. Word study: copy three words from today's reading you'd like to learn. Underline any Greek/Latin root you spot.

YOUR WORK

EXIT TICKET

One thing I learned today:

One question I still have:

ENGLISH LANGUAGE ARTS

Tuesday · Aztec Society and Government

TODAY'S LESSON

Compare two short biographies of Moctezuma II (RI.5.3).

SAMPLE ANSWERS / EXPECTED RESPONSES

✓ Accept any reasonable response addressing: "Compare two short biographies of Moctezuma II (RI.5.3)."

TEACHER NOTES & LOOK-FORS

- Use of subject vocabulary; complete sentences; evidence from the lesson.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

SCIENCE

Tuesday · Weeks 5–6

THE AZTEC EMPIRE

Aztec Society and Government

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Conduct mixing investigations — sand+water, baking soda+vinegar, salt+water.

DO IT — TODAY'S ACTIVITIES

1. Conduct one mixing investigation. Record: materials, predicted result, observation, and physical-vs-chemical conclusion.
2. Notebook check: date the page, write the learning target, and add one new vocabulary word with its meaning.

YOUR WORK

Show your reasoning:

EXIT TICKET

One thing I learned today:

One question I still have:

SCIENCE

Tuesday · Aztec Society and Government

TODAY'S LESSON

Conduct mixing investigations — sand+water, baking soda+vinegar, salt+water.

SAMPLE ANSWERS / EXPECTED RESPONSES

✓ Salt + water = a solution (mixture). Baking soda + vinegar = chemical reaction (gas released).

TEACHER NOTES & LOOK-FORS

- Distinguish dissolving (physical) from chemical change (new substance).

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

SOCIAL STUDIES

Wednesday · Weeks 5–6

THE AZTEC EMPIRE

Aztec Religion and Cosmology

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

The Five Suns myth; key gods; ritual calendar.

DO IT — TODAY'S ACTIVITIES

1. Convert today's date into the Maya Long Count using a reference sheet. Show your work.
2. Summarize one belief or story from today's lesson in 4–6 sentences. Identify the main message (theme).
3. Vocabulary: list three new terms from today and write a kid-friendly definition for each.

YOUR WORK

Sketch / map space:

EXIT TICKET

One thing I learned today:

One question I still have:

SOCIAL STUDIES**Wednesday · Aztec Religion and Cosmology****TODAY'S LESSON**

The Five Suns myth; key gods; ritual calendar.

SAMPLE ANSWERS / EXPECTED RESPONSES

✓ Long Count uses base-20 with a 360-day tun: 1 baktun = 144,000 days.

TEACHER NOTES & LOOK-FORS

- Use of subject vocabulary; complete sentences; evidence from the lesson.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

MATHEMATICS

Wednesday · Weeks 5–6

THE AZTEC EMPIRE

Aztec Religion and Cosmology

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Continue place-value patterns; introduce powers of 10 informally.

DO IT — TODAY'S ACTIVITIES

- 1. Compute: $0.45 \times 10 \cdot 0.45 \times 100 \cdot 0.45 \times 1,000$
- 2. Compute: $67 \div 10 \cdot 67 \div 100 \cdot 67 \div 1,000$
- 3. Reflection: write one sentence about what was easy today and one about what was tricky.

YOUR WORK

Show your reasoning:

EXIT TICKET

One thing I learned today:

One question I still have:

MATHEMATICS**Wednesday · Aztec Religion and Cosmology****TODAY'S LESSON**

Continue place-value patterns; introduce powers of 10 informally.

SAMPLE ANSWERS / EXPECTED RESPONSES

- ✓ Accept any reasonable response addressing: "Continue place-value patterns; introduce powers of 10 informally."

TEACHER NOTES & LOOK-FORS

- Use of subject vocabulary; complete sentences; evidence from the lesson.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

ENGLISH LANGUAGE ARTS

Wednesday · Weeks 5–6

THE AZTEC EMPIRE

Aztec Religion and Cosmology

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Vocabulary work; Greek and Latin roots (theo-, mono-, poly-, cosmos).

DO IT — TODAY'S ACTIVITIES

- 1. Choose 4 vocabulary words from today's text. For each, write the word, part of speech, definition, and a sentence.
- 2. Word study: copy three words from today's reading you'd like to learn. Underline any Greek/Latin root you spot.

YOUR WORK

EXIT TICKET

One thing I learned today:

One question I still have:

ENGLISH LANGUAGE ARTS

Wednesday · Aztec Religion and Cosmology

TODAY'S LESSON

Vocabulary work; Greek and Latin roots (theo-, mono-, poly-, cosmos).

SAMPLE ANSWERS / EXPECTED RESPONSES

✓ geo- = earth (geography); hydro- = water (hydrology); -graphy = writing/recording.

TEACHER NOTES & LOOK-FORS

- Use of subject vocabulary; complete sentences; evidence from the lesson.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

SCIENCE

Wednesday · Weeks 5–6

THE AZTEC EMPIRE

Aztec Religion and Cosmology

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Classify each mixing result: physical change vs. new substance.

DO IT — TODAY'S ACTIVITIES

1. Conduct one mixing investigation. Record: materials, predicted result, observation, and physical-vs-chemical conclusion.
2. Notebook check: date the page, write the learning target, and add one new vocabulary word with its meaning.

YOUR WORK

Show your reasoning:

EXIT TICKET

One thing I learned today:

One question I still have:

SCIENCE

Wednesday · Aztec Religion and Cosmology

TODAY'S LESSON

Classify each mixing result: physical change vs. new substance.

SAMPLE ANSWERS / EXPECTED RESPONSES

✓ Salt + water = a solution (mixture). Baking soda + vinegar = chemical reaction (gas released).

TEACHER NOTES & LOOK-FORS

- Distinguish dissolving (physical) from chemical change (new substance).

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

SOCIAL STUDIES

Thursday · Weeks 5–6

THE AZTEC EMPIRE

Aztec Engineering

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Causeways, aqueducts, chinampa floating gardens.

DO IT — TODAY'S ACTIVITIES

- 1. Diagram one engineering achievement. Label the parts and explain why it worked in that environment.
- 2. Vocabulary: list three new terms from today and write a kid-friendly definition for each.

YOUR WORK

Sketch / map space:

EXIT TICKET

One thing I learned today:

One question I still have:

SOCIAL STUDIES**Thursday · Aztec Engineering****TODAY'S LESSON**

Causeways, aqueducts, chinampa floating gardens.

SAMPLE ANSWERS / EXPECTED RESPONSES

- ✓ Tenochtitlan = island capital in Lake Texcoco; chinampas were floating gardens.
- ✓ Causeways and aqueducts linked the city to shore and brought fresh water.

TEACHER NOTES & LOOK-FORS

- Use of subject vocabulary; complete sentences; evidence from the lesson.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

MATHEMATICS

Thursday · Weeks 5–6

THE AZTEC EMPIRE

Aztec Engineering

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Estimate decimal sums and differences before computing.

DO IT — TODAY'S ACTIVITIES

1. Estimate, then compute exactly: $4.86 + 2.39$ and $19.4 - 7.7$. Compare your estimate to the exact answer.
2. Reflection: write one sentence about what was easy today and one about what was tricky.

YOUR WORK

Show your reasoning:

EXIT TICKET

One thing I learned today:

One question I still have:

MATHEMATICS

Thursday · Aztec Engineering

TODAY'S LESSON

Estimate decimal sums and differences before computing.

SAMPLE ANSWERS / EXPECTED RESPONSES

✓ Accept any reasonable response addressing: "Estimate decimal sums and differences before computing."

TEACHER NOTES & LOOK-FORS

- Use of subject vocabulary; complete sentences; evidence from the lesson.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

ENGLISH LANGUAGE ARTS

Thursday · Weeks 5–6

THE AZTEC EMPIRE

Aztec Engineering

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Continue informative essay drafting (W.5.2).

DO IT — TODAY'S ACTIVITIES

- 1. Draft an informative paragraph (5–7 sentences): topic sentence + 3 facts with sources + closing sentence.
- 2. Word study: copy three words from today’s reading you’d like to learn. Underline any Greek/Latin root you spot.

YOUR WORK

EXIT TICKET

One thing I learned today:

One question I still have:

ENGLISH LANGUAGE ARTS

Thursday · Aztec Engineering

TODAY'S LESSON

Continue informative essay drafting (W.5.2).

SAMPLE ANSWERS / EXPECTED RESPONSES

- ✓ Informative paragraph = topic sentence + 2-3 facts + concluding sentence.
- ✓ Narrative includes setting, character, problem, events, resolution.

TEACHER NOTES & LOOK-FORS

- Topic sentence, transitions, evidence, and a conclusion.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

SCIENCE

Thursday · Weeks 5–6

THE AZTEC EMPIRE

Aztec Engineering

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Argue from evidence: which mixings produced new substances? (5-PS1-4).

DO IT — TODAY'S ACTIVITIES

- 1. Conduct one mixing investigation. Record: materials, predicted result, observation, and physical-vs-chemical conclusion.
- 2. Write a one-paragraph CER: Claim, Evidence (data), Reasoning (why the evidence supports the claim).
- 3. Notebook check: date the page, write the learning target, and add one new vocabulary word with its meaning.

YOUR WORK

Show your reasoning:

EXIT TICKET

One thing I learned today:

One question I still have:

SCIENCE

Thursday · Aztec Engineering

TODAY'S LESSON

Argue from evidence: which mixings produced new substances? (5-PS1-4).

SAMPLE ANSWERS / EXPECTED RESPONSES

- ✓ Accept any reasonable response addressing: "Argue from evidence: which mixings produced new substances? (5-PS1-4)."

TEACHER NOTES & LOOK-FORS

- Use of subject vocabulary; complete sentences; evidence from the lesson.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

SOCIAL STUDIES

Friday · Weeks 5–6

THE AZTEC EMPIRE

Aztec Art, Music, and Markets

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Codices, featherwork, the Tlatelolco market.

DO IT — TODAY'S ACTIVITIES

- 1. Write a 4–6 sentence summary of today's social-studies focus, including two specific terms from the reading.
- 2. Vocabulary: list three new terms from today and write a kid-friendly definition for each.

YOUR WORK

Sketch / map space:

EXIT TICKET

One thing I learned today:

One question I still have:

SOCIAL STUDIES**Friday · Aztec Art, Music, and Markets****TODAY'S LESSON**

Codices, featherwork, the Tlatelolco market.

SAMPLE ANSWERS / EXPECTED RESPONSES

✓ Accept any reasonable response addressing: "Codices, featherwork, the Tlatelolco market."

TEACHER NOTES & LOOK-FORS

- Use of subject vocabulary; complete sentences; evidence from the lesson.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

MATHEMATICS

Friday · Weeks 5–6

THE AZTEC EMPIRE

Aztec Art, Music, and Markets

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Cumulative review; short quiz on 5.NBT.A.3.

DO IT — TODAY'S ACTIVITIES

1. Make a 5-item flashcard set covering this week's math vocabulary. Quiz a partner.
2. Reflection: write one sentence about what was easy today and one about what was tricky.

YOUR WORK

Show your reasoning:

EXIT TICKET

One thing I learned today:

One question I still have:

MATHEMATICS

Friday · Aztec Art, Music, and Markets

TODAY'S LESSON

Cumulative review; short quiz on 5.NBT.A.3.

SAMPLE ANSWERS / EXPECTED RESPONSES

✓ Accept any reasonable response addressing: "Cumulative review; short quiz on 5.NBT.A.3."

TEACHER NOTES & LOOK-FORS

- Use rubric; partial credit for setup even if final answer is off.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

ENGLISH LANGUAGE ARTS

Friday · Weeks 5–6

THE AZTEC EMPIRE

Aztec Art, Music, and Markets

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Peer-edit informative essay; revise for clarity (W.5.2, L.5.1).

DO IT — TODAY'S ACTIVITIES

- 1. Draft an informative paragraph (5–7 sentences): topic sentence + 3 facts with sources + closing sentence.
- 2. Trade drafts with a partner. Mark 2 things to keep and 2 specific revisions, then revise your own.
- 3. Word study: copy three words from today's reading you'd like to learn. Underline any Greek/Latin root you spot.

YOUR WORK

EXIT TICKET

One thing I learned today:

One question I still have:

ENGLISH LANGUAGE ARTS

Friday · Aztec Art, Music, and Markets

TODAY'S LESSON

Peer-edit informative essay; revise for clarity (W.5.2, L.5.1).

SAMPLE ANSWERS / EXPECTED RESPONSES

- ✓ Informative paragraph = topic sentence + 2-3 facts + concluding sentence.
- ✓ Narrative includes setting, character, problem, events, resolution.

TEACHER NOTES & LOOK-FORS

- Topic sentence, transitions, evidence, and a conclusion.
- Two stars and a wish; check for spelling, capitalization, end punctuation.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2

SCIENCE

Friday · Weeks 5–6

THE AZTEC EMPIRE

Aztec Art, Music, and Markets

Tenochtitlán, tribute, religion, and the empire of central Mexico.

LEARNING TARGET

Reflect on the unit so far; preview chemical reactions in conservation of mass.

DO IT — TODAY'S ACTIVITIES

- 1. Plan a mass-conservation test. Diagram the setup, label measurements before and after, and predict the result.
- 2. List 3 signs that a chemical change has occurred. Give an everyday example for each sign.
- 3. Write a one-paragraph CER: Claim, Evidence (data), Reasoning (why the evidence supports the claim).
- 4. In your science notebook, write what you already know and 3 questions you have about today's topic.

YOUR WORK

Show your reasoning:

EXIT TICKET

One thing I learned today:

One question I still have:

SCIENCE

Friday · Aztec Art, Music, and Markets

TODAY'S LESSON

Reflect on the unit so far; preview chemical reactions in conservation of mass.

SAMPLE ANSWERS / EXPECTED RESPONSES

- ✓ Mass is conserved: total mass before = total mass after, in a closed system (5-PS1-2).

TEACHER NOTES & LOOK-FORS

- Question, hypothesis, procedure, data, conclusion.

Standards in focus this week:

5.NBT.A.3 5.OA.A.1 RL.5.2 RI.5.3 W.5.2 L.5.1 5-PS1-4 NYS 5.2