

Social Studies — Friday: Building a Just and Connected World

Quarter 3 · Weeks 19–20: Foundations of Government & Citizenship

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students collaborate to draft a 'Classroom Constitution' that applies the principles of rule of law, democratic voting, and protection of rights.

1. Today's focus. In your own words, what is the main idea of today's lesson on "Building a Just and Connected World"?

2. Read carefully. Students collaborate to draft a 'Classroom Constitution' that applies the principles of rule of law, democratic voting, and protection of rights. Underline two key terms above and define them below.

3. Think like a historian. What evidence would you look for to verify a claim made in today's lesson?

4. Connect. How does today's content connect to the bigger week theme of "Foundations of Government & Citizenship"?

5. Sketch & label. In the box, sketch one map, person, or artifact related to today's lesson and label three parts.

Quarter 3 · Weeks 19–20: Foundations of Government & Citizenship

Name: _____

Date: _____

Day: _____

TODAY'S LESSON

Students solve a multi-step project involving decimal addition and fraction multiplication to design a scale model of a community center (5.NF.B.4).

1. Warm-up. Restate today's math objective in your own words: "Students solve a multi-step project involving decimal addition and fraction multiplication to design a scale model of a community center (5.NF.B.4)."

2. Worked example. Solve the example below carefully. Show every step.

3. Practice. Complete problems a–d. Label each answer with units where appropriate.

4. Word problem. Write and solve one word problem that uses today's skill.

5. Reflect. What was the trickiest step today, and what helped you push through it?

ELA — Friday: Building a Just and Connected World

Quarter 3 · Weeks 19–20: Foundations of Government & Citizenship

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students write a first-person journal entry from the perspective of a character in 'Number the Stars' reflecting on the loss of freedom under occupation (RI.5.6).

1. Today's text/skill. Students write a first-person journal entry from the perspective of a character in 'Number the Stars' reflecting on the loss of freedom under occupation (RI.5.6).

2. Vocabulary. Choose two new words from today's text. Write each word, the sentence it appeared in, and your own definition.

3. Close reading. What is one piece of evidence from the text that supports today's main idea? Quote it exactly.

4. Your turn to write. In 5–7 sentences, respond to today's prompt. Use a clear topic sentence.

5. Self-check. Re-read your writing. Circle one strong sentence; underline one place you could improve.

Science — Friday: Building a Just and Connected World

Quarter 3 · Weeks 19–20: Foundations of Government & Citizenship

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students construct a concept map demonstrating how the hydrosphere, geosphere, atmosphere, and biosphere interact to support life on Earth (5-ESS2-1).

1. Question. What scientific question does today's lesson investigate? "Students construct a concept map demonstrating how the hydrosphere, geosphere, atmosphere, and biosphere interact to support life on Earth (5-ESS2-1)."

2. Predict. Before doing the activity, what do you think will happen? Why?

3. Observe. Record what you actually saw, measured, or read. Use numbers and labeled drawings.

4. Explain. Use the day's vocabulary to explain WHY your observations make sense.

5. Cite the standard. What part of the NGSS performance expectation did today's work address?
