

Social Studies — Monday: The Foundations of Order and Rules

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students categorize various community scenarios to define the 'rule of law' and explore how codified rules prevent chaos in diverse societies.

1. Today's focus. In your own words, what is the main idea of today's lesson on "The Foundations of Order and Rules"?

2. Read carefully. Students categorize various community scenarios to define the 'rule of law' and explore how codified rules prevent chaos in diverse societies. 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.

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TODAY'S LESSON

Students model multiplying a unit fraction by a unit fraction using grid paper to visualize area (5.NF.B.4).

1. Warm-up. Restate today's math objective in your own words: "Students model multiplying a unit fraction by a unit fraction using grid paper to visualize area (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 — Monday: The Foundations of Order and Rules

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students analyze the historical setup of 1943 Copenhagen in 'Number the Stars' to explain the relationships between the Danish citizens and Nazi occupiers (RI.5.3).

1. Today's text/skill. Students analyze the historical setup of 1943 Copenhagen in 'Number the Stars' to explain the relationships between the Danish citizens and Nazi occupiers (RI.5.3).

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 — Monday: The Foundations of Order and Rules

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students create a four-layer diagram identifying the geosphere, hydrosphere, atmosphere, and biosphere to visualize Earth's major systems (5-ESS2-1).

1. Question. What scientific question does today's lesson investigate? "Students create a four-layer diagram identifying the geosphere, hydrosphere, atmosphere, and biosphere to visualize Earth's major systems (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?
