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.

Math — Monday: The Foundations of Order and Rules

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

Name: _____ Date: _____ Day: _____

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?

Social Studies — Tuesday: Power Dynamics and Systems of Control

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students compare the distribution of power in a representative democracy versus an absolute monarchy using historical examples from 18th-century Europe.

1. Today's focus. In your own words, what is the main idea of today's lesson on "Power Dynamics and Systems of Control"?

2. Read carefully. Students compare the distribution of power in a representative democracy versus an absolute monarchy using historical examples from 18th-century Europe. 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.

Math — Tuesday: Power Dynamics and Systems of Control

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students solve word problems involving the addition of decimal currency amounts to calculate hypothetical municipal budgets (5.NBT.B.7).

1. Warm-up. Restate today's math objective in your own words: "Students solve word problems involving the addition of decimal currency amounts to calculate hypothetical municipal budgets (5.NBT.B.7)."

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 — Tuesday: Power Dynamics and Systems of Control

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students compare the perspectives of Annemarie and her mother regarding the German soldiers in 'Number the Stars' using textual evidence (RI.5.6).

1. Today's text/skill. Students compare the perspectives of Annemarie and her mother regarding the German soldiers in 'Number the Stars' using textual evidence (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 — Tuesday: Power Dynamics and Systems of Control

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students simulate the water cycle to observe how the hydrosphere and atmosphere exchange matter through evaporation and condensation (5-ESS2-1).

1. Question. What scientific question does today's lesson investigate? "Students simulate the water cycle to observe how the hydrosphere and atmosphere exchange matter through evaporation and condensation (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?

Social Studies — Wednesday: Global Governance and Local Survival

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students debate the effectiveness of a dictatorship versus a democracy in terms of protecting individual rights and maintaining national security.

1. Today's focus. In your own words, what is the main idea of today's lesson on "Global Governance and Local Survival"?

2. Read carefully. Students debate the effectiveness of a dictatorship versus a democracy in terms of protecting individual rights and maintaining national security. 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.

Math — Wednesday: Global Governance and Local Survival

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students use fraction bars to multiply non-unit fractions by whole numbers and justify their products (5.NF.B.4).

1. Warm-up. Restate today's math objective in your own words: "Students use fraction bars to multiply non-unit fractions by whole numbers and justify their products (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 — Wednesday: Global Governance and Local Survival

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students conduct short research sessions to take notes on the real-world Danish Resistance to understand the role of citizenship during WWII (W.5.7).

1. Today's text/skill. Students conduct short research sessions to take notes on the real-world Danish Resistance to understand the role of citizenship during WWII (W.5.7).

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 — Wednesday: Global Governance and Local Survival

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students analyze soil samples to identify how the geosphere provides essential minerals for the growth of organisms in the biosphere (5-ESS2-1).

1. Question. What scientific question does today's lesson investigate? "Students analyze soil samples to identify how the geosphere provides essential minerals for the growth of organisms in the biosphere (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?

Social Studies — Thursday: Rights, Responsibilities, and Global Spheres

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students evaluate the Bill of Rights to distinguish between the inherent rights of a citizen and the civic responsibilities required to maintain a republic.

1. Today's focus. In your own words, what is the main idea of today's lesson on "Rights, Responsibilities, and Global Spheres"?

2. Read carefully. Students evaluate the Bill of Rights to distinguish between the inherent rights of a citizen and the civic responsibilities required to maintain a republic. 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.

Math — Thursday: Rights, Responsibilities, and Global Spheres

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students subtract decimal values representing changes in sea levels to practice precise place value alignment (5.NBT.B.7).

1. Warm-up. Restate today's math objective in your own words: "Students subtract decimal values representing changes in sea levels to practice precise place value alignment (5.NBT.B.7)."

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 — Thursday: Rights, Responsibilities, and Global Spheres

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students integrate their research notes to write a summary of how the Danish people protected their Jewish neighbors during the Holocaust (W.5.7).

1. Today's text/skill. Students integrate their research notes to write a summary of how the Danish people protected their Jewish neighbors during the Holocaust (W.5.7).

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 — Thursday: Rights, Responsibilities, and Global Spheres

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students write a scientific argument explaining how the atmosphere protects the biosphere from solar radiation and extreme temperatures (5-ESS2-1).

1. Question. What scientific question does today's lesson investigate? "Students write a scientific argument explaining how the atmosphere protects the biosphere from solar radiation and extreme temperatures (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?

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.

Math — Friday: Building a Just and Connected World

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?