

Social Studies — Monday: Global Needs and Local Cycles

Quarter 3 · Weeks 25–26: Economics & the Water Cycle

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Classify resources from the Amazon Rainforest and the Great Plains into categories of goods and services to understand regional production.

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

2. Read carefully. Classify resources from the Amazon Rainforest and the Great Plains into categories of goods and services to understand regional production. 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 "Economics & the Water Cycle"?

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 solve word problems involving the total volume of water needed for international cargo ships by multiplying decimals to the hundredths (5.NBT.B.7).

1. Warm-up. Restate today's math objective in your own words: "Students solve word problems involving the total volume of water needed for international cargo ships by multiplying decimals to the hundredths (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 — Monday: Global Needs and Local Cycles

Quarter 3 · Weeks 25–26: Economics & the Water Cycle

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students read 'The Water Princess' and analyze the relationship between Georgie Badiel's childhood actions and her community's lack of clean water (RI.5.3).

1. Today's text/skill. Students read 'The Water Princess' and analyze the relationship between Georgie Badiel's childhood actions and her community's lack of clean water (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: Global Needs and Local Cycles

Quarter 3 · Weeks 25–26: Economics & the Water Cycle

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students build a closed-system terrarium to observe how evaporation and condensation move water through Earth's systems (5-ESS2-1).

1. Question. What scientific question does today's lesson investigate? "Students build a closed-system terrarium to observe how evaporation and condensation move water through Earth's 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?
