Social Studies — Wednesday: Flowing Through the Global Market

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Analyze the opportunity cost of building a new industrial port in the Great Lakes versus preserving the natural shoreline.

1. Today's focus. In your own words, what is the main idea of today's lesson on "Flowing Through the Global Market"?

2. Read carefully. Analyze the opportunity cost of building a new industrial port in the Great Lakes versus preserving the natural shoreline. 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.

Math — Wednesday: Flowing Through the Global Market

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students divide fractions of water rations into equal parts for crew members during a simulated drought (5.NF.B.7).

1. Warm-up. Restate today's math objective in your own words: "Students divide fractions of water rations into equal parts for crew members during a simulated drought (5.NF.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 — Wednesday: Flowing Through the Global Market

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Compare and contrast the economic development of the Panama Canal with its environmental impact on local watersheds (RI.5.3).

1. Today's text/skill. Compare and contrast the economic development of the Panama Canal with its environmental impact on local watersheds (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 — Wednesday: Flowing Through the Global Market

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Model a watershed using crumbled paper and food coloring to visualize how pollutants move from land into larger bodies of water (5-ESS3-1).

1. Question. What scientific question does today's lesson investigate? "Model a watershed using crumbled paper and food coloring to visualize how pollutants move from land into larger bodies of water (5-ESS3-1)."

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?