

Social Studies — Thursday: Communicating Conservation and Community Impact

Quarter 3 · Week 27: Quarter 3 Synthesis & Stewardship Action Plan

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students participate in a mock town hall to debate the ethical implications of industrial water diversion in the American West.

1. Today's focus. In your own words, what is the main idea of today's lesson on "Communicating Conservation and Community Impact"?

2. Read carefully. Students participate in a mock town hall to debate the ethical implications of industrial water diversion in the American West. 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 "Quarter 3 Synthesis & Stewardship Action Plan"?

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 real-world problems involving the volume of rectangular water storage tanks used in sustainable urban irrigation (5.MD.C.5).

1. **Warm-up.** Restate today's math objective in your own words: "Students solve real-world problems involving the volume of rectangular water storage tanks used in sustainable urban irrigation (5.MD.C.5)."

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: Communicating Conservation and Community Impact

Quarter 3 · Week 27: Quarter 3 Synthesis & Stewardship Action Plan

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students prepare digital slide decks that synthesize their research findings on watershed health using academic vocabulary from the Quarter 3 unit.

1. Today's text/skill. Students prepare digital slide decks that synthesize their research findings on watershed health using academic vocabulary from the Quarter 3 unit.

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.

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TODAY'S LESSON

Groups record a time-lapse video of water movement through their models to explain how human-made barriers change natural drainage patterns (5-ESS3-1).

1. Question. What scientific question does today's lesson investigate? "Groups record a time-lapse video of water movement through their models to explain how human-made barriers change natural drainage patterns (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?
