

Social Studies — Wednesday: Evidence and Action Research Synthesis

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

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students analyze the current role of the International Joint Commission in balancing the economic and ecological needs of the Great Lakes region.

1. Today's focus. In your own words, what is the main idea of today's lesson on "Evidence and Action Research Synthesis"?

2. Read carefully. Students analyze the current role of the International Joint Commission in balancing the economic and ecological needs of the Great Lakes region. 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 divide unit fractions of gallons of 'polluted' water by whole numbers to determine the chemical concentration per student observation station (5.NF.B.7).

1. Warm-up. Restate today's math objective in your own words: "Students divide unit fractions of gallons of 'polluted' water by whole numbers to determine the chemical concentration per student observation station (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?

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TODAY'S LESSON

Students conduct a final short research session to gather secondary sources supporting their proposed solutions for local soil erosion (W.5.7).

1. Today's text/skill. Students conduct a final short research session to gather secondary sources supporting their proposed solutions for local soil erosion (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.

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TODAY'S LESSON

Students document how individual communities can protect Earth's resources by testing the effectiveness of bioswales in their landscape models (5-ESS3-1).

1. Question. What scientific question does today's lesson investigate? "Students document how individual communities can protect Earth's resources by testing the effectiveness of bioswales in their landscape models (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?
