inquisitive

GRADE 5 · EARTH AND SPACE SCIENCES · FAST PATH

Unit: Earth’s Systems

Lessons in unit: 4 · 13 days · 360 min total · Sessions up to 30 min · ↳ Time-saving teaching move · ★ Checkpoint

1. Earth's Spheres	DAY 1 · 30 MIN	DAY 2 · 30 MIN	DAY 3 · 20 MIN
PHENOMENON QUESTION **How can we describe Earth?** **OUTCOME** **I can describe each of the four systems that combine to make Earth.** **TIME** **3 days · 20–30 min per day** **80 min total**	**PREP** Prepare eight sound cards per group.	10 MIN **Activity 4** ↳ Assign one prefix per group; pool all four meanings before matching.	15 MIN **Activity 7 ★**
	10 MIN **Activity 1**	5 MIN **Activity 5** ↳ Build one class sort; students add their image examples orally.	5 MIN **Activity 10**
	15 MIN **Activity 2**	15 MIN **Activity 6**	
	5 MIN **Activity 3** ↳ Give groups eight prewritten sound cards; compare sorts with one other group.		

2. Interacting Systems

PHENOMENON QUESTION
How is planet Earth like a jigsaw puzzle?

OUTCOME
I can use my model to describe how two of Earth's systems interact.

TIME
4 days · 20–30 min per day
105 min total

DAY 4 · 30 MIN

SCHEDULE Use Activity 2's later 5 min for brief observations over the next few days. Finish them before Activity 6.

- 5 MIN — Activity 1
  ↳ Partners interpret the arrows; collect one class example per interaction.
- 15 MIN — Activity 2 · Setup and predictions
- 5 MIN — Activity 3
- 5 MIN — Activity 4
  ↳ Record one class explanation from group ideas instead of separate posters.

DAY 5 · 30 MIN

SCHEDULE Spread Activity 5's 15 min over setup and two revisits, at least 1 hour apart on the same day. Complete Activity 6 afterward.

- 5 MIN — Activity 2 · Observations
- 15 MIN — Activity 5
  ↳Send a pair of students with camera to do revisits.
- 10 MIN — Activity 6

DAY 6 · 25 MIN

- 5 MIN — Activity 7
- 20 MIN — Activity 8 ★

DAY 7 · 20 MIN

- 15 MIN — Activity 9
- 5 MIN — Activity 13

3. Water World

PHENOMENON QUESTION
Why is Earth called the blue planet?

OUTCOME
I can show on a graph the amount of Earth's salt water and fresh water.

TIME
3 days · 30 min per day
90 min total

DAY 8 · 30 MIN

SCHEDULE Allow a few days for Activity 2's water to evaporate. Teach Activities 3–6 while waiting; complete observations before Activity 7.

- 10 MIN — Activity 1
- 10 MIN — Activity 2 · Setup and predictions
- 10 MIN — Activity 3
  ↳ Collect examples on one class list instead of separate group sticky-note lists.

DAY 9 · 30 MIN

- 10 MIN — Activity 4
  ↳ Students locate all four places; record their classifications on one class chart.
- 15 MIN — Activity 5
- 5 MIN — Activity 6
  ↳ Calculate the two totals together; partners give their comparison sentences orally.

DAY 10 · 30 MIN

- 5 MIN — Activity 2 · Observations and explanation
- 20 MIN — Activity 7 ★
  Source correction: use 7½ mL for groundwater, matching the source's model table, so the total is 1000 mL.
- 5 MIN — Activity 10

4. Science to the Rescue!

PHENOMENON QUESTION
What happens to all our plastic trash?

OUTCOME
I can give an example of how people use science to protect Earth's environment.

TIME
3 days · 25–30 min per day
85 min total
Assessment: Anchor Maps and Autogradable Summative Assessments are not included within this pacing guide.

DAY 11 · 30 MIN	DAY 12 · 30 MIN	DAY 13 · 25 MIN
10 MIN **Activity 1** ↳ Use partner responses and one shared See–Think–Me–We chart instead of group records.	**PREP** Set out the source's research books and printed articles.	20 MIN **Activity 6 · Parts 2–3 ★**
10 MIN **Activity 2** ↳ Limit personal-story sharing to one example; discuss all the ocean images.	10 MIN **Activity 4** ↳ Compose one class report from students' answers to all three questions.	5 MIN **Activity 9**
10 MIN **Activity 3**	10 MIN **Activity 5**	
	10 MIN **Activity 6 · Part 1 ★**	