Social Studies — Monday: Curating a Year of Discovery

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students select their three strongest artifacts representing the diverse cultures of the Western Hemisphere to begin their capstone portfolio assembly.

1. Today's focus. In your own words, what is the main idea of today's lesson on "Curating a Year of Discovery"?

2. Read carefully. Students select their three strongest artifacts representing the diverse cultures of the Western Hemisphere to begin their capstone portfolio assembly. 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 "Capstone Showcase & Reflection"?

5. Sketch & label. In the box, sketch one map, person, or artifact related to today's lesson and label three parts.

Math — Monday: Curating a Year of Discovery

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students map out the dimensions of their final presentation boards using coordinate grids to plan the layout of their data visualizations (5.G.A.2).

1. Warm-up. Restate today's math objective in your own words: "Students map out the dimensions of their final presentation boards using coordinate grids to plan the layout of their data visualizations (5.G.A.2)."

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: Curating a Year of Discovery

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students write a thematic reflection on Esperanza's journey in 'Esperanza Rising' to serve as the introduction for their year-end portfolios (RL.5.2).

1. Today's text/skill. Students write a thematic reflection on Esperanza's journey in 'Esperanza Rising' to serve as the introduction for their year-end portfolios (RL.5.2).

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: Curating a Year of Discovery

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Groups organize seasonal shadow length data collected throughout the year to create final graphs showing the Earth's orbit around the sun (5-ESS1-2).

1. Question. What scientific question does today's lesson investigate? "Groups organize seasonal shadow length data collected throughout the year to create final graphs showing the Earth's orbit around the sun (5-ESS1-2)."

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?

Social Studies — Tuesday: Drafting the Capstone Narrative

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students write a reflection on the Maya, Aztec, and Inca civilizations to explain how those ancient roots still impact modern Latin American culture.

1. Today's focus. In your own words, what is the main idea of today's lesson on "Drafting the Capstone Narrative"?

2. Read carefully. Students write a reflection on the Maya, Aztec, and Inca civilizations to explain how those ancient roots still impact modern Latin American culture. 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 "Capstone Showcase & Reflection"?

5. Sketch & label. In the box, sketch one map, person, or artifact related to today's lesson and label three parts.

Math — Tuesday: Drafting the Capstone Narrative

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students classify the geometric shapes used in their physical capstone models by identifying properties of quadrilaterals such as parallelograms and rectangles (5.G.B.4).

1. Warm-up. Restate today's math objective in your own words: "Students classify the geometric shapes used in their physical capstone models by identifying properties of quadrilaterals such as parallelograms and rectangles (5.G.B.4)."

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 — Tuesday: Drafting the Capstone Narrative

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Participants draft a formal informative summary of their most significant Western Hemisphere research project to accompany their showcase exhibit (W.5.2).

1. Today's text/skill. Participants draft a formal informative summary of their most significant Western Hemisphere research project to accompany their showcase exhibit (W.5.2).

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 — Tuesday: Drafting the Capstone Narrative

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Each student writes a final lab analysis explaining how daily changes in the length and direction of shadows confirm Earth's rotation (5-ESS1-2).

1. Question. What scientific question does today's lesson investigate? "Each student writes a final lab analysis explaining how daily changes in the length and direction of shadows confirm Earth's rotation (5-ESS1-2)."

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?

Social Studies — Wednesday: Refining the Scholar's Voice

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students synthesize their knowledge of the U.S. Constitution and the Canadian Charter of Rights and Freedoms for a comparative government display.

1. Today's focus. In your own words, what is the main idea of today's lesson on "Refining the Scholar's Voice"?

2. Read carefully. Students synthesize their knowledge of the U.S. Constitution and the Canadian Charter of Rights and Freedoms for a comparative government display. 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 "Capstone Showcase & Reflection"?

5. Sketch & label. In the box, sketch one map, person, or artifact related to today's lesson and label three parts.

Math — Wednesday: Refining the Scholar's Voice

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students calculate the total area of their showcase booth space and determine the coordinate points for each display item (5.G.A.2).

1. Warm-up. Restate today's math objective in your own words: "Students calculate the total area of their showcase booth space and determine the coordinate points for each display item (5.G.A.2)."

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: Refining the Scholar's Voice

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Working in pairs, students peer-edit Year 5 reflection letters that use sensory details and precise language to recount their favorite classroom moments (W.5.3).

1. Today's text/skill. Working in pairs, students peer-edit Year 5 reflection letters that use sensory details and precise language to recount their favorite classroom moments (W.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: Refining the Scholar's Voice

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

The class creates a collaborative timeline of the year's astronomical observations to illustrate the predictable pattern of the stars' positions (5-ESS1-2).

1. Question. What scientific question does today's lesson investigate? "The class creates a collaborative timeline of the year's astronomical observations to illustrate the predictable pattern of the stars' positions (5-ESS1-2)."

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?

Social Studies — Thursday: Rehearsing the Grand Showcase

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

The class creates a 'Roadmap to Grade 6' infographic identifying major trade routes of the Western Hemisphere they wish to study in more depth next year.

1. Today's focus. In your own words, what is the main idea of today's lesson on "Rehearsing the Grand Showcase"?

2. Read carefully. The class creates a 'Roadmap to Grade 6' infographic identifying major trade routes of the Western Hemisphere they wish to study in more depth next year. 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 "Capstone Showcase & Reflection"?

5. Sketch & label. In the box, sketch one map, person, or artifact related to today's lesson and label three parts.

Math — Thursday: Rehearsing the Grand Showcase

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students use a hierarchy of two-dimensional shapes to categorize the design elements found in North American indigenous art styles (5.G.B.4).

1. Warm-up. Restate today's math objective in your own words: "Students use a hierarchy of two-dimensional shapes to categorize the design elements found in North American indigenous art styles (5.G.B.4)."

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: Rehearsing the Grand Showcase

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students rehearse their elevator pitches and capstone oral presentations, focusing on summarizing the central themes of their selected portfolio texts (RL.5.2).

1. Today's text/skill. Students rehearse their elevator pitches and capstone oral presentations, focusing on summarizing the central themes of their selected portfolio texts (RL.5.2).

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 — Thursday: Rehearsing the Grand Showcase

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Final digital models of the solar system are completed to demonstrate how the distance of stars affects their apparent brightness compared to the Sun (5-ESS1-2).

1. Question. What scientific question does today's lesson investigate? "Final digital models of the solar system are completed to demonstrate how the distance of stars affects their apparent brightness compared to the Sun (5-ESS1-2)."

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?

Social Studies — Friday: A Celebration of Achievement

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students present their completed Western Hemisphere portfolios during the family celebration, celebrating their mastery of geography and history.

1. Today's focus. In your own words, what is the main idea of today's lesson on "A Celebration of Achievement"?

2. Read carefully. Students present their completed Western Hemisphere portfolios during the family celebration, celebrating their mastery of geography and history. 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 "Capstone Showcase & Reflection"?

5. Sketch & label. In the box, sketch one map, person, or artifact related to today's lesson and label three parts.

Math — Friday: A Celebration of Achievement

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Groups present a 'Geometry in Architecture' board that graphs the coordinates of famous Western Hemisphere landmarks on a Cartesian plane (5.G.A.2).

1. Warm-up. Restate today's math objective in your own words: "Groups present a 'Geometry in Architecture' board that graphs the coordinates of famous Western Hemisphere landmarks on a Cartesian plane (5.G.A.2)."

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 — Friday: A Celebration of Achievement

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Students deliver their final Year 5 speeches to family and peers, highlighting their growth as writers and critical thinkers (W.5.2).

1. Today's text/skill. Students deliver their final Year 5 speeches to family and peers, highlighting their growth as writers and critical thinkers (W.5.2).

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 — Friday: A Celebration of Achievement

Quarter 4 · Week 36: Capstone Showcase & Reflection

Name: _____ Date: _____ Day: _____

TODAY'S LESSON

Participants host a 'Stargazer's Gallery' to present their year-long data on the movement of constellations and the seasonal night sky (5-ESS1-2).

1. Question. What scientific question does today's lesson investigate? "Participants host a 'Stargazer's Gallery' to present their year-long data on the movement of constellations and the seasonal night sky (5-ESS1-2)."

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?