

# MY MANGROVES - MANGROVES, ENVIRONMENT

Grade 3

## ESSENTIAL QUESTIONS: WHY ARE MANGROVES IMPORTANT?

- What do humans and other living things get from the mangrove environment/ ecosystem?
- What kinds of things can harm mangrove environment/ecosystem?

## LEARNING GOALS

What should learners know and be able to do by the end of the lesson?

Students will be able to:

- Explain importance of mangroves to themselves and their families
- Explain how certain things and actions can harm mangrove ecosystem
- Share new learning on mangrove ecosystem with others

**Approximate Length of Lesson: 1 class**

**Approximate Number of Minutes Weekly: 45 to 60 minutes**

## BENCHMARKS

Gr. 3: Sci.5.3.1 Name and describe living things that are found in the ocean, reefs and swamps.

## SUMMATIVE ASSESSMENT

Poster of a favorite mangrove area with responses to questions about how we benefit from the mangroves and how people may be harming the mangroves.

## FORMATIVE ASSESSMENT TOOLS

- Responses to essential questions at beginning of lesson
- Student drawings of mangrove environments
- “Temperature check” questions

### FOCUSED LANGUAGE FEATURES: VERNACULAR + ENGLISH

Language Functions	Related Sentence Structures/ Patterns (Examples)	Vocabulary
State the location and describe relationship	The mangroves are located (at/near/) _____ . from, to, in	benefit change harm mangrove
Describe characteristics and physical features	Mangroves have _____ . We can find _____ in mangroves.	
Explain importance of mangroves/how things and actions can cause harm	because, as a result of, this leads to, if...then My family benefits from mangroves _____ . I like to _____ (from / in) the mangrove. _____ harms the mangroves.	
Ask and answer questions about mangroves	Who/What/When/Where/Why questions	
Present information to others	My _____ is about _____ .	

### LEARNING SEQUENCE

#### Lesson: How are mangroves important to me?

Introduce vocabulary	<ul style="list-style-type: none"> <li>Using the vocabulary cards, show each word and give the definition. Post the words on a wall.</li> <li>Have the class draw pictures to each word and use the key vocabulary to create meaningful sentences related to the picture. Teacher can model first.</li> </ul>
Activate Prior Knowledge	<ul style="list-style-type: none"> <li>Read aloud the essential questions for this lesson.</li> <li>Give students some time to think about the questions. Ask for volunteers to share their thoughts.</li> </ul>
Take an imaginary walk in your favorite place in the mangroves and draw the features of this place	<ul style="list-style-type: none"> <li>Visit your favorite place in your mind -- Where is this place? Is it close to your house or school?               <ul style="list-style-type: none"> <li>Draw the trees - what do the leaves look like? What do the roots look like?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Draw the water - is your favorite place near the ocean or near a river?</li> <li>○ Draw the animals - do you see clams? Crabs? Fish? Birds? Other animals?</li> <li>○ Draw people - How do people use this place? Do they go swimming here? Playing? Paddling in a canoe? Do they gather fish, clams, or crabs to eat? Do they cut down trees?</li> <li>● What is your favorite activity to do in your favorite place in the mangroves? <ul style="list-style-type: none"> <li>○ Example sentence frame: I like to _____ (from / in) the mangrove.</li> </ul> </li> <li>● Ask volunteers to share</li> </ul>
Watch elder interview video on mangroves in Kosrae	<ul style="list-style-type: none"> <li>● <u>Stop after the first question and answer this on your drawing:</u> <ul style="list-style-type: none"> <li>○ What are some of the ways that people in Kosrae use the mangrove?</li> <li>○ What are some of the ways that people in my community use the mangrove?</li> <li>○ How does my family benefit from the mangroves?</li> <li>○ Add any additional features to your drawing (other trees, animals, people)</li> </ul> </li> <li>● <u>Stop after the second and third question and answer this on your drawing:</u> <ul style="list-style-type: none"> <li>○ What are people doing that harms the mangroves?</li> <li>○ What changes are these elders noticing in the mangroves?</li> <li>○ Add any additional features to your drawing (other trees, animals, people)</li> </ul> </li> <li>● <u>After the last question, answer the following on your drawing:</u> <ul style="list-style-type: none"> <li>○ What can I do to help protect the mangroves?</li> </ul> </li> </ul>
Students may use sentence structures to answer questions. Examples:	<ul style="list-style-type: none"> <li>● People in my community use the mangroves for _____.</li> <li>● My family benefits from the mangroves by _____.</li> <li>● People are _____, which harms the mangroves.</li> <li>● People are noticing _____.</li> <li>● I can _____ to protect the mangroves.</li> </ul>
To summarize, ask students to share their responses out loud:	<ul style="list-style-type: none"> <li>● Why are mangroves important to us?</li> <li>● What are people doing that is harming the mangroves?</li> <li>● What do you think we can do about it?</li> </ul>
Gallery Walk	Students post drawings on a wall and view other students' posters.
Essential Questions:	Review the essential questions for this lesson. Ask for responses based on what we have learned.

## RESOURCES

- Word wall vocabulary cards
- Pictures of different mangroves and organisms
- Mangrove elder interview video
- Drawing supplies - paper, markers or crayons, UHU