MANGROVES: GRADE-LEVEL END TASK

Grade 4

ESSENTIAL QUESTIONS: WHY ARE MANGROVES IMPORTANT?

- How can we share the importance of healthy mangroves with others?

LEARNING GOALS

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

Students will be able to:

- Craft responses to answer one of the essential questions on the importance of mangroves
- Work collectively to create science fair presentation on an essential question
- Present information at science fair, using key vocabulary from lessons 1 to 4

Approximate Length of Lesson: Four to Five 45-minute class sessions

Approximate Number of Minutes: 180 to 225 minutes

BENCHMARKS

Sci.1.4.2 Use drawings, charts and graphs to communicate experimental information.

Sci.1.4.5 Record and communicate data clearly

SUMMATIVE ASSESSMENT

Science fair presentation

FORMATIVE ASSESSMENT TOOLS

- Responses to discussion on essential questions on mangroves
- Outline of science fair presentation

FOCUSED LANGUAGE FEATURES: VERNACULAR + ENGLISH

Language Functions	Related Sentence Structures / Patterns (Examples)	Vocabulary
State responses to essential questions		
Suggest ideas for presentation	What if we _____? I suggest we _____.	
Agree with others	I agree that _____. I think _____ is right.	
Ask for clarification/more information/help	What does _____ mean? How do I _____? Could you help me with _____?	
Present information to others	My _____ is about _____.	

LEARNING SEQUENCE

Lesson: Science Fair Presentation

Activate Prior Knowledge	• Review the K-W-L chart and word wall
Science Fair Presentation	• Review the essential questions from lessons 1 to 4 • Explain to students they will create a presentation for Science Fair to share their learning from their field trip to the mangrove swamp (line transect, lesson 3), and what they have learned to answer the overarching essential question: why are mangroves important? • Get students into small groups of no more than 5, and have each group select an essential question • Have students work in their groups to complete an outline of their presentation. Review students' outlines and provide feedback. • Have students use outline and feedback to create their presentation. • Prior to actual Science Fair, have each group present to the whole class as practice.

RESOURCES

- K-W-L chart from lessons 2, 3, and 4
- Data and graphs from lesson 3
- Template to outline content for science fair presentation
- Materials to create science fair presentation