

MANGROVES: GRADE-LEVEL END TASK

Grade 5

ESSENTIAL QUESTIONS: WHY ARE MANGROVES IMPORTANT?

- How can we share the importance of 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:

- Write a narrative about a day in the life of a living thing in a mangrove swamp
- Include details in narrative that correspond to the essential questions from lessons 1 to 4
- Use personification to write the narrative
- Read narrative to students from lower grades

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

Approximate Number of Minutes: 180 to 225 minutes

BENCHMARKS

Sci.4.5.5 Differentiate between producers, consumers, herbivores, carnivores, omnivores, scavengers, and decomposers and their roles for life cycles to be sustained.

ELA.3.5.1 Use grade-appropriate pre-writing strategies before writing.

ELA.3.5.3 Write for specific purposes.

ELA.3.5.4 Demonstrate writing skills by revising and editing own writing and those of others.

SUMMATIVE ASSESSMENT

Narrative with personification about a day in the life of a living thing in a mangrove swamp

FORMATIVE ASSESSMENT TOOLS

- Responses to discussion
- Personification chart
- Completed storyboard
- Feedback to other storyboard

FOCUSED LANGUAGE FEATURES: VERNACULAR + ENGLISH

Language Functions	Related Sentence Structures / Patterns (Examples)	Vocabulary
Describe human-like actions	Crabby and Shrimpy <u>high-five</u> each other and <u>laugh</u> .	narrative personification words and phrases for personification key vocabulary from lessons 1 to 4
Describe human-like characteristics	Crabby <u>is really scared</u> of the loud squealing noises the humans make when they visit the mangrove swamp and cut down the trees.	

LEARNING SEQUENCE

A Day in the Life of a Living Thing in the Mangrove Swamp

Activate Prior Knowledge

- Review the essential questions from lessons 1 to 4
- Review the K-W-L chart from lessons 2 to 4
- Review the word wall

Mini Lesson on Writing a Narrative Using Personification

- Ask students if they know the difference between real and make-believe. Take student responses and discuss their ideas.
- Explain stories with unrealistic things happening—like a cow dancing to music or a car singing to the moon—are make-believe stories. These stories are special because they take realistic characters and **personify** them, or give them characteristics that are like people. Other examples would be a fish singing at church or a turtle eating dinner at a restaurant.
- Have students think of words and phrases that show human-life characteristics. Share out and record onto word wall.
- Tell students they are going to look at some living things found in a mangrove swamp. Ask students to come up with a make-believe name for the mangrove swamp these living things live in.
- Ask students to share the names they have come up with.
- Distribute the Personification chart to each student. Review the information on the graphic organizer. Be sure to make note of the category that describes the living thing's real characteristics and to let students know they can also add additional realistic characteristics.
- Have students look at the column that describes the living things' personified characteristics. Tell students to personify each living thing by giving them human-like characteristics

	<ul style="list-style-type: none">• Explain to students they will work in pairs or individually to write a narrative about one of the living things and the mangrove swamp• Ask students to select one of the living things, and think about what they'd like their characters to do in the stories they are going to write. Refer students to the essential questions from lessons 1 to 4, K-W-L chart, and data and graphs from lesson 3, and remind students to include events in the narrative that<ul style="list-style-type: none">○ Correspond to the essential questions.○ Include 2 to 3 facts about the living thing (e.g., role in ecosystem/food web, where it lives at different points of its life, how it lives)• Have students complete the story board template to outline and draft the sequence of events. Review another storyboard and provide feedback, especially on the connection between events in narrative and the essential questions• Use feedback to revise and refine narrative. Create final illustrated narrative in book format.
Read-aloud with lower grade students	<ul style="list-style-type: none">• Prior to reading aloud, have students practice reading aloud with each other

RESOURCES

- K-W-L chart from lessons 2 to 4
- Data and graphs from lesson 3
- Personification Chart: Living Things from the Mangrove Swamp
- Story board template to outline narrative
- Lower grade students