

WHY ARE MANGROVES IMPORTANT?

Mangroves | Grade 5 End Task

Approximate Length of Lesson

Four to five 45-minute class sessions

Approximate Number of Minutes Weekly

180 to 225 minutes

Materials

- 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
- Paper, pencil, and coloring supplies to create final narrative in book format
- Access to lower grade students

Teaching Notes

Which content standards from your entity address the essential questions and narrative writing?



Essential Question:

Why are mangroves important?

How can we share with the community our knowledge of the importance of healthy mangroves?

Learning Goals

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.

Content Standards

(Record corresponding standards in space below. E.g., Grade 5: FSM Sci.1.5.1 Compare and contrast different plants and animals across and within kingdoms; FSM ELA.3.5.3 Write for specific purposes.)

Teaching Notes

Personification includes giving voice to the characters. Assess how well students use dialogue in text, including quotation marks and other punctuation.

Other examples would be a fish singing at church or a turtle eating dinner at a restaurant.

Have students name the swamp.

Have students add more realistic characteristics to the graphic organizer.

Formative Assessment

Teacher observes students participation, process and progress as they develop and apply specific skills and knowledge. Teacher asks specific questions to confirm learning and assigns writing and initiates conversations to support learning process (e.g., reflection, knowledge).

Summative Assessment

Students write a narrative with personification about a day in the life of a living thing in a mangrove swamp. Teacher assesses students narrative based on their ability to use personification and factual information in a narrative structure.

Learning Sequence

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. Note student responses and discuss 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.
- Have students think of words and phrases that show human-life characteristics. Share out and record on word wall.
- Tell students they are going to look at some living things found in a mangrove swamp.
- Distribute the Personification chart handout 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.
- Have students look at the column that describes living things' personified characteristics and personify each living thing by giving them human-like characteristics.

Teaching Notes

Remind students that a narrative structure at minimum includes characters, a series of events, a setting where the story takes place, some kind of complication or conflict, a resolution, and an end. Narratives often also include a lesson or coda and sometimes they have a special opening to begin the story. Think about your culture and how stories are framed and told. Incorporate some of those ways of telling a story in the story students write.

Remember to provide feedback to students on their story and give them time to redraft and improve them based on peer and teacher feedback.

Use Personification to Write Narrative

- 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
 - 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:

- Identify a lower grade classroom or a group of lower grade students to listen to the narrative.
- Prior to reading aloud, have students practice reading aloud with each other.

Lesson Closure

Have students share what they learned about writing narratives using factual information. Ask them if the stories gave them more appreciation of mangroves. If yes, why? If no, why not? What else could be done with story telling to get the message out about why mangroves are important?

Constructing Ideas

Language Functions	Related Sentence Structures in the Local Language (to be completed by teacher)	Related Sentence Structures in English
Describe human-like actions		Crabby and Shrimpy <u>high-five</u> each other and <u>laugh</u> .
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.

Key Vocabulary in Local Language: words and phrases related to personification and all terms from lessons 1 to 4

Key Vocabulary in English: Narrative personification words and phrases for personification; all terms from lessons 1 to 4

