

## ELNG 310 Portfolio Activity Week 4 Writing

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**Grade:** Grade 5

**Subject:** Cross curricular- Social Studies, Science and Language Arts

**Theme-** Climate Change

**The Learners-**  $\frac{1}{3}$  indigenous learners,  $\frac{1}{4}$  newcomer learners

**Time Frame:** 180 Minutes

**Content:** This lesson will allow students to express their passion for climate change in their choice of project displaying climate change or a climate change cause anywhere in the world. Students will start by picking a topic and a format. Then they will be given time to create. After they have created their project they will take action with their project by sending these letters, hanging up their posters or presenting their arguments.

**Goals:** I can create awareness for climate change issues.  
I can present my project and take action.

**Outcomes-** CC 5.1- Compose and create a range of visual, multimedia, oral, and written texts that explore:

- identity (e.g., What Should I Do)
- community (e.g., This is Our Planet)
- social responsibility (e.g. Teamwork) and express personal thoughts shaped through inquiry.

**Indicators for this Outcome**

a) Create spoken, written, and other representations that include:

- a clear and specific message
- a logical and coherent organization of ideas
- a competent use of language and conventions.

b) Express and explain findings on a topic, question, problem, or issue in an appropriate visual, multimedia, oral, and written format using inquiry.

**Prerequisite Learning:**

- Learn what climate change is and its causes.
- Learn how to write persuasive essays or give a presentation.

**Lesson Preparation:**

Equipment/Materials:

- Laptops for research.
- Poster or flyer making supplies.

**Presentation:**

Set: Discuss climate change.

Okay everyone come to the carpet and find a seat. Okay so as you all know we have been learning a lot about climate change lately, What are some examples of climate change? Those are all great ideas.

So today we are going to be starting a project on climate change. There are lots of different options for this project so just make sure you listen to all the possibilities, Okay so you can either do a poster, newsletter, letter to community members, flyers, info video or a persuasive essay to the mayor. You can work with a partner or by yourself. It doesn't matter what format you choose, it just needs to focus on one climate change issue or contributor. In this assignment we are going to be working on the process of writing. So I want you to jot down some ideas before you start. I also want to see evidence of a draft and proof reading. Are there any questions?

Development:

Okay now head back to your desk and get started. You will have the rest of today's class period to work on your project. You will also have the entire next class but make sure you use your time wisely. Okay get started.

Closure:

Then the third class period student will present their project to the rest of the class.

**Assessment:** This won't be formally assessed students will be given a self assessment to reflect on their project and their action to create awareness or make a change.

Group Notes from class.

Look at the compose and create outcomes

- It is February
- You are in a large school in a lower socio-economic status neighbourhood.
- $\frac{1}{3}$  of the students have self identified as Indigenous; about  $\frac{1}{4}$  of the students are newcomers or their parents are.

You have been doing a cross-curricular Science/Social Studies/Language Arts unit about climate change.

-give assignment choice of posters, letters to people of community, news letter, flyers, persuasive essay to mayor, info video.

-pairing newcomers with students from here to help with language advantages.

-also helps local students to examine climate change on a more global perspective.

-all on the same topic but not the same for ex: all on plastic bags.