



EXPEDITIONARY
LEARNING

Grade 6: Module 4: Unit 3: Lesson 8

Completing Reflection: Preparing a Poster for Presentation



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)
With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

Supporting Learning Targets

- I can reflect on the writing process to show how it helps me grow as a writer.
- I can choose evidence and visuals to use in my scientific poster.

Ongoing Assessment

- Writing Process Reflection
- Scientific poster



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Unpacking Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Reflection on the Writing Process: How Did the Process Improve My Writing? (10 minutes) B. Studying the Model Poster (5 minutes) C. Preparing Poster for Presentation (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Reviewing the Scientific Poster Criteria List (3 minutes) 4. Homework <ol style="list-style-type: none"> A. Consider printing and cutting text features for your poster. Read in your independent book for 30 minutes. Complete the Reading Tracker and Reviewer’s Notes. 	<ul style="list-style-type: none"> • In Lessons 6 and 7, students revised the first draft of their position paper, specifically focusing on formal and informal English, transitions, and appropriate vocabulary. Then a final draft, a best version of their paper, was completed. Students then self-assessed using the Position Paper Argument Rubric. The final paper and self-assessment rubric were collected along with first drafts, peer feedback, and teacher feedback forms. • In this lesson, students reflect on how following the six steps of the writing process helped improve their writing. They consider “stars” and “next steps” in the writing process and set a goal. • Also in this lesson, students draft a plan for their scientific poster for a hosted Gallery Walk in Lesson 10. Students look at a model and criteria list and consider what to include on their poster. Possible criteria include: their claim and three reasons with three pieces of supporting evidence, and text features such as photographs, graphics, charts, tables, part of their Cascading Consequences chart from Unit 2, and part of their Stakeholders chart from Unit 2. • Students need to see the poster board size that they will use. Consider what size makes the most sense to display your students’ ideas, as well as the dimensions of your classroom walls. • Students are given time at the end of the lesson to use the Scientific Poster Criteria Checklist to consider what they may want to do at home to prepare for poster work time in Lesson 9. • In advance: Consider providing other layout and format models of science posters for students to use. • Post: Learning targets.



Lesson Vocabulary	Materials
writing process, visuals, scientific poster	<ul style="list-style-type: none">• Document camera• Writing Process Reflection (one per student, one to display)• Scientific poster model (see Teaching Note; one per student, one to display)• Scientific Poster Criteria Checklist (one per student, one to display)• Blank poster (one for display)• Typing paper or graph paper (one per student)• Poster board (one per student)• Ruler (one per student)• Pencil (one per student)• Fine-tip black marker (one per student)



Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Invite two students to read aloud the learning targets as the class reads along.<ul style="list-style-type: none">* “I can reflect on the writing process to show how it helps me grow as a writer.”* “I can choose evidence and visuals to use in my scientific poster.”• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* “What are the six steps of the <i>writing process</i>?”• Cold call students. Listen for: “prewrite, plan, draft, revise, edit and proofread, and share.” Explain to students that they will get a chance to reflect on the six steps in this lesson.• Ask students to Think-Pair-Share:<ul style="list-style-type: none">* “What are <i>visuals</i>, and how would they enhance a <i>scientific poster</i>?”• Cold call students. Listen for: “Visuals are text features that produce mental images of ideas. They would enhance a scientific poster by clarifying the meaning of a science concept and would help create emotion about the topic.”	<ul style="list-style-type: none">• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.• Discussing and clarifying the language of the learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Reflection on the Writing Process: How Did the Process Improve My Writing? (10 minutes)</p> <ul style="list-style-type: none">• Remind students that successful writers read great writing and ask for feedback from people who read a lot. Share that writers also use the writing process to improve their work. Tell students they will be given an opportunity today to reflect on the writing process used to write their position paper.• Using a document camera, display the Writing Process Reflection. Also, distribute the reflection to students.• Ask students to think about each of the six steps of the writing process. Call attention to Questions 7 and 8. Explain these two questions. Ask students to think about one step of the writing process that helped them improve their position paper, and also to think about a next step and setting a goal for the next time they write.• Pause to give students time to reflect and write down their thoughts.• Circulate to support students who need help identifying their stars and next steps.• Refocus the whole class.• Commend students for taking this time to reflect and look for ways to improve not only their writing but their writing process as well. Explain that to become a better writer, it is important to persevere. Writing is a skill, and to get better one must practice.	<ul style="list-style-type: none">• Reflecting on the six steps of the writing process helps all students to think about their next steps to improve their writing.



Work Time (continued)	Meeting Students' Needs
<p>B. Studying the Model Poster (5 minutes)</p> <ul style="list-style-type: none">• Using a document camera, display the scientific poster model. Explain to students that their performance task for Unit 3 is a scientific poster. Tell students the model is a possible option to consider. Distribute a copy of the poster model to students. Let them know that the scientific poster they create during the next two lessons will be shared with an audience in Lesson 10.• Tell students posters are a key component of communicating science and can be an important element of a scientific career. Posters offer a different medium from that of an oral presentation or published paper. A scientific poster provides a snapshot of the researcher's work.• Explain that there are several points to keep in mind when designing a scientific poster. You need to:<ul style="list-style-type: none">– Define the poster's purpose. The purpose of the poster is to share a summary of your work with an audience and engage the viewer to have a dialogue or encourage the viewer to want to learn more about the issue or topic.– Sell your work. Your work or research has focused on a question. The focus of your poster is on answering the question in a "snapshot."– Create an important title. It should be short, sharp, and compelling.– Follow good writing rules.– Plan the layout and format. Know the amount of space for sharing your work.– Share concise content. Include text and text features.– Give the poster your personality.• Using the document camera, display the Scientific Poster Criteria Checklist. Read aloud the criteria as students read along silently.• Tell students they first want to decide what to include on their poster. Then they need to plan the format and layout. Show students a blank poster so they can see the amount of space they must fill.	<ul style="list-style-type: none">• When reviewing the graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing.• Providing models of expected work supports all learners but especially supports challenged learners.



Work Time (continued)	Meeting Students' Needs
<p>C. Preparing Poster for Presentation (25 minutes)</p> <ul style="list-style-type: none"> • Distribute a copy of the Scientific Poster Criteria Checklist and a blank sheet of typing paper or graph paper. Inform students that the blank paper should be used to draft a plan of the layout of their scientific poster. Ask them to reference the checklist as they consider their poster design. This will provide information that should be included. • Tell students to show you their plan as they finish. Give suggestions, if needed, and hand them a poster board to begin their title. Before they write the title, remind them to use a ruler to create a draft line in pencil and then write the title. After the title is finished, ask them to use a fine-tip black marker to outline the letters. After the title has been outlined, tell students to carefully erase the draft line. • Circulate and support students who need help with content and formatting their science poster. • Refocus whole group. • Tell students this is an opportunity for them to be creative and share their knowledge and position on a world issue. • Commend them on their planning effort, and ask them to be prepared for their work in Lesson 9. 	<ul style="list-style-type: none"> • Many students may benefit from having the time available for the Work Time via a timer or stopwatch.
Closing and Assessment	Meeting Students' Needs
<p>A. Reviewing the Scientific Poster Criteria Checklist (3 minutes)</p> <ul style="list-style-type: none"> • Invite students to use the Scientific Poster Criteria Checklist to plan for Work Time in Lesson 9. Explain they will have 35 minutes to prepare a final poster in that lesson. Ask them to check off criteria they completed today. • Suggest that students print and cut out their photos at home to be able to maximize their time in the next lesson. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Consider printing and cutting text features for your poster. Read in your independent book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes. 	



EXPEDITIONARY
LEARNING

Grade 6: Module 4: Unit 3: Lesson 8

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

Writing Process Reflection

Name:

Date:

Read the six steps of the writing process. Identify the steps that are STARS and the steps that are NEXT STEPS. Write STAR or NEXT STEP with a reason on the line provided.

1. Prewrite (understand the purpose, study the issue, record evidence from credible sources)

2. Plan (organize ideas, create a prewriting plan, support claim with clear reasons and evidence)

3. Draft (write ideas in sentences/paragraphs, write first draft)

4. Revise (improve ideas, add hook, transitions, domain-specific vocabulary, change order of reasons and evidence, clarify or delete evidence)

5. Edit and proofread (check for errors in grammar, spelling, punctuation, and capitalization)

6. Share (present your work, show your work to an audience)



Writing Process Reflection

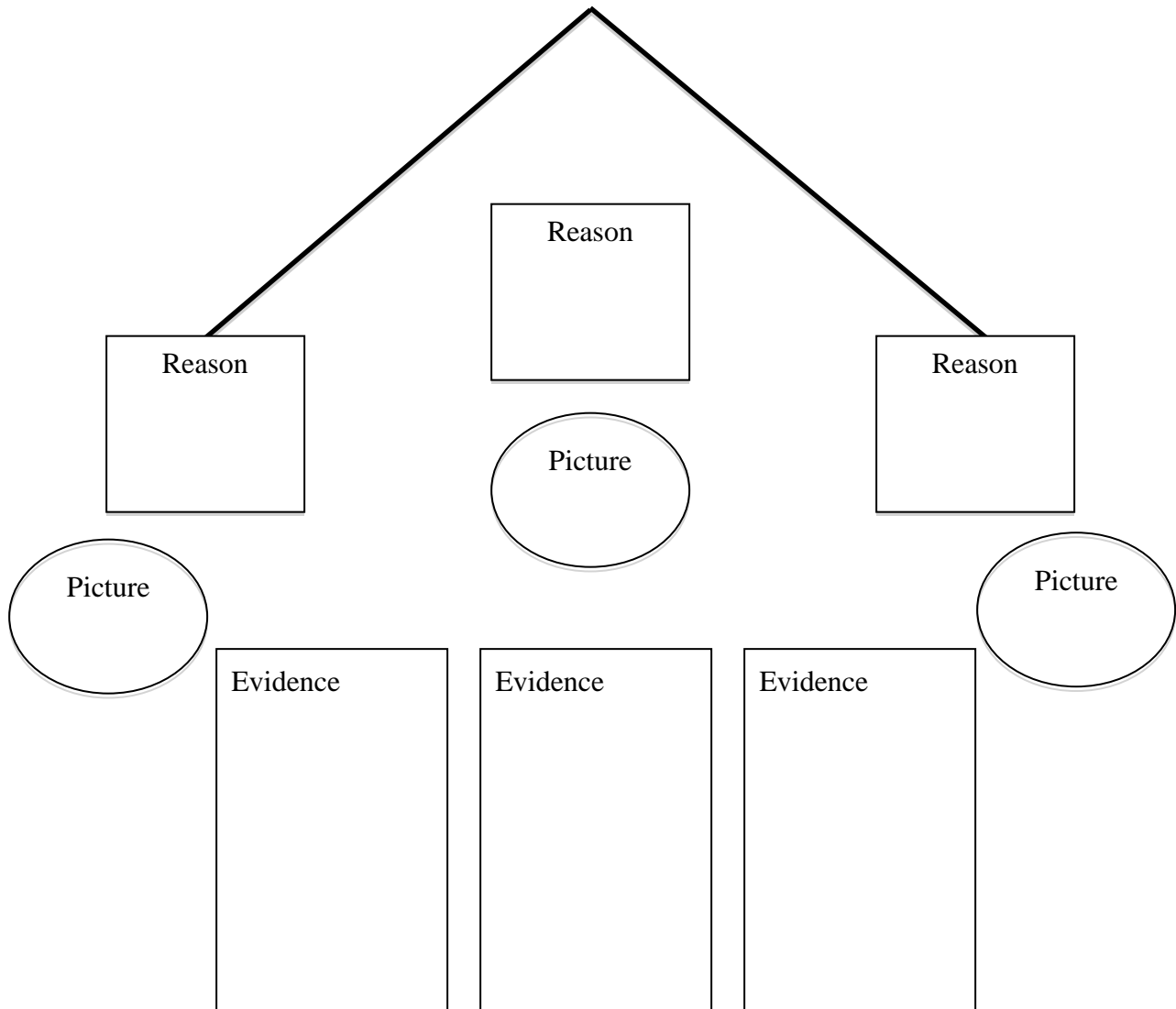
Other Thoughts:

7. How has following the steps in the writing process helped you improve your writing?

8. Share an important next step that you want to take as a writer. Explain how you will accomplish this.

Do the Benefits of DDT Outweigh Its Harmful Consequences?

Claim is stated.



Scientific Poster Criteria Checklist

Guiding question as basis for title

- “Do the benefits of DDT outweigh its harmful consequences?” _____

Introduction

- Claim or position. _____

Three reasons

- Arranged below the claim _____
- Placed in same order as body paragraphs _____
- Arrows or lines to connect reasons to claim _____
- Words or phrases, not complete sentences _____

Evidence—facts, statistics, quotes, story

- Aligned with each reason it supports _____
- Linked or connected with lines or arrows _____
- Facts and statistics not in complete sentence _____
- Quotes—use quotation marks at beginning and end of quote _____
- Story—summarized in complete sentences _____

Conclusion

- Claim restated in a different way _____
- Complete sentence _____
- Could be expressed as clincher _____



Scientific Poster Criteria Checklist

Possible text features to use as visuals

- Photographs _____
- Graphs, charts, tables _____
- Drawings _____
- Part of your Cascading Consequences chart _____
- Part of your Stakeholders chart _____
- Sidebar _____
- Large font _____
- Captions _____