



Poster Presentations of Real-World Scenarios

Week 3 – Day 2

Lesson Overview

This lesson will build on the previous day’s work by engaging students in poster presentations of their group’s scenario.

Lesson Vocabulary

high-quality and poster

Standards and Learning Targets for Lesson

Learning Targets

- I can craft a high-quality poster to present my scenario to the class.
- I can effectively collaborate with my group to both create and present the poster.

Next Generation Science Standards

- 5-ESS3-1.C – Earth and Human Activity
 - Obtain and combine information about the ways individual communities use science ideas to protect the Earth’s resources and environment.

Idaho Science Standards

- 5.S.5.1.1 – Personal and Social Perspectives
 - Identify issues for environmental studies.

Common Core ELA Standards

- SL.5.4 – Speaking and Listening
 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Materials

- Anchor chart paper for high-quality criteria list
- Large paper for posters, one sheet per group
- Markers, colored pencils, and supplies for poster design
- Graphic organizer “Observations and Questions about Group Presentations”, one copy per student

Lesson Duration

Approximately 2 hours



Fifth Grade Curriculum: Wheat Farming and Climate Change in the Inland Pacific Northwest



Lesson Description

During this activity, students will be collaborating with their scenario groups to craft a high-quality poster detailing their scenario.

Engage (15 minutes)

- Begin this lesson by introducing the activity and the learning targets.
- Unpack the learning targets: (1) *I can craft a high-quality poster to present my scenario to the class;* and (2) *I can effectively collaborate with my group to both create and present the poster.* Write the learning targets on the board or on chart paper. Discuss the meaning of key words. Discuss the purpose of the lesson in terms of what students will be able to do by the end of the lesson.
- During the discussion around the first learning target, co-develop with the students a criteria list for what “high-quality poster” means. Examples from the pilot test are available at www.reacchpna.org.
- For the second learning target, draw on examples from the previous day’s collaborative work to define what “effectively collaborate” means.

Poster Creation (55 minutes)

- Have students work in groups to create a poster explaining their scenario. They should include a problem statement and the data they analyzed to discover the problem.
- Monitor progress and provide assistance and guidance as necessary.

Presentation Practice (15 minutes)

- Give students 15 minutes to discuss and rehearse their presentations.
- Continue monitoring and providing assistance.

Group Presentations (25 minutes)

- Give each group 4 minutes to present its poster. (You can adjust this time to meet specific needs and time constraints.)
- While groups are presenting, have audience members use the graphic organizer to write down observations and questions about each group’s scenario.

Debrief (10 minutes)

- Have the whole class circle up.
- Pose reflection questions: *What went well with your group work today? What could we improve upon next time?*



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Observations and Questions about Group Presentations

Group	Observation	Question



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