

## Lesson 12 and 13: Performance Task: Poster



### CCS Standards

- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.5.9b:** Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").



### Daily Learning Target

- I can plan and create a poster for a display titled "Be an Effective Leader of Change." (RI.5.1, RI.5.9, SL.5.4, SL.5.5)

### Ongoing Assessment

- Poster: Be an Effective Leader of Change (RI.5.1, RI.5.9, SL.5.4, SL.5.5)

### Agenda

#### 1. Opening

- A. Reviewing Learning Target (5 minutes)

#### 2. Work Time

- A. Planning and Creating Performance Task Posters (100 minutes)

#### 3. Closing and Assessment

- A. Sharing Our Work: Performance Task Posters (15 minutes)

#### 4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- These lessons have been combined for flexibility to allow for groups to responsibly manage their own time as they move from planning their posters to creating their posters. If these are taught in two separate lessons rather than together as one block, revisit the learning targets and the task at the beginning of the second lesson to remind students of the task and purpose.
- In these lessons, students choose a personal quality from the factors they identified as those that contribute to success of leaders of change. They then create a poster for a display titled “Be an Effective Leader of Change” to help other students in their school understand the personal qualities they need to effectively lead change, and to inspire students in their school to become leaders of change (RI.5.1, RI.5.9, SL.5.4, SL.5.5).
- Students could use various mediums to create their posters: collage, paint, markers, or technology with art software. Consider collaborating with specialist teachers.
- In these lessons, students focus on working to become effective learners and working to contribute to a better world, by collaborating to plan and create a poster and by using their strengths to help others understand the personal qualities necessary to be effective leaders of social change.

### How it builds on previous work:

- Throughout this module, students have been researching the factors that have contributed to the success of a number of professional athletes who were leaders of change. The posters that students create in this lesson highlight a personal quality necessary to be an effective leader of social change.

### Areas in which students may need additional support:

- Students may need additional support with planning and creating their posters, particularly using the medium chosen. Consider inviting students who may need additional support to sit together in one area of the room where you or a collaborating specialist can provide them with additional support and guidance.

### Assessment guidance:

- Circulate to review students’ plans before they begin creating their posters to ensure the posters contain appropriate content for the display.

### Down the road:

- These are the final lessons of Module 3.

### In advance:

- Consider collaborating with a technology teacher to support students in creating posters using technology.
- Post: Learning targets and applicable anchor charts (see Materials list).

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.6, 5.I.C.10, 5.I.C.11, and 5.I.C.12

#### Important points in the lesson itself

- The basic design of these lessons supports ELLs with the opportunity to celebrate all they have learned in this module by creating posters to inspire students in their school to become effective leaders of change. Commend them for their perseverance throughout the module and give positive feedback to each student.
- ELLs may find it challenging to create a poster without first seeing a model. Consider creating a model or displaying examples from former students and inviting students to discuss them (see Meeting Students' Needs).

#### Levels of support

*For lighter support:*

- Encourage students to use Conversation Cues with others to promote productive and equitable conversation and enhance language development.

*For heavier support:*

- During Work Time A, model and think aloud the process for identifying details and examples from the module texts, anchor charts, and note-catchers that support a particular personal quality. (Example: "If I am making a poster about courage, one example in *Promises to Keep* that I would add to my poster is when Jackie Robinson played in his first integrated Major League Baseball game because it is a time when he showed great courage.")

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students as they generalize skills that they learned from the previous lessons in Unit 3 in order to set themselves up for success in planning and creating their posters in Work Time A.
- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing need by offering students options for tools used in creating their posters.

- **Multiple Means of Engagement (MME):** Continue to remind students of the goal for the work they are doing with their posters. Returning to the learning goals lifts up their value and relevance to students.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- N/A

## Materials

- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Working to Contribute to a Better World anchor chart (begun in Module 1)
- ✓ Close Reading Note-catcher: “Jim Abbott” (from Lesson 1; one per student)
- ✓ Research note-catcher (completed in Lessons 2 and 3; one per student)
- ✓ Opinion essay (completed in Unit 2, Lesson 14; one per student)
- ✓ Factor for Success anchor charts (begun in Unit 1)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Discussion Norms anchor chart (begun in Module 1)
- ✓ Scrap paper (one piece per group)
- ✓ Poster paper (one piece per group)
- ✓ Sticky notes (20 per poster)

## Opening

### A. Reviewing Learning Target (5 minutes)

- Direct students’ attention to the posted learning target and select a volunteer to read it aloud:
- “I can plan and create a poster for a display titled ‘Be an Effective Leader of Change.’”
- Direct students’ attention to the **Performance Task anchor chart** and invite a volunteer to read it aloud. Remind students of what they are going to do for the performance task.
- Turn and Talk:
 

*“In your own words, what are you going to do?” (create a poster highlighting one of the personal qualities to be an effective leader of change)*
- Remind students of the **Working to Contribute to a Better World anchor chart** and that people like Jackie Robinson, Jim Abbott, and their expert group athletes who were leaders of social change were working to contribute to a better world, particularly using their strengths to help others. Remind students that in creating this poster, they are using their

own strengths to help make others aware of the personal qualities that students need to develop to become an effective leader of social change.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Summarizing the Target) Check for comprehension by asking students to summarize and then to personalize the learning target. (MMR, MME)

## Work Time

### A. Planning and Creating Performance Task Posters (100 minutes)

- Invite students to retrieve the following Materials:
  - **Close Reading Note-catcher: “Jim Abbott”**
  - **Research note-catcher**
  - **Opinion essay**
  - **Factor for success charts**
- Turn and Talk:

*“The poster is about a personal quality. What personal qualities did the athletes you studied have?” (courage, self-control, persistence)*
- Invite volunteers to share out. As students share out, capture their responses on the board.
- Invite students to consider silently:

*“About which personal quality would you like to create a poster?”*
- Group students according to the personal quality they would like to work on. If only one student has chosen a personal quality, that student can choose to work alone or choose another personal quality. Where a lot of students have chosen one personal quality, ensure there are no more than three students working on each poster.
- Tell students they will begin by planning their posters on scrap paper, and once they are ready, they will then move on to creating their final posters. Share that when they plan, they will figure out what to put on the poster and where, which will involve them collaborating.
- Remind students that the poster should be eye-catching.
- Turn and Talk with their group:

*“Why is a symbol to represent the personal quality?” (a simple picture or icon that makes people think of the personal quality)*

*“What does eye-catching mean? How do we make something eye-catching?” (Eye-catching means people will see it quickly and easily. We can make it eye-catching by making it colorful, with pictures and big lettering.)*
- Focus students on the **Working to Become Effective Learners anchor chart** and invite them to read the habits of character on the chart to themselves. Tell students to choose a habit to focus on as they work with their group today.
- Remind students also of the **Discussion Norms anchor chart** and tell them to refer to the criteria on this chart to guide their productive discussions.

- Distribute **scrap paper** and **poster paper**.
- Circulate to support students as they plan and create their posters, prompting them with questions:
  - “Which athlete examples have you chosen?”*
  - “How does your symbol represent your personal quality?”*
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning target, and against the habit from the Working to Become Effective Learners anchor chart they decided to focus on today.

### Meeting Students' Needs

- For students who may need additional support with comprehension and perception: Offer alternatives to auditory information by charting student responses during the whole class discussion. (MMR)
- For ELLs: (Displaying and Discussing Examples) Consider displaying examples of posters created by former students. When discussing the meaning of the word *eye-catching*, invite students to describe what aspects of the posters they think are eye-catching. Encourage them to notice similarities and differences in the posters, as well as other details that are particularly compelling. Students can use these examples as models and inspiration for their own posters.
- For ELLs: (Formal and Informal English: Discussing Examples) Invite students to discuss one or two examples of language used in the displayed posters. Encourage students to categorize the language examples as formal, informal, or a hybrid, and to give reasons for their thinking. Challenge them to consider how the language might change in a different situation or to complete a different task.
- For ELLs: (Celebrating Home Languages) Consider grouping students who speak the same home language together and encouraging them to create bilingual posters. Students can communicate the personal quality on their poster in English as well as in their home language. This will give the class and the school an opportunity to learn from the rich background of ELLs and will reinforce the message that home languages and cultures are valued and considered assets in the classroom and school.

## Closing and Assessment

### A. Sharing Our Work: Performance Task Posters (15 minutes)

- Tell students they are going to have a chance to see the other posters created before they go up on display.
- Help groups post their posters around the room. Place **sticky notes** at each poster.
- Invite students to:
  2. Visit each poster.
  3. Use a sticky note to record a star.
  4. Place the sticky note near the poster.

- If productive, cue students to think about their thinking:

*"What habits helped you succeed with your essays, presentation, and poster? I'll give you time to think and discuss with a partner." (Responses will vary.)*

### Meeting Students' Needs

- For students who may need additional support with engagement: Before sharing work, create an accepting and supportive classroom environment by encouraging students to respect everyone's work and willingness to take a risk by sharing with the whole class. (MME)
- For ELLs: (Sentence Starters) Provide sentence starters on sticky notes for students to use during the poster sharing. Examples:
  - "One thing you did well is \_\_\_\_."
  - "My favorite thing about this poster is \_\_\_\_."

## Homework

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**A. Accountable Research Reading.** Select a prompt and respond in the front of your independent reading journal.

### Meeting Students' Needs

- For ELLs: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, a family member, or a student from Grades 4 or 6, or record an audio response.

**There are no new supporting Materials for this lesson.**