



EXPEDITIONARY  
LEARNING

# **Grade 6: Module 4: Unit 3: Lesson 9**

## **Finishing Poster and Preparing for Gallery Walk**



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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	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can complete a scientific poster for the hosted Gallery Walk.</li><li>• I can practice using formal English to present my research.</li></ul>	<ul style="list-style-type: none"><li>• Scientific poster</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Completing Poster for Presentation (33 minutes)</li><li>B. Partner Practice: Preparing for the Hosted Gallery Walk (5 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Checklist (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read in your independent book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes. Complete your scientific poster for the hosted Gallery Walk in the next lesson.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In Lesson 8, students prepared drafts for their scientific poster. They have determined how their position will be introduced, how the reasons and evidence will be expressed and displayed, and how the conclusion will be expressed. Students have also selected visuals to support their claim.</li><li>• In this lesson, students use their poster drafts, prepared text, and selected graphics to complete their final scientific poster for the hosted Gallery Walk in Lesson 10.</li><li>• Have students choose the most valuable information first and place it on the poster. Graphics or text features can be added next.</li><li>• If students copy or cut text features (e.g., photographs) from an article, they should cite sources at the bottom. Remind students that it is important to give credit where credit is due.</li><li>• In advance:<ul style="list-style-type: none"><li>– Have poster materials gathered and set out for distribution.</li><li>– It may be beneficial to prepare pre-cut or pre-draw shapes—rectangles, squares, circles, and ovals—for the text students will use.</li><li>– If technology is available, make arrangements for access and prepare directions.</li><li>– Determine the hosted Gallery Walk area and the poster display arrangement. Have materials available for displaying finished scientific posters.</li></ul></li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
scientific poster	<ul style="list-style-type: none"><li>• Research folder (from previous lessons)</li><li>• Scientific Poster Criteria Checklist (from Lesson 8; students' own copies)</li><li>• Drafts of poster (completed in class or for homework)</li><li>• Pictures, images, text features</li><li>• 11" x 17" paper or poster board (one per student, extra for possible replacement)</li><li>• Rulers (one per student)</li><li>• Glue sticks (one per student)</li><li>• Colored pencils and/or markers</li><li>• Scissors</li><li>• Pencils</li><li>• Fine-tip black marker</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the learning targets along with you:<ul style="list-style-type: none"><li>* “I can complete a scientific poster for the hosted Gallery Walk.”</li><li>* “I can practice using formal English to present my research.”</li></ul></li><li>• Tell students that the scientific posters they will create today are important for expressing their position on the guiding question: “Do the benefits of DDT outweigh its harmful consequences?” Displaying their posters and formally presenting their research is an opportunity to convey their position in a way that captures the attention and interest of those who look and listen.</li><li>• Explain that the hosted Gallery Walk is an opportunity for the entire class to create a formal, official event as both presenters and viewers/listeners.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Completing Poster for Presentation (33 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students to gather the following materials:<ul style="list-style-type: none"><li>– <b>Research folder</b></li><li>– <b>Scientific Poster Criteria Checklist</b></li><li>– <b>Draft of poster</b></li><li>– <b>Pictures, images, text features</b></li></ul></li><li>• Explain that they will have 35 minutes to create their scientific poster. This is independent work time in which they will use the draft they created as a guide for the layout of their poster.</li><li>• Tell students they should also use the Scientific Poster Criteria Checklist as a guide for arranging their title, introduction, reasons, evidence, and conclusion in logical order and for making sure all the features of the poster have been included.</li><li>• Advise students to write text with a <b>pencil</b> first. They should use a <b>fine-tip black marker</b> after they have reviewed their writing.</li><li>• Suggest that students lay out all features first before attaching with the use of <b>glue sticks</b>.</li><li>• Suggest that students use <b>rulers</b> and lightly drawn guidelines to help align work neatly. They should erase light pencil lines when they are finished attaching the pieces of their display.</li><li>• Ask students to have the following materials as they begin:<ul style="list-style-type: none"><li>* <b>11" x 17" paper or poster board</b></li><li>* <b>Rulers</b></li><li>* <b>Glue sticks</b></li><li>* <b>Colored pencils and/or markers</b></li><li>* <b>Scissors</b></li><li>* <b>Pencils</b></li><li>* <b>Fine-tip black marker</b></li></ul></li><li>• Circulate and offer support.</li></ul>	<ul style="list-style-type: none"><li>• Students may benefit from pre-cut or pre-drawn shapes such as rectangles, squares, circles, and ovals for adding text they will use.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Partner Practice: Preparing for the Hosted Gallery Walk (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to work with a partner to display and share their poster with each other.</li> <li>• Tell students to practice by using clear voices and direct eye contact.</li> <li>• Tell students to stand next to their poster as they present.</li> <li>• Ask them to use formal language as they: <ul style="list-style-type: none"> <li>– Welcome their listener/viewer</li> <li>– Share their claim</li> <li>– Explain a reason and some evidence that brought them to their position</li> <li>– Point out illustrations, graphs or charts, or other text features used.</li> <li>– Ask if their listener/viewer has any questions</li> <li>– Thank their listener/viewer</li> </ul> </li> <li>• Encourage students to practice their presentation at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Select students may benefit from sharing their poster and presentation with the teacher.</li> </ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Checklist (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Compliment students on the work they have done to create their scientific poster.</li> <li>• Tell students to use their Scientific Poster Criteria Checklist to review their poster: Check off what is completed; what they have not done, they should complete at home.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Read in your independent book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</li> <li>• Complete your scientific poster for the hosted Gallery Walk in the next lesson.</li> </ul>	

There are no new supporting materials for this lesson.