

## Grade 5: Module 4

### The Impact of Natural Disasters — Performance Task

© 2016 EL Education Inc.

Except where otherwise noted, EL Education's Language Arts Curriculum is published under a Creative Commons Attribution 4.0 International (CC BY 4.0) License. To view a copy of this license, visit <https://creativecommons.org/licenses/by/4.0/>.

Licensed third party content noted as such in this curriculum is the property of the respective copyright owner and not subject to the CC BY 4.0 License. Responsibility for securing any necessary permissions as to such third party content rests with parties desiring to use such content. For example, certain third party content may not be reproduced or distributed (outside the scope of fair use) without additional permissions from the content owner and it is the responsibility of the person seeking to reproduce or distribute this curriculum to either secure those permissions or remove the applicable content before reproduction or distribution.

## Summary of Task

### Presentation: Preparing for a Natural Disaster

For this performance task, students share their learning about how to stay safe during a natural disaster by unveiling their PSAs to an audience in a live launch. As part of the presentation, students unpack the emergency preparedness kit they have created and share the rationale for the practical and personal items they have chosen to include. They also distribute an emergency preparedness leaflet. **This task addresses CCSS ELA SL.5.4, SL.5.5, and SL.5.6.**

### Format

Live presentation

### Standards Assessed through This Task

- SL.5.4: 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.
- SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### Student-Friendly Writing Invitation/Task Description

In this module, you have learned about a particular kind of natural disaster and have read literature written by people who experienced a particular kind of natural disaster and the effect it had on them. You also recorded a PSA about how to stay safe during a natural disaster. You are now going to use all of this learning and knowledge to educate others about how to stay safe during a natural disaster. You are going to present your PSA to a live audience and unpack an emergency preparedness kit, sharing your reasons for the practical and personal items you have chosen to include. This presentation serves to raise awareness of the importance of an emergency preparedness kit and to help others make choices about what to include in such a kit. The presentation, including playing the PSA, should be no longer than 3 minutes.



## Key Criteria for Success (Aligned with CCSS ELA)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a criteria list by which their work will be critiqued and formally assessed. Each piece of work should be assessed as it is created, using the rubric in the resource section of the unit or other student-generated criteria.

### Your presentation will include:

- A brief introduction to your PSA: how and why you made it
- Playing your PSA
- Unpacking an emergency preparedness kit, explaining what you have packed and why: two necessary items and two personal items
- Distributing a leaflet for people to take home that explains what they should do in a natural disaster and includes a list of things to pack in an emergency preparedness kit

### Options for Students

- Students may work with a partner to present. This means they will have to choose one of their PSAs to present and choose a total of two emergency kit items to discuss.
- Students could present to another class as practice before presenting to an audience of family, school, and community members.

### Options for Teachers

- Consider how to prepare the emergency preparedness kits for the presentations: by individual students, by the whole group, or by the teacher.
  - If students prepare the kits for the class to use, individual students will need to check and potentially revise the contents of the kit before presenting to ensure that it represents the content of their presentations.
  - The process of putting together the kits is not outlined in lessons, since this is dependent on school and student resources. Refer to the Unit 3 Overview for additional information.
- Students may present their work to their own class, to other classes in the school, or to parents or other adults.
- Students' emergency preparedness leaflets could be created by hand or using technology.

## Performance Task Anchor Chart

*(Example, for Teacher Reference)*

**Directions:** Write the following on a piece of chart paper in advance of Unit 1, Lesson 1.

### Performance Task

In this module, you have learned about a particular kind of natural disaster and have read literature written by people who experienced a particular kind of natural disaster and the effect it had on them. You also recorded a PSA about how to stay safe during a natural disaster. You are now going to use all of this learning and knowledge to educate others about how to stay safe during a natural disaster. You are going to present your PSA to a live audience and unpack an emergency preparedness kit, sharing your reasons for the practical and personal items you have chosen to include. This presentation serves to raise awareness of the importance of an emergency preparedness kit and to help others make choices about what to include in such a kit. The presentation, including playing the PSA, should be no longer than 3 minutes.

### Your presentation should include:

- A brief introduction to your PSA: how and why you made it
- Playing your PSA
- Unpacking an emergency preparedness kit, explaining what you have packed and why
- Distributing a leaflet for people to take home that explains what they should do in a natural disaster and includes a list of things to pack in an emergency preparedness kit

## Presentation Prompt Cards

**SL.3.4, SL.3.6**

1. What is this section about?

2. What is this section about?

**3.** What is this section about?

**4.** What is this section about?

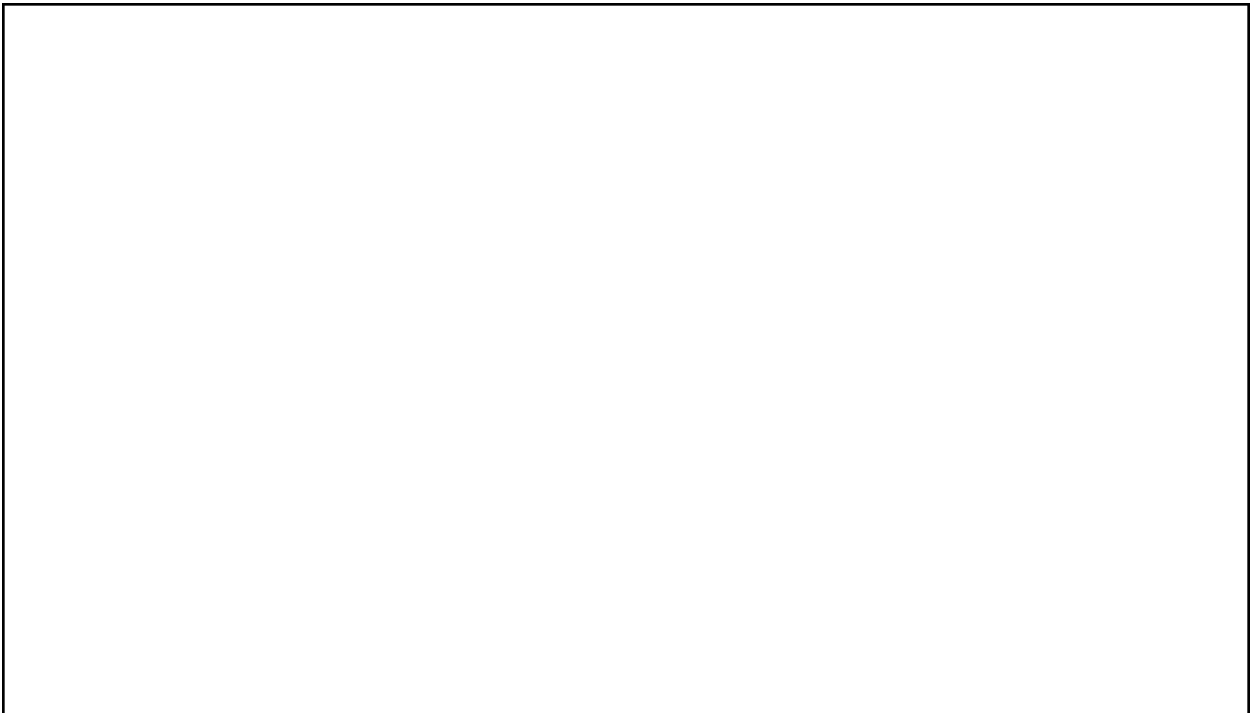
**5.** What is this section about?

[Empty rectangular box for student response]

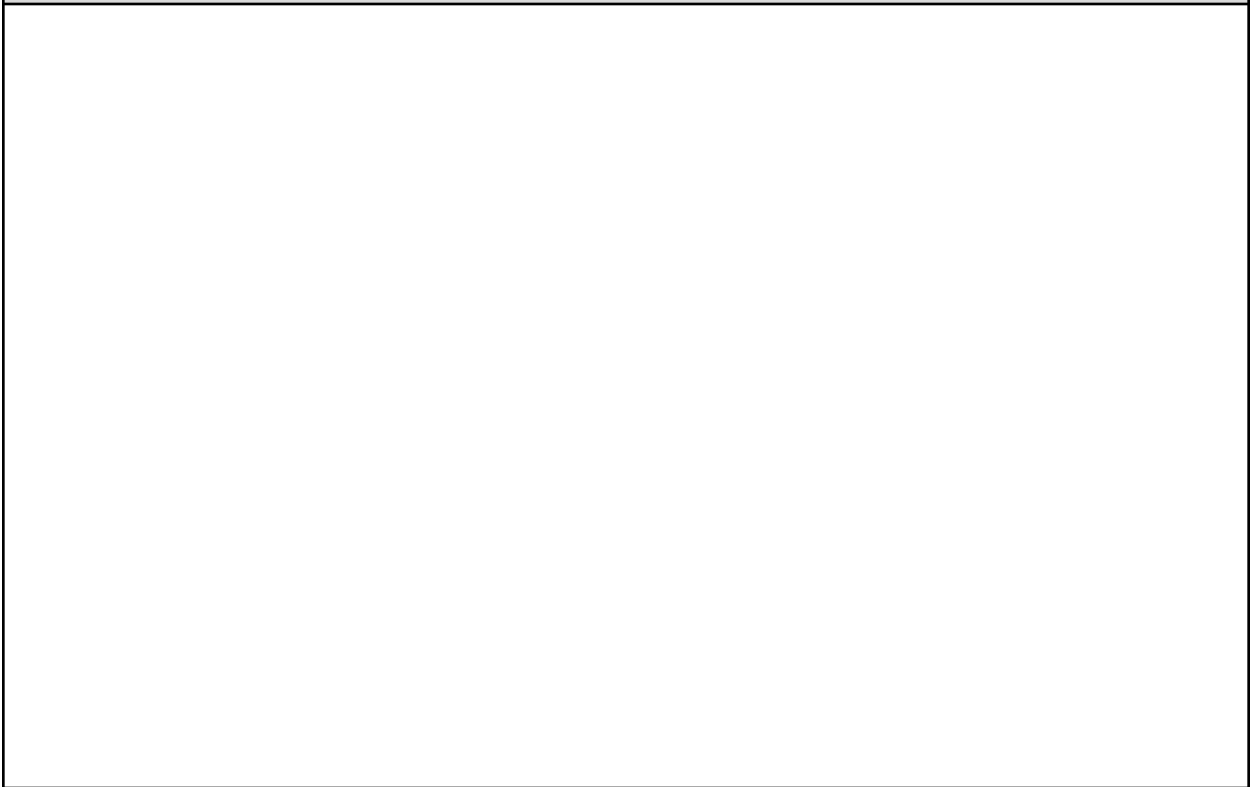
**6. What is this section about?**

[Empty rectangular box for student response]

**7. What is this section about?**



**8.** What is this section about?



## Model Presentation Prompt Cards

*(Example, for Teacher Reference)*

SL.3.4, SL.3.6

**1. What is this section about?**

*a brief introduction to your PSA: how and why you made it*

*Sample student response:*

- *PSA: about how to stay safe during a natural disaster*
- *How: researched and read, wrote, practiced, recorded*
- *Why: to educate others about how to stay safe*

**2. What is this section about?**

*playing your PSA*

*Sample student response:*

- *Play PSA. Invite audience to listen.*

**3. What is this section about?**

*unpacking an emergency preparedness kit, explaining what you have packed and why*

*Sample student response:*

- *Necessary items: focus on flashlight and first aid kit:*
  - *Flashlight in case power goes out: necessary to see to use other supplies and to escape if trapped*
  - *First aid kit: necessary to clean and cover wounds and help relieve pain*
- *Personal items: playing cards and chapter book*
  - *Playing cards: entertain whole family. Everyone can play. Also lift spirits as they have a photograph of the family on them.*

- *Chapter book: entertain whole family for a good amount of time with read-aloud. Everyone has a chance to read.*

**4. What is this section about?**

*Distributing a leaflet for people to take home that explains what they should do in a natural disaster and includes a list of things to pack in an emergency preparedness kit*

*Sample student response:*

- *Pass out leaflet and explain purpose: describes 1) how to stay safe and 2) what to pack in an emergency preparedness kit*

**5. What is this section about?**

*Thank audience for watching and encourage them to share with their friends to spread the word after watching.*

*Sample student response:*

- *Thank you for watching.*
- *Please share with friends.*
- *How to share with friends*