



Date	Class Level 5 th – 6 th	Subject ENGLISH
Strand: ORAL LANGUAGE / READING/ WRITING	Strand Unit: Receptiveness to language • Competence and confidence in using language • Developing cognitive abilities through language • Emotional and imaginative development through language	
Title: MIND MAP AND WORD WALL - CLIMATE CHANGE AND THE OCEAN		
Objective(s): The aim of the lesson plan is for the children to develop an understanding of the concept of what climate change is and how climate change is effecting the ocean. Using mind mapping and creating an ocean word wall, the children will develop an understanding of the language and new words associated with climate change and the ocean.		
Skills Required Developing skills through: • Reading • Listening • Understanding • Writing • Spelling • Grammar • Drafting • Revising and editing • Developing imagination, creativity and confidence in using oral language skills		
<p>Learning Objectives</p> <p>This lesson plan may be adapted to the children’s age group and needs.</p> <p>Understand and discuss facts about Climate Change and how it is affecting the ocean</p> <p>Become familiar with UN Sustainable Goal 13 – Climate Action</p> <p>UN Sustainable Goals 14 – Life Under Water</p>	<p>Learning Activities</p> <p>KWL chart: Begin the lesson using a KWL chart</p> <p>Teacher Directed Approach:</p> <ul style="list-style-type: none"> • Talk to the class about the aspects of what is climate change – see Explorers Poster 500 Years of Climate Change • Create two separate Mind Maps on a white board or use two flip charts: <ul style="list-style-type: none"> ○ What is Climate Change & how is it affecting the Ocean ○ Solutions to Climate Change starting at home and school • Ask the children to identify words that they are aware of that relate to climate change and discuss the concepts around these words. • Introduce new words and concepts if the children haven’t raised the ideas. Use a different coloured marker to introduce the new words. • As part of the discussion introduce how climate change is affecting the ocean (e.g. rising temperatures, melting ice, more extreme storms, more extremes with warmer weather, sea level rising, coastal erosion, animals affected etc). • Using the same approach with the Solutions Mind Map, encourage the children to think about how we can solve issues causing climate change. Encourage children to think about their own behaviour, their families, their community, country, world etc. START SMALL! <p>Investigative approach:</p> <ul style="list-style-type: none"> • Get the children to select a word/s from each of the Mind Map boards and use dictionaries and thesauruses to extend and develop their vocabulary and spelling about climate change and the ocean. • ICT: Encourage the children to use laptops to engage in some research on the topic and new words. <p>Create a Word Wall:</p> <ul style="list-style-type: none"> • Get the children to create large words and decorate the letters creating a visual representation of how the word relates to climate change. For example, decorating the word OCEAN, a child might include water effects of the ocean rising or waves crashing. <p>Talk and Discussion:</p> <ul style="list-style-type: none"> • Place the words in alphabetical order and attach them to the wall / windows of the classroom. This provides the children an opportunity to learn the spelling as well as establish the meaning of the words. • Discuss new concepts that have been learned. Highlight the positive actions and solutions that can make a difference. 	



	<p>Resources;</p> <ul style="list-style-type: none"> • KWL chart • UN Sustainable Development Goals 13 & 14 • Climate Change and SDG 13 & 14 Posters: see www.explorers.ie Posters • Also see the Marine Institute's Powtoons showing the career profiles of an oceanographers Caroline Cusack and Triona McGrath https://www.marine.ie/Home/site-area/working-us/career-profiles
<p>Differentiation Higher and Lower order questioning. Differentiate group activities and roles to account of individual needs, by support, task. Mixed ability pairing.</p>	
<p>Assessment Children: KWL chart (What I know, What I want to know, What I learned) Teacher observation and questioning: Mind Mapping – colour code what children know / new concepts Examine learning outcomes before and after e.g. knowledge, understanding, skills. Evaluation: Reflect on learning experiences that lead to the outcomes e.g. attitudes, enjoyment, as well as motivation to learn about the subject.</p>	
<p>Linkage and Integration English – writing stories, poems, songs relating to the ocean and climate change. Visual Arts – creative drawing creating awareness of line, shape, form; painting using colour, introduce textiles / recycled items to develop texture. Science / Geography – Environmental awareness and care, caring for my locality / caring for my environment, science and the environment Geography – Human Environments, People living and working in local areas, People living and working in contrasting part of Ireland, People in other lands (e.g. island nations) Natural Environments – The local and natural environment, Weather and climate.</p>	