Lesson 8: Preparing a Presentation: Prompt Cards – Structure

CCS Standards

- **RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.
- **RF.3.4a:** Read grade-level text with purpose and understanding.
- **RF.3.4b:** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RF.3.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **SL.3.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **L.3.3b:** Recognize and observe differences between the conventions of spoken and written standard English.

Daily Learning Targets

- I can plan the structure of an effective presentation about my revised scene. (SL.3.4)
- I can read a new excerpt of text fluently. (RF.3.4)

Ongoing Assessment

- Structure outlined on Presentation prompt cards (SL.3.4)

Agenda

1. **Opening**

   A. Reviewing the Performance Task Anchor Chart (5 minutes)

   B. Reviewing Learning Targets (5 minutes)

2. **Work Time**

   A. Analyzing a Model: Structure and Presentation (20 minutes)

   B. Preparing a Presentation: Structure (10 minutes)

3. **Closing and Assessment**

   A. Practicing Reading Fluency (20 minutes)

4. **Homework**

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

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students consider the question "Why and how have you revised your scene of *Peter Pan*?" as they begin to plan their presentations for the performance task. They begin by analyzing the structure of a model presentation in triads, and then move on to focus on planning the structural outline of their own presentations (**SL.3.4**, **L.3.3b**).

- In the Closing and Assessment, students read a story from the Philippines for fluency practice (**RF.3.4**). Ensure students understand that there are literary classics in many cultures, some of which were and are oral stories.

- In this lesson, students focus on working to become effective learners by collaborating in triads to analyze the structure of the model.

- Students practice their fluency by reading a new text excerpt aloud in the Closing.

How it builds on previous work:

- In the first half of this unit, students wrote a revised scene from *Peter Pan*. In this half of the unit, they create a presentation for it.

Areas in which students may need additional support:

- Students may need additional support writing the structural outlines of their presentations on the prompt cards. Consider inviting those who may need additional support to sit together in one area of the room where you can provide them with guidance.

- Students may need to be given shorter excerpts of the reading fluency text in the Closing based on their reading ability.

Assessment guidance:

- Read students' prompt cards to ensure that students have outlined an appropriate structure to add details in the next lesson. Look for common issues to use as teaching points.

- In Closing and Assessment A, consider meeting with individual students and using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist to gather phonics and word analysis data (see Module 1 Appendix).

- Collect Language Dive II: Model Narrative: Choosing Words and Phrases for Effect Practice homework from Lesson 6. Refer to the Language Dive II: Model Narrative: Choosing Words and Phrases for Effect Practice (answers, for teacher reference) as necessary.

Down the road:

- Students practice reading fluency in this lesson in preparation for reading aloud a new excerpt of text in the End of Unit 3 Assessment in Lesson 11.

- Students will read their revised scenes aloud and describe the reasons for their choices in a presentation for the performance task at the end of this unit in Lesson 13. Consider inviting other students, teachers, families, and members of the community to the presentations.

- Students' Mid-Unit 3 Assessment will be returned with feedback in Lesson 11.

In advance:

- Strategically group students into triads for work during this lesson.

- Practice presenting the model presentation using the Model Presentation prompt cards and Model Presentation script in preparation for presenting it to students in Work Time A (see supporting Materials). Alternatively, consider recording another adult presenting the same presentation and play it for students. In the latter situation, ensure that the presenter follows the guidelines on the Effective Presentations anchor chart (example, for teacher reference) in the supporting Materials. Do not read the script when presenting to students, as students need to see how prompt cards help a presenter to remember what to say.

- Prepare:
  - Reading fluency excerpts to provide excerpts of appropriate length and content for students who may struggle to read the whole thing (see supporting Materials).
  - Small label with the fluency text title and author to attach to a pin and place on the world map used in module. This needs to be large enough to see, but not so large that it covers up too much of the map.
  - Compass points used in Module 1.

- Post: Learning targets, and applicable anchor charts (see Materials list).

Technology & Multimedia

- 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.

- Closing and Assessment A: Consider showing students photographs of Igorot people. For example, Maentz, Jacob. 'People of the Mountains – Igorots of the Cordilleras.' Jacob Maentz Photographer. Web. Accessed in Jul 26, 2016. <http://www.jacobimages.com/2013/05/igorots-cordilleras>

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.B.5, 3.I.C.9, 3.I.C.10, 3.II.A.1

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to hear and analyze a model presentation about a revised scene from *Peter Pan in Kensington Gardens*, apply the structure of the model presentation to the planning of their own presentation, and practice reading a new excerpt of text fluently in preparation for the End of Unit 3 Assessment.

- ELLs may find it challenging to understand the structure of the model presentation and apply it to their own. Consider reviewing and outlining the structure of the model presentation with students before the lesson and invite them to make connections between the structure of the presentation and the kind of work they have completed in this unit.

Levels of support

For lighter support:

■ During the Closing, invite more proficient students to model reading aloud the first few lines of the text excerpt and have students who need heavier support repeat it back or chorally read it.

For heavier support:

■ Consider providing students with a recording of the fluency passage from the Closing so they can practice reading aloud with the recorded text.

Universal Design for Learning

■ **Multiple Means of Representation (MMR):** During Work Time A, students analyze the structure and presentation of the model revised scene from *Peter Pan in Kensington Gardens*. Consider visually displaying the discussion questions during the discussion.

■ **Multiple Means of Action and Expression (MMAE):** In this lesson, students practice reading fluency. This practice not only strengthens their reading development, but also supports their presentation skills. Many students benefit from explicit modeling as they make progress in reading fluency. For these students, model reading the beginning of the excerpt, and then invite them to repeat the same excerpt.

■ **Multiple Means of Engagement (MME):** When introducing the presentation, some students may need additional support with expectations and motivation in preparing and delivering their own presentation to an audience. Provide reassurance that there will be plenty of time for practice and preparation and that they will be sufficiently prepared for this exciting learning activity.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

■ effective, generate, criteria (L)

Materials

☑ Performance Task anchor chart (begun in Unit 1, Lesson 1)

☑ Vocabulary logs (from Module 1; one per student)

☑ Working to Become Effective Learners anchor chart (begun in Module 1)

☑ Discussion Norms anchor chart (begun in Module 1)

☑ Model Presentation prompt cards (see Performance Task Overview; one set per triad)

☑ Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens* (from Lesson 1; for teacher reference)

✓ Model Presentation script (see Performance Task Overview)

✓ Effective Presentation anchor chart (new; co-created with students during Work Time A)

✓ Effective Presentation anchor chart (example, for teacher reference)

✓ Presentation prompt cards (see Performance Task Overview; one set per student and one to display)

✓ End of Unit 3 Assessment prompt (one per student and one to display; see Assessment Overview and Resources)

✓ "Tilin, the Rice Bird" (one per student and one to display)

✓ World map (from Module 1; one to display)

✓ Labeled pin (one to display)

✓ Compass points (from Module 1; one to display)

✓ Fluent Readers Do These Things anchor chart (begun in Module 1)

✓ Language Dive II: Model Narrative: Choosing Words and Phrases for Effect Practice (from Lesson 6; one per student)

✓ Language Dive II: Model Narrative: Choosing Words and Phrases for Effect Practice (answers, for teacher reference)

Opening

A. Reviewing the Performance Task Anchor Chart (5 minutes)

▪ Move students into triads. Invite them to label themselves A, B, and C.

▪ Focus students on the **Performance Task anchor chart** and select students to read parts of the prompt aloud.

▪ Emphasize the question for the presentation:

– "Why and how have you revised your scene of *Peter Pan*?"

▪ Share that often when authors do public readings of their work, they talk about the content of their reading so that the audience gains a better understanding of their work.

▪ Turn and Talk:

"So, you are going to prepare a presentation. How do we know what a presentation that meets the criteria on this anchor chart might look and sound like? Before we create something, what can it help to do first?" (analyze a model)

▪ Inform students that in this lesson, they will begin by analyzing a model, and then they will use the model to help them begin writing their own presentations. Remind students that before adults create final products for their jobs, they often refer to models to guide them in what the work product should look like.

Meeting Students' Needs

- For ELLs and students who may need additional support with the social demands of reading aloud: (Practicing Reading Aloud) To create equity, practice reading part of the prompt with an enthusiastic student before class. Invite the student to read the same part aloud for the whole group in Opening A. (MME)

- For ELLs: (Sharing with a Partner) Invite students to turn to an elbow partner and briefly share in 30 seconds or less how they revised their scene from *Peter Pan*.

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

  "I can plan the structure of an effective presentation about my revised scene."

  "I can read a new excerpt of text fluently."

- Underline the word effective in both the first learning target. Using a total participation technique, invite responses from the group:

  "What word could you replace this with for the learning target to still have the same meaning?" (successful, good)

- If this word is new to students, record it on the Academic Word Wall. Invite students to add translations of the word in their home languages in a different color next to the target Vocabulary. Also invite students to add the word to their **Vocabulary logs**.

Meeting Students' Needs

- For ELLs: (Summarizing the Targets) Check for comprehension by asking students to summarize and then personalize the learning targets.

Work Time

A. Analyzing a Model: Structure and Presentation (20 minutes)

- Focus students on the **Working to Become Effective Learners anchor chart** and briefly review the criteria for effective collaboration.

- 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.

- Tell students you are going to present about the model revised scene they have been reading this unit and guide students to listen to what the presentation is about, and to generate criteria for an effective presentation.

- Write the words *generate criteria* on the board.

■ Focus students on the word *criteria*. Using a total participation technique, invite responses from the group:

"What are criteria?" (a list of standards that we can follow when creating our own presentation)

■ Focus students on the word *generate*. Using a total participation technique, invite responses from the group:

"What does generate mean? When we generate something, what do we do?" (We produce or create something.)

■ If these words are new to students, record them on the Academic Word Wall. Invite students to add translations of the words in their home languages in a different color next to the target Vocabulary. Also invite students to add the words to their Vocabulary logs.

■ Use the **Model Presentation prompt cards**, the **Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens***, and the **Model Presentation script** to present the model presentation to students.

■ Turn and Talk:

"What is this presentation about?" (It is about how and why the author wrote the revised scene of Peter Pan in Kensington Gardens*.)*

■ Tell students that you are going to present again, and this time you are going to stop at strategic points for them to think about what each section of the presentation is about.

■ Present again and stop after each prompt card.

■ Turn and Talk:

"What was that section of the presentation about?" (The response will vary for each section of the presentation.)

■ As students share out, capture their responses on the **Effective Presentation anchor chart** under the subheading Structure. Refer to the **Effective Presentation anchor chart (example, for teacher reference)** as necessary.

■ Tell students that rather than reading from a paper, you used prompt cards to help guide you in what to say.

■ Tell students that this time you are going to perform the presentation using a script. Invite them to think, as they watch, about how this changes the presentation.

■ Read the Model Presentation script for students. As you read, keep your eyes on the paper and emphasize reading aloud rather than presenting.

■ Think-Triad-Share:

"How was the presentation different this time when I read from a script rather than using the prompt cards?" (Responses will vary, but may include: made less eye contact with the audience, eyes were always on paper, less expressive, sounded like reading rather than presenting.)

■ Tell students that when you presented, other than when you read the revised scene, you used prompt cards rather than a script so you were speaking to the audience rather than reading to them.

■ Remind students that in their book discussions at the end of Unit 2, they didn't read their book reviews; they used the content of the review to guide them in the discussion. Remind them that speaking in a discussion should sound like a natural conversation, while writing reads more formally.

- Distribute Model Presentation prompt cards. Focus students on the first prompt card.

- Turn and Talk:

  "What do you notice?" (Responses will vary, but may include: It is a list of notes of the most important points.)

- Tell students that you are going to present again, stopping after each prompt card for students to discuss in their triads, using total participating techniques to select students to share with the whole group:

  "What information is included on the prompt card?" (the most important points)

  "What did I say that wasn't on the prompt card? Why isn't this information on the prompt cards?" (words to connect the points together; if this information was on the prompt card, the prompt card would be a script)

- As students share out, capture their responses on the Effective Presentation anchor chart under the subheading Presentation. Refer to the Effective Presentation anchor chart (example, for teacher reference) as necessary.

- Tell students that you are going to present one more time using the prompt cards. This time as they listen, invite them to consider the question:

  "How am I presenting the information to make this an effective presentation? What am I doing?"

- Think-Triad-Share:

  "How am I presenting to make this an effective presentation? What am I doing?" (Responses may vary, but could include: making eye contact with the audience, being expressive with face and body language, loud enough volume to hear, speaking at a pace that is easy to follow.)

- If productive, cue students to agree or disagree and explain why:

  "Do you agree or disagree with what your classmate said? Why? I'll give you time to think and write." (Responses will vary.)

- As students share out, capture their responses on the Effective Presentation anchor chart under the subheading Presentation. Refer to the Effective Presentation anchor chart (example, for teacher reference) as necessary.

Meeting Students' Needs

- For students who may need additional support with comprehension: Offer alternatives to auditory information by visually displaying the questions and writing student responses as they are shared. (MMR)

- For ELLs: (Displaying and Color-coding Model Prompt Cards) At the end of Work Time A, consider color-coding and displaying each model prompt card next to the corresponding item under "Structure" on the Effective Presentation anchor chart. Color-code each item on the chart to match the corresponding prompt card. Encourage students to refer to the chart and prompt cards when preparing their own cards in Work Time B.

- For ELLs: (Visual Representation) Consider adding a sketch next to each criterion listed under "Presentation" on the Effective Presentation anchor chart. (Example: Draw eyes next to "Eye contact with the audience" and a megaphone and ears next to "Loud enough for the audience to hear.")

Work Time

B. Preparing a Presentation: Structure (10 minutes)

- Tell students that they are going to start preparing their prompt cards for the presentation they are going to do about their revised scenes.

- Distribute and display the **Presentation prompt cards**.

- Focus students on the box at the top of each of the prompt cards:
  - "What is this section about?"

- Tell students they are going to use the Structure notes on the Effective Presentation anchor chart and the Model Presentation prompt cards to fill in this box at the top of each prompt card. Tell students they are not going to add any other details about their specific scenes yet. They will add these in the next lesson.

- Circulate to support students as they work.

- After 6 minutes, refocus whole group and use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target.

Meeting Students' Needs

- For students who may need additional support with effort and persistence: Provide feedback that emphasizes individual effort, improvement, and achieving a standard rather than performance relative to other students. (MME)

- For ELLs: (Color-Coding Presentation Prompt Cards) Encourage students to refer the displayed color-coded model prompt cards and to use the same colors when filling in the boxes at the top of their own prompt cards.

Closing and Assessment

A. Practicing Reading Fluency (20 minutes)

- Distribute and display the **End of Unit 3 Assessment prompt**. Invite students to follow along, reading silently in their heads as you read it aloud.

- Turn and Talk:

  "What is this prompt asking you to do?" (read a new excerpt of text fluently and accurately)

- Using a total participation technique, invite responses from the group:

  "How will this assessment prepare you for the performance task?" (For the performance task, we will read aloud our revised scenes, so practicing reading fluency will help us do this effectively.)

- Distribute and display **"Tilin, the Rice Bird."**

- Tell students that the text is a traditional story from the Igorot people in the Philippines that was written in English by Mabel Cook Cole. Ensure students understand that there are literary classics in many cultures, some of which were and are oral stories.

- Focus students on the **world map**.

- Invite students to help you locate and then place the **labeled pin** on the Philippines. Share that the Philippines is a country with over 7,000 islands.

- Invite students to share any experiences they may have had with the Philippines.

- Display the **compass points**.

- Turn and Talk:

  "What is our location in comparison to the Philippines?" (Responses will vary.)

- Tell students that you are not going to read this text aloud to them because during the end of unit assessment, they will be required to read a new excerpt of text aloud on their own without hearing it first, so it is important for them to practice doing this.

- Direct students' attention to the **Fluent Readers Do These Things anchor chart** and briefly review it. Focus specifically on the criterion:

  – "Correct yourself when you make mistakes."

- Remind students that when they read a new text for the first time, it is normal to make mistakes.

- Invite students to put their hand in front of their mouths and to whisper-read the text excerpt to themselves twice.

- Using a total participation technique, invite responses from the group:

  "What is this story about?" (a little girl who turns into a rice bird after falling into a basket while stealing rice)

- Next, invite students to read the excerpt to their triad (C, then B, then A).

- Next, invite students to read aloud the excerpt in funny voices:

  – A reads like a mouse.

  – B reads like a bear.

  – C reads like a snake.

- If time, invite students to switch funny voices.

- Refocus whole group and use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target and how well they collaborated in this lesson.

- Collect the **Language Dive II: Model Narrative: Choosing Words and Phrases for Effect Practice** from Lesson 6. Refer to the **Language Dive II: Model Narrative: Choosing Words and Phrases for Effect Practice (answers, for teacher reference)** as necessary.

Meeting Students' Needs

- Recall that reading fluency is best practiced on text that is at or below the independent reading level. For students whose independent reading levels are below this excerpt, allow them to use an excerpt from their independent reading book to practice fluency or provide a version of the excerpt that matches their reading level. (MMAE)

■ For ELLs and students who may need additional support with reading: (Reading Unfamiliar Texts) In preparation for the End of Unit 3 Assessment, invite students to select a new strategy to practice for reading unfamiliar texts. Examples:

– Chunk the text into manageable amounts, e.g., sentences or paragraphs.

– Annotate unfamiliar words with simpler synonyms or translation.

– Underline important people, places, and things.

– Read repeatedly.

– Silently paraphrase the chunks. (MMAE)

■ For ELLs and students who may need additional support with comprehension: (Recounting) To prepare for the End of Unit 3 Assessment, invite students to turn to an elbow partner and recount the excerpt in 1 minute or less. Have them share out and give them feedback on their language use and recounting skill. Then invite them to turn to their partner and recount once again, this time in 30 seconds or less. Repeat the feedback process. (MMR)

■ For ELLs: (Fishbowl) Invite three confident students to fishbowl the process of reading the excerpt using funny voices. This provides students with a model and minimizes confusion about the activity.

■ For ELLs: (Celebrating Accents) Focus on whether the student can be understood relatively clearly while reading. Celebrate differences in accents. If corrections are necessary to allow the reader to be comprehensible, focus more on the greater impact of intonation and stress in phrases and sentences, rather than on the pronunciation of single words.

Homework

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, family member, or student from Grades 2 or 4, or record an audio response.