

Lesson 7: High-Quality Oral Presentations: Speaking in an Audible Voice and Making Confident Eye Contact



- **SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.2.4:** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.



Daily Learning Targets

- I can communicate clearly by presenting in an audible voice. (SL.2.4, SL.2.6)
- I can communicate clearly by making confident eye contact with my audience. (SL.2.4, SL.2.6)
- I can show empathy when I give feedback to my peers. (SL.2.3, SL.2.4, SL.2.6)

Ongoing Assessment

- During Work Time A, circulate and observe as students practice presenting and giving empathic feedback to peers. Consider using the Speaking and Listening Checklist to document progress toward SL.2.3, SL.2.4, and SL.2.6 (see Assessment Overview and Resources).
- During Work Time B, circulate as students work on the Scientific Drawings and Captions Template and continue to notice if they use the resources available to inform their illustration and caption. (W.2.7)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Engaging the Speaker: Communicating Clearly (25 minutes)
- B. Scientific Drawings: Finishing Scientific Drawings and Captions (20 minutes)

3. Closing and Assessment

- A. Pinky Partners Protocol: Reflecting on Empathy (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This is the first of three lessons where students practice their presentation and give and receive feedback on specific oral presentation criteria. In this lesson, students practice presenting using oral presentation notecards #1 and #2 and focus on one aspect of quality: communicating clearly.

- In Work Time A, students engage in playful experimentation to identify effective voice levels for presentation before practicing their presentations with a focus on communicating clearly with an audible voice and confident eye contact.
- In Work Time B, students finish their scientific drawings for use in their presentations at the Celebration of Learning.

How this lesson builds on previous work:

- In this lesson, students use the Criteria for High-Quality Oral Presentations anchor chart from Lesson 6 and their oral presentation notecards, written in Lessons 1–5.
- In Lesson 5, students were introduced to the habit of character of empathy. In Work Time A, students apply this habit of character and then reflect on it in the Closing.

Areas in which students may need additional support:

- In Work Time B, continue to support students in organizing their Materials and resources at their workspace.
- For students who experience a challenge in completing their scientific drawing, consider partnering them with more confident illustrators for advice and support. Some students may benefit from additional time and/or small group instruction for more directed work with adding details and realistic color.
- Be aware that communication norms vary across cultures. (Example: In some cultures it may be inappropriate or disrespectful for children to make eye contact with adults or for people of the opposite gender to make eye contact with one another.) If students are uncomfortable, assure them that these practices are customary in the United States. Invite students to observe other students until they feel more comfortable participating.

Down the road:

- In Lessons 8–10, students will continue practicing oral presentations by layering in additional oral presentation notecards with feedback on each of the criteria for high-quality oral presentations.

In advance:

- Pre-determine a workspace for oral presentation practice in Work Time A and for scientific drawing in Work Time B: Students will sit with their research group in order to share copies of the pollinator texts and photographs as they complete their Scientific Drawings and Captions Template.
- Pre-distribute Materials for Work Time B at students' pre-determined workspaces.
- Post: Learning targets and applicable anchor charts (see Materials list).

Consider using an interactive white board or document camera to display lesson materials.

- Continue to use the technology tools recommended throughout Modules 1 and 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 Standard 2.I.C.9

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to strengthen their speaking and listening skills in English as they begin to rehearse their oral presentations.
- ELLs may find it challenging to begin practicing their presentations because they may feel self-conscious about their ability to speak English with accurate pronunciation. The prospect of receiving feedback may add to their hesitancy. Focus only on the importance of speaking at the appropriate volume, appropriate pace, and annunciating clearly. Remind all students that everybody speaks English with different styles and accents.
- In Work Time B of this lesson, ELLs may participate in an optional Language Dive that guides them through the meaning of a sentence from *What Is Pollination?* The focus of this Language Dive is expanding and rearranging sentences (L.2.1f). Students then apply their understanding of the meaning and structure of this sentence when presenting their Performance Task Posters at the end of Unit 3. Preview the Language Dive Guide and consider how to invite conversation among students to address the language goals suggested under each sentence strip chunk (see supporting Materials). Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.

Levels of support

For lighter support:

- During Work Time A, invite students to generate possible pieces of feedback to provide to speakers. Invite other students to use the feedback when applicable with their partners. (Example: “One strength of your presentation was that you used an audible voice!”)

For heavier support:

- During Work Time A, for students who have trouble reading their communication cards or are unsure of how to perform them, encourage their partners to model the voices for them so that they can emulate a similar level and type.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students by offering options for perception. Pausing for clarification of new Vocabulary will also support students who may need additional support with comprehension.
- **Multiple Means of Action & Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected during the lesson.
- **Multiple Means of Engagement (MME):** As students engage with the activities in this lesson, continue to support them in linking the information presented back to the learning target to emphasize and remind them of the instructional goal.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- communicate clearly, audible, confident, eye contact (L)

Review:

- empathy, feedback, criteria, effective (L)

Materials

- ✓ Communication cards (one per student and one to display)
- ✓ Musical Mingle Protocol anchor chart (begun in Module 2)
- ✓ Criteria for High-Quality Oral Presentations anchor chart (begun in Lesson 6)
- ✓ What Does Peer Feedback Look and Sound Like? anchor chart (begun in Lesson 4)
- ✓ Peer Feedback Protocol anchor chart (begun in Lesson 4)
- ✓ Oral presentation notecards #1–2 (from Lesson 2; one set per student)
- ✓ Specific, Positive Feedback sentence starters (from Lesson 6; one per pair)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Scientific Drawings anchor chart (begun in Lesson 2)
- ✓ Scientific Drawings and Captions Template (from Lesson 1; one per student and one to display)
- ✓ Pollinator texts (from Lesson 1; one per student)
 - “Forever Grateful, Flies and Wasps!” (from Lesson 1; one per student in this group)
 - “Thanks a Bunch, Beetles!” (from Lesson 1; one per student in this group)
 - “¡Muchas Gracias, Butterflies and Moths!” (from Lesson 1; one per student in this group)
- ✓ Pollinator photographs (from Lesson 1; one per student)
 - Butterflies and moths photographs #1–2 (from Lesson 1; one per student in the and Moths group)

- Wasps and flies photographs #1–2 (from Lesson 1; one per student in the Wasps and Flies group)
- Beetles photographs #1–2 (from Lesson 1; one per student in the Beetles group)
- ✓ Sandwich bag (from Lesson 2; one per student)
- ✓ Language Dive Guide: *What Is Pollination?* (optional; for ELLs; for teacher reference)
 - Questions We Can Ask during a Language Dive anchor chart (begun in Unit 1, Lesson 8)
 - Language Dive Chunk Chart IV: *What Is Pollination?* (optional; for ELLs; for teacher reference)
 - Language Dive Sentence Strip Chunks IV: *What Is Pollination?* (optional; for ELLs; one to display)
 - Language Dive note-catcher IV: *What Is Pollination?* (optional; for ELLs; one per student and one to display)
- ✓ Pinky Partners Protocol anchor chart (begun in Module 1)

Opening

A. Reviewing Learning Targets (5 minutes)

- Gather whole group.
- Tell students that today they will practice their oral presentations using the Criteria for High-Quality Oral Presentations anchor chart that they created in the previous lesson.
- Remind students that the reason they are practicing their presentations and receiving feedback is to build their confidence in using the criteria for high-quality oral presentations and to make the best possible presentation at the upcoming Celebration of Learning!
- Direct students' attention to the posted learning targets and read the first two aloud:
 - "I can communicate clearly by presenting in an audible voice."***
 - "I can communicate clearly by making confident eye contact with my audience."***
- Review the meaning of the underlined words, noting student-friendly words, phrases, or images directly on the displayed learning targets to support understanding of this academic Vocabulary:
 - *communicate clearly* (speak to be understood)
 - *audible* (volume that others can hear)
 - *confident* (proud, brave)
 - *eye contact* (looking at others' eyes)
- Direct students' attention to the posted learning targets and read the third one aloud:
 - "I can show empathy when I give feedback to my peers."***
- Review the meaning of *empathy* (to understand how someone else is feeling), and remind students that they will be practicing empathic feedback to help their classmates give the best possible presentation while showing sensitivity to their feelings and respect for their work.
- As time allows, invite students to participate in a favorite class greeting with an emphasis on speaking in an audible voice and making confident eye contact.

Meeting Students' Needs

- For ELLs: Mini Language Dive. "I can/communicate clearly/**by presenting in an audible voice**/while making confident eye contact/with my audience."
 - Deconstruct: Discuss the sentence and each chunk. Language goals for focus structure:
 - *by*: This signals that this chunk will tell us *how* we will communicate clearly. (preposition)
 - *in an audible voice*: The preposition *in* signals that we are using an audible voice or speaking with an audible voice. It gives us information about how we are speaking.
 - *audible*: This describes our voices. It means a voice that the audience can hear easily. (adjective)
 - Practice: I speak in an audible voice when ____.
 - Reconstruct: Reread the sentence. Ask:

"Now what do you think the sentence means?"

"How does this sentence help you understand our learning target?"
 - Practice: I can communicate clearly by ____, while _____. Ask:

"Can we divide this sentence into two or more sentences? How?" (using notes; speaking loudly; showing picture; making eye contact)

Work Time

A. Engaging the Speaker: Communicating Clearly (25 minutes)

- Refocus whole group.
- Share that there are many ways people can communicate, depending on their purpose and audience, and share two examples: communicating a secret with a friend and communicating excitement during a game of soccer.
- Turn and Talk:

"How is communicating a secret with a friend different from communicating excitement during a sports game?" (Responses will vary, but may include: Secrets are told quietly, but excitement can be loud.)
- Invite two to three students to share out.
- Tell students that they will now play a game to practice communicating using different voice levels (how audible they are) and different types of voices.
- Display and refer to one of the **Communication cards**, reviewing the voice level and voice type. Tell students that they will use the voice level and voice type listed on the card to read a sentence about pollination.
- Model reading the sentence three times:
 1. Read the sentence using the indicated voice level.
 2. Read the sentence using the indicated voice type.
 3. Read the sentence, attempting to use both the indicated voice level and voice type.

- Tell students they will now participate in the Musical Mingle protocol to read their Communication cards to different partners. Remind them that they used this protocol in Module 2 and review as necessary using the **Musical Mingle Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Invite students to pull a Communication card that gives them a sentence about pollination, a voice level (e.g., whisper, emergency, presenting to group), and a voice type (e.g., grandparent, opera singer).
- Guide students through the Musical Mingle protocol three times with the following focus for each round:
 1. Read the sentence to a partner using the indicated voice level.
 2. Read the sentence to a partner using the indicated voice type.
 3. As a challenge, attempt to read the sentence to a partner using both the indicated voice level and voice type!
- Refocus whole group and ask:

“What is the best voice level for us to use when presenting to an audience?” (a level that can be heard, but that is not too loud)

“What type of voice is best for us to use when presenting to an audience?” (our own voice, speaking as clearly as we can)
- Direct students’ attention to the **Criteria for High-Quality Oral Presentations anchor chart** and remind students of yesterday’s video and ways the presenter communicated clearly.
 - Reinforce the use of an audible voice and confident eye contact.
- Direct students’ attention to the **What Does Peer Feedback Look and Sound Like? anchor chart** and briefly review it.
- Tell students they will now participate in the Peer Feedback protocol to give partners feedback on their oral presentation practice. Remind them that they used this protocol in Lesson 4 and review as necessary using the **Peer Feedback Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Distribute **oral presentation notecards #1–2** and **Specific, Positive Feedback sentence starters**, and direct students to their practice space.
- Guide students through the Peer Feedback protocol using oral presentation notecards #1–2:
 - Remind partners to give each other feedback on criterion #1: communicating clearly.
 - Encourage the use of Specific, Positive Feedback sentence starters.
 - Circulate to support students as they practice and observe for examples of audible voices, confident eye contact, and empathic peer feedback to highlight during today’s Closing. Consider using the **Speaking and Listening Checklist** to gather data on student growth toward SL.2.3, SL.2.4, and SL.2.6.
- When 1 minute remains, invite students to clean up and move like their favorite pollinator to the whole group area.

Meeting Students’ Needs

- For ELLs: (Clarifying Cultural References) Some students may not understand all of the cultural references presented on the Communication cards (e.g., pirates, robots). Encourage students to ask a partner or the teacher if they are not sure

what something means. If necessary, review and model an example of each voice type before beginning the activity.

- For ELLs and students who may need additional support with strategy development: (Modeling and Thinking Aloud: Using Notes) Model the cognitive process of referring to notes to deliver an oral presentation. (Example: First, I am going to look over all my notes to remember exactly what I wrote. Hm, okay, this note says, 'secret is pollinators.' Do I just read my notes? No, I have to speak to my audience. So I will say, 'Ladies and gentlemen, the secret to tomato plants is ... pollinators!') (MMAE)

Work Time

B. Scientific Drawings: Finishing Drawings and Captions (20 minutes)

- Refocus whole group and offer students specific, positive feedback on their use of audible voices, confident eye contact, and empathic peer feedback.
- Direct students' attention to the **Scientific Drawings anchor chart** and briefly review it, emphasizing the two new skills added in this unit:
 - “adding details”
 - “using realistic colors”
- Distribute **Scientific Drawings and Captions Template**, emphasizing that this will be the final session for students to finish their scientific drawings for use in their presentation.
- Prompt students to transition to their pre-determined workspaces and to sit next to their partner from previous drawing sessions.
- Point out the **pollinator texts** and **pollinator photographs** already at their workspaces.
- Invite students to finish their scientific drawings.
- Circulate to support students as they work.
- When 1 minute remains, invite students to clean up and return to the whole group area with their oral presentation notecards in their **sandwich bag**.

Meeting Students' Needs

- For ELLs: During or after Work Time B, guide students through a Language Dive. Refer to Language Dive Guide: *What Is Pollination?* and Chunk Chart: *What Is Pollination?* Distribute and display Sentence Strip Chunks: *What Is Pollination?* and Language Dive Note-catcher: *What Is Pollination?*
- For students who may need additional support with planning: Model a think-aloud for checking your work against the two new skills added in this unit (adding details and using realistic colors). (Example: “So I want to take a look and see if my drawing has the details and realistic colors that I want to include to make it high-quality work.”) (MMAE, MME)

Closing and Assessment

A. Pinky Partners Protocol: Reflecting on Empathy (10 minutes)

- Gather whole group and collect students' oral presentation notecards.
- Offer specific, positive feedback about the empathic feedback students just provided to their partners.
- Direct students' attention to the posted learning targets and read the first two aloud:
 - "I can communicate clearly by presenting in an audible voice."***
 - "I can communicate clearly by making confident eye contact with my audience."***
- Think-Pair-Share:
 - "What was challenging about speaking in an audible voice and making confident eye contact while presenting? What was helpful about practicing these skills with a partner?" (Responses will vary.)***
- If productive, cue students to listen carefully:
 - "Who can repeat what your classmate said?" (Responses will vary.)***
- Listen in as students discuss their practice speaking from notes and choose two to three responses to share with the whole group.
- Direct students' attention to the posted learning targets and read the third one aloud:
 - "I can show empathy when I give feedback to my peers."***
- Tell students they will now participate in the Pinky Partners protocol to reflect on the feedback they gave and received in Work Time A. Remind them that they used this protocol in Module 1 and review as necessary using the **Pinky Partners Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol using the following prompts:
 - "How did it feel to receive feedback from your partner? Why?"***
 - "How did it feel to give feedback to your partner? What did you have to think about to be sure you showed empathy?"***
- Give students specific, positive feedback on their attention and respect for their classmates' feelings and work, and their effort to provide empathic feedback.
- Preview tomorrow's work: continued practice presenting as well as giving and receiving empathic feedback!

Meeting Students' Needs

- For ELLs: (Celebrate) Consider celebrating students who exemplify taking risks by sharing whole class. Invite students to celebrate their classmates as well. (Example: I noticed ____ made a strong effort to take a risk and speak confidently with her partner.)