Lesson 9: High-Quality Oral Presentations: Referring to Notecards

CCSS

- **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 refer to notecards when presenting to an audience. (SL.2.4, SL.2.6)
- I can show empathy when I give feedback to my peers. (SL.2.3)

Ongoing Assessment

- During Work Time B, circulate and continue to 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).

Agenda

1. **Opening**

   A. Reviewing Learning Targets (5 minutes)

2. **Work Time**

   A. Modeling: Referring to Notecards (15 minutes)

   B. Presentation Practice: Referring to Notecards (30 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 third lesson in a series of three during which students practice their presentations regarding a specific criterion on the Criteria for High-Quality Oral Presentations anchor chart: referring to notecards. Students then practice showing empathy while giving and receiving feedback.

How this lesson builds on previous work:

- Similar to Lessons 6–8, in this lesson students continue to apply empathy when giving feedback and then reflect on their ability to do so.

- Similar to Lessons 7–8, 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, to practice presentations and empathic feedback.

Areas in which students may need additional support:

- During Work Time B, consider pulling a small group of students who need more support speaking in complete sentences based on their notecards.

Down the road:

- In Lesson 10, students will continue practicing presentations by layering in additional oral presentation notecards with feedback on each of the criteria.

In advance:

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

Technology & Multimedia

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.
- Consider showing parts of the TED Talk video "Thomas Suarez: A 12-Year-Old App Developer" again to highlight student's use of notes when presenting. Gather the necessary equipment for audiovisual display.

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 continue to rehearse their oral presentations.
- ELLs may continue to find it challenging to extrapolate complete sentences from the words and phrases in their notes. During or after Work Time A, provide additional practice with this skill and consider helping them transcribe complete sentences based on their notes for them to temporarily use during this lesson.

Levels of support

For lighter support:

- The supports in this lesson are similar to the supports in Lessons 7 and 8, as the tasks are similar. Based on student performance in Lesson 8, consider releasing students from some of the supports applied in previous lessons to foster independence and assess student progress.
- During Work Time B, consider designating confident speakers as a "coaches." Encourage them to circulate and support students who need additional support.

For heavier support:

- During Work Time B, consider allowing students to work in heterogenous triads. Students can observe two models of the presentation feedback before contributing themselves.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students reflect on the term *empathy*. To maximize generalization, invite students to practice sharing a definition of this term. Provide explicit feedback to ensure students have an accurate understanding of this word and its meaning.
- **Multiple Means of Action & Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** During the Closing, students reflect on how they showed *empathy*. With several opportunities to review these terms in this unit, they can begin to apply them to their own lives. Optimize relevance and motivation by asking them to reflect on one way they might show *empathy* outside of school.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

New:

- refer, glance (L)

Review:

- notecards, empathy, feedback, audience (L)

Materials

- ☑ Oral Presentation Notecards: Bee Model (from Lesson 2; one to display)
- ☑ Criteria for High-Quality Oral Presentations anchor chart (begun in Lesson 6)
- ☑ Oral presentation notecards (from Lesson 2; one set per student)
- ☑ Specific, Positive Feedback sentence starters (from Lesson 6; one to display)
- ☑ Peer Feedback Protocol anchor chart (begun in Lesson 4)
- ☑ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ☑ 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 continue practicing their oral presentations using the Criteria for High-Quality Oral Presentations anchor chart from Lesson 6.

- Remind students of the reason for their practice as needed (Celebration of Learning).

- Direct students' attention to the posted learning targets and read the first one aloud:

    "I can refer to notecards when presenting to an audience."

- Review the meaning of the underlined words (*refer*: to speak of; to point to something in speech or writing), noting student-friendly phrases or symbols directly on the displayed learning targets to support understanding of the Vocabulary:

- Direct students' attention to the posted learning targets and read the second one aloud:

    "I can show empathy when I give feedback to my peers."

- Review the meaning of *empathy* (identifying with another person's feelings) as needed. Tell students that they will continue to practice showing empathy when giving feedback to their partner today.

- As time allows, invite students to participate in a favorite class greeting with an emphasis on speaking in complete sentences with an audible voice and confident eye contact. (Example: "I'm glad you are here today, _____!")

Meeting Students' Needs

- For ELLs and students who may need additional support with sustained effort: (Working on Same Learning Target) Invite students to discuss how they previously worked toward each learning target. (MME)

Work Time

A. Modeling: Referring to Notecards (15 minutes)

- Refocus whole group.

- Remind students that they practiced their presentations in the previous lesson using complete sentences. Tell students that today, they will learn how refer to their notecards to help them remember what to say.

- Say:

    "Your presentation notecards are there for you to remind yourself what to say. They are written as notes in words and phrases, not complete sentences. Remember, when speaking, you must turn your notes into complete sentences."

- Turn and Talk:

    "How will you turn your notes into complete sentences?" (Responses will vary, but may include: Notes are written on notecards, like reminders of what to say. It will remind me of what I need to talk about, but it's my job to make them into sentences.)

- Tell students that they will get more practice turning their notes into complete sentences when they practice their presentations later in the lesson.

- Display and read aloud notecard #4 from the **Oral Presentation Notecards: Bee Model**:

    – "Connect the pollination process to your flower, fruit, or vegetable again (conclusion statement)."

    – "Here is how the bees help apple plants: Bees pollinate new flower, apple grow, seed forms inside new apple, new plants can grow."

- Turn and Talk:

  "Using the notes on the notecards, what complete sentence can we say?" (Here is how bees help plants: When a bee pollinates a new flower, a new apple seed begins to grow. This process makes new apples!)

- Listen in for responses to highlight with the whole group.

- Refocus whole group, inviting one to two pairs to share out.

- Direct students' attention to the posted **Criteria for High-Quality Oral Presentations anchor chart** and emphasize the importance of referring to notecards.

  – Say:

  "The notecards help us know what to say. We need to look at them for 1–2 seconds, not stare at them for a long time. When we refer to our notecards, your job is to glance (take a quick look) at the notes to remind yourself of what to say, and look back up at your audience."

  – Model with notecard #4 from the Oral Presentation Notecards: Bee Model, speaking in a clear, audible voice, referring to notecards as needed by looking down at them to read the note and then looking up again to speak to the audience.

  – Ask:

  "How did I use the notecards in my presentation?" (You looked down quickly and looked back up again.)

  "Why should we refer to notecards during the presentation?" (The notecards have our notes on them. They remind us what to say during the presentation.)

- Distribute **oral presentation notecards**. Tell students to practice looking down at notecard #1, think of a complete sentence to say silently in their head, and look back at their partner to say sentence aloud.

- After 2–3 minutes of practice, gather students back together.

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

  "How long did it take you or your partner to glance at the notecard when referring to notecards?" (a quick look of 1–2 seconds)

  "Where are the two places to look when referring to notecards?" (audience, notecards)

- Tell students they will now practice referring back to the information on their notecards, and that they will give and receive feedback with their presentation partner.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Illustrating Notecards) Model sketching an illustration next to a note on a notecard. Invite students to put sketches on each notecard if having an illustration would help them use complete sentences. (Example: Sketch a muffin next to a reference to apple muffins.) (MMR)

- For ELLs and students who may need additional support with comprehension: (Transparency) To ensure that the purpose of turning notes into complete sentences is transparent, cue students to problem solve. (Example: "Can you figure out why we should turn our notes into complete sentences when we speak?" Tell students you will give them time to think and discuss with their partner. (Responses will vary,

but may include: to sound more like a conversation; to give the audience complete information.) (MMR)

Work Time

B. Presentation Practice: Referring to Notecards (30 minutes)

▪ Refocus whole group.

▪ Model with notecards #1–4 from the Oral Presentation Notecards: Bee Model, speaking in a clear, audible voice, referring to notecards as needed by looking down at them to read the note and then looking up again to speak to the audience.

▪ Display the **Specific, Positive Feedback sentence starters** and tell students they will now use these to give you positive feedback on your modeling.

▪ Select one to two volunteers to share out.

▪ Model referring to the notecards #1–4 again, incorporating the feedback from students.

▪ Say: "Wow! Your feedback helped me get better at my presentation! Now you will get the chance to work with your partner to get better at your presentation, too!"

▪ Tell students they will now have 10 minutes to practice their presentation, especially referring to their notecards #1–4. Transition students to their workspaces and invite them to begin practicing.

▪ After 10 minutes, refocus whole group. Invite students to get up from their workspace and choose one of the following pollinator movements:
  – "buzz like a bee"
  – "crawl like a beetle"
  – "flutter like a butterfly"

▪ Tell students they will now participate in the Peer Feedback protocol to practice their presentations with a partner and then give and receive feedback, focusing on criterion #3 from the Criteria for High-Quality Oral Presentations anchor chart. Remind them that they used this protocol in Lesson 8 and review as necessary using the **Peer Feedback Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)

▪ Guide students through the protocol and circulate to support them. Consider using the **Speaking and Listening Checklist** to document student progress toward SL.2.3, SL.2.4, and SL.2.6.

▪ When 1 minute remains, invite students to organize their Materials and move like their favorite pollinator to the group meeting area.

Meeting Students' Needs

▪ For students who may need additional support with sustained effort: Invite students to take a stretch and movement break halfway through Work Time B. (MME)

Closing and Assessment

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

- Gather whole group.

- Follow the same routine from the Closing of Lesson 7 to guide students through reflecting on showing empathy while giving feedback. Review the **Pinky Partners Protocol anchor chart** as necessary.

- Preview tomorrow's work: continuing to practice, specifically, how to answer questions from the audience at the end of students' oral presentation.

Meeting Students' Needs

- For students who need additional support with communication and engagement: Continue to strategically pair students to ensure they have a strong, politely helpful partner to support their efforts at sharing. (MME)

There are no new supporting materials for this lesson.