Lesson 9: Preparing a Presentation: Prompt Cards – Key Points

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 identify the key points to talk about in my presentation. (SL.3.4)
- I can read a new excerpt of text fluently. (RF.3.4)

Ongoing Assessment

- Key points on Presentation prompt cards (SL.3.4)

Agenda

1. **Opening**

    A. Reviewing Performance Task Anchor Chart and Learning Targets (5 minutes)

2. **Work Time**

    A. Preparing a Presentation: Key Points (40 minutes)

3. **Closing and Assessment**

    A. Practicing Reading Fluency (15 minutes)

4. **Homework**

    A. Practice reading your revised *Peter Pan* scene in preparation for the performance task.

    B. 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 continue to consider the question "Why and how have you revised your scene of *Peter Pan*?" as they finish planning their presentations for the performance task. In this lesson, students add the key points to their prompt cards (**SL.3.4**, **L.3.3b**). As in the previous lesson, students practice reading fluency with a new excerpt of text in preparation for the end of unit assessment (**RF.3.4**).

- Students who finish quickly or require an extension can begin using their prompt cards to practice their presentations.

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

How it builds on previous work:

- In the previous lesson, students planned the structure of their presentations on their prompt cards. In this lesson, they add the key points to complete the prompt cards.

Areas in which students may need additional support:

- Students may need additional support identifying the key points to include in their presentations. 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 student prompt cards to ensure that they contain the information needed to present. Look for common issues to use as teaching points.

- Throughout the lesson as students work independently, 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).

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.

In advance:

- Prepare:
  - Copies of final drafts of revised *Peter Pan* scenes to return to students.
  - Reading fluency excerpts to provide excerpts of appropriate length and content for students who may struggle to read the whole thing (see supporting Materials).

- Identify and prepare five students who are willing to share their work with the whole group as part of a think-aloud in Work Time A.

- 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.

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 analysis 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 identify key points for their own presentations in the time allotted. Consider giving students time outside of this lesson to complete their Presentation prompt cards, if needed. (see Meeting Students' Needs column and Levels of Support for additional suggestions.)

Levels of support

For lighter support:

■ During the Closing and Assessment, 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 working closely with a group of students to identify key points for their presentations and add them to the prompt cards together.

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

■ Consider providing students with a recording of the fluency passage from the Closing and Assessment and allow them to practice reading aloud with the recorded text.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students need to access the model presentation to develop their own presentation. Ensure students have multiple and varied opportunities to engage with the model presentation to facilitate greater comprehension.

- **Multiple Means of Action and Expression (MMAE):** In this lesson, students practice reading fluency. Continue to provide explicit modeling as students make progress in reading fluency. Considering model reading the beginning of the excerpt and have them repeat the same excerpt.

- **Multiple Means of Engagement (MME):** Build engagement for this lesson and student presentations by sharing videos of effective student presentations. One idea may be to show a video clip of an engaging presentation with an enthusiastic and interactive audience. Select a topic that is relevant and relatable to the students.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- key points (L)

Materials

- ☑ Performance task anchor chart (begun in Unit 1, Lesson 1)
- ☑ Model Presentation prompt cards (from Lesson 8; one per student and one to display; see performance task)
- ☑ Model Narrative: Revised Scene from *Peter Pan in Kensington Gardens* (from Lesson 1; one for teacher reference)
- ☑ Model Presentation script (from Lesson 8; one per student; see performance task)
- ☑ *Peter Pan* (from Unit 1, Lesson 1; one per student)
- ☑ Book reviews (completed in Unit 2, Lesson 14; one per student)
- ☑ Presentation prompt cards (from Lesson 8; one per student; see performance task)
- ☑ Narrative Planning graphic organizer (from Lesson 1; one per student)
- ☑ Revised *Peter Pan* scenes (completed in Lesson 6; one per student)
- ☑ "The Hawk and the Hen" (one per student and one to display)
- ☑ World map (from Module 1; one to display)
- ☑ Fluent Readers Do These Things anchor chart (begun in Module 1)

Opening

A. Reviewing Performance Task Anchor Chart and Learning Targets (5 minutes)

- Invite students to get into pairs and label themselves A and B.

- Focus students on the **Performance Task anchor chart** and briefly review it.

- Emphasize the question for the presentation:

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

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

  "I can identify the key points to talk about in my presentation."

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

- Focus students on the first learning target. Underline the words *key points*.

- Turn and Talk:

  "What are key points?" (the most important points)

- Remind students that in the previous lesson, they read some prompt cards used for a presentation and that these prompt cards didn't contain all of the information said aloud in the presentation, but just the key points—the most important information.

Meeting Students' Needs

- For students who may need additional support with comprehension: Offer alternatives to auditory information by visually displaying the questions in this discussion. (MMR)

- For ELLs: (Working on the Same Learning Target) Students can discuss one way they worked toward similar learning targets in the previous lesson.

Work Time

A. Preparing a Presentation: Key Points (40 minutes)

- Invite students to retrieve their **Model Presentation prompt cards** and to follow along as you 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*.)*

- Focus students on the first Model Presentation prompt card:

  – "1. Introducing the Story"

- Turn and Talk:

  "This is about Peter Pan in Kensington Gardens*, but where can we find this information for* Peter Pan*?" (They included this information in their book reviews in Unit 2.)*

- Invite students to retrieve their copies of *Peter Pan* and their **book reviews**.
- Select a volunteer who would like his or her book review to be used as a think-aloud for the group:
  - Display the student's book review and read aloud the first paragraph.
  - Focus students on the first two bullet points of the first Model Presentation prompt card.
  - Underline the title and author of the text in the first paragraph of the student book review.
  - Focus students on the recounting the story bullets on the Model Presentation prompt card.
  - Invite students to help you underline the key points in the recounting of the story on the student book review.
  - Emphasize that this student will now record those underline points on his or her first card using the first Model Presentation prompt card as a guide.
- Tell students to retrieve their **Presentation prompt cards**. Give them 10 minutes to repeat the process you just modeled with their own book reviews and to record the key points they underlined on their first prompt card.
- Circulate to support students as they underline key points and record them on their prompt cards.
- Refocus the whole group.
- Focus students on the second Model Presentation prompt card:
  - "2. Describing the original scene"
- Turn and Talk:

  "This is about Peter Pan *in Kensington Gardens, but where can we find this information for* Peter Pan?*" (on their Narrative Planning graphic organizers)*
- Invite students to retrieve their **Narrative Planning graphic organizers**.
- Select a volunteer who would like their narrative planner to be used as a think-aloud for the group:
  - Display the student's Narrative Planning graphic organizer.
  - Focus students on the bullet points of the second Model Presentation prompt card and, through a think-aloud, help students understand that these points are the beginning, middle, and end of the original scene.
  - Go through each section of the student narrative planner and invite students to help you underline one key point in each section.
  - Emphasize that this student will now record those underline points on his or her second card using the second Model Presentation prompt card as a guide.
- Give students 6 minutes to repeat the process you just modeled with their own narrative planners and to record the key points they underline on their second prompt card.
- Circulate to support students as they underline key points and record them on their prompt cards.
- Refocus whole group. Repeat this think-aloud process with the final three prompt cards, referencing the following parts of the narrative planner and the student **revised *Peter Pan* scenes**. Use the work of a different student for each think-aloud:
  - Prompt card 3: Reason box on Narrative Planning graphic organizer

– Prompt card 4: Revisions on Narrative Planning graphic organizer and revised *Peter Pan* scene.

– Prompt card 5: Model Presentation prompt card 5.

■ 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 comprehension: Offer index cards, each pre-printed with a bullet point from the Model Presentation prompt card. (MMR)

■ For ELLs: (Color-coding Key Points to Match Prompt Cards) During each think-aloud, underline the key points in the book review, Narrative Planning graphic organizer, and revised *Peter Pan* Scene with the same color as the model prompt card being discussed. For example, underline the key points for introducing the story in the same color as the first prompt card, underline the key points for describing the original scene in the same color as the second prompt card, and so on. Invite students to use these same colors when underlining the key points in their book reviews, Narrative Planning graphic organizers, and revised *Peter Pan* scenes.

■ For ELLs: (Displaying Examples) Consider displaying the students' work examples used during the think-alouds to help students recall where to find the information needed to complete their own Presentation prompt cards.

Closing and Assessment

A. Practicing Reading Fluency (15 minutes)

■ Follow the routine from the Closing in Lesson 8 to guide students through the reading fluency practice process:

– Distribute the reading fluency excerpt: **"The Hawk and the Hen."**

– Tell students about the origin of the story: It is a traditional story from the Visayan people in the Philippines that was written in English by Mabel Cook Cole in the same book as "Tilin, the Rice Bird" from the previous lesson.

– Remind students where the Philippines are on the **world map**.

– Briefly review the **Fluent Readers Do These Things anchor chart** as needed.

– Invite students to whisper-read the excerpt twice with their hand in front of their mouth.

– Use a total participation technique to select students to share what the text is about. (Hens scratch the ground and are taken by hawks because the hen lost the hawk's ring and lied to him.)

– Invite students to read the excerpt aloud to a partner.

– Invite students to read in funny voices (e.g., a robot and a cat).

■ 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.

Meeting Students' Needs

■ Recall that reading fluency is best practiced with 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: (Reading Unfamiliar Texts) Remind students to continue to use strategies for reading unfamiliar texts and to practice these strategies when reading.

■ 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, with feedback, and then again in 30 seconds or less. (MMR)

■ For ELLs: (Fishbowl) Invite two confident students to fishbowl the process of reading the excerpt using funny voices.

Homework

A. Practice reading your revised *Peter Pan* scene in preparation for the performance task.

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

Meeting Students' Needs

■ For students who may need additional support with reading: Modify the amount or complexity of reading they complete for homework. Provide sentence frames for their responses or allow them to share their learning in other ways, such as drawing or discussing what they've learned with their family, a partner, or the teacher. (MMAE)

■ For ELLs: (Reading Aloud to a Family Member or Friend) Invite students to read their revised *Peter Pan* scene to a family member or friend. Encourage students to notice areas in the scene where they need to read more fluently and to repeatedly practice them.