

Lesson 10: Practicing a Presentation – Part I



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 effectively perform my presentation. (SL.3.4, SL.3.6, L.3.3b)
- I can critique my partner's presentation and provide kind, helpful, and specific feedback.
- I can read a new excerpt of text fluently. (RF.3.4)

Ongoing Assessment

- Student presentations (SL.3.4, SL.3.6, L.3.3b)

Agenda

1. Opening

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

2. Work Time

- A. Practicing Our Presentations (25 minutes)
- B. Peer Critique: Presentations (15 minutes)

3. Closing and Assessment

- A. Reading Fluency Practice (15 minutes)

4. Homework

- A. Practice reading your revised *Peter Pan* scene in preparation for the performance task.
- B. Use your prompt cards to practice your presentation for the performance task.
- C. 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 practice their presentations for the performance task (**SL.3.4, SL.3.6, 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**).
- In this lesson, students focus on working to become ethical people as they provide peer feedback.
- If students finish quickly or require an extension, invite them to create visuals to support their presentation, such as an illustration of the original scene and an illustration of the revised scene that clearly show the differences between the two.

How it builds on previous work:

- In the previous lesson, students created their Presentation prompt cards. In this lesson, they use the cards to practice their presentation.

Areas in which students may need additional support:

- Students may need additional support presenting to another student. Consider scheduling time for the student to present to you instead to receive feedback.
- Students may need to be given shorter excerpts of the reading fluency text in the Closing based on their reading ability.

Assessment guidance:

- Listen to students performing their presentations to identify 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 the next lesson.
- Students will perform their presentations 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 the next lesson.

In advance:

- 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. This needs to be large enough to see, but not so large that it covers up too much of the map.
- Post: Learning targets, and applicable anchor charts (see Materials list).

- 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.A.1, 3.I.B.5, 3.I.C.9, 3.II.A.1

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to discuss presentation technique, practice presenting, and receive and give presentation feedback. Students also practice reading a new excerpt of text fluently in preparation for the Mid-Unit 3 Assessment.
- ELLs may find it challenging to practice their presentations in class. In addition to any personal aversion to public speaking, they may find the concept unusual, and they may be self-conscious about their language use (see Meeting Students' Needs).

Levels of support

For lighter support:

- Invite students to monitor and correct their own errors during practice and after the presentation, using strategies such as asking themselves: “Is what I’m saying making sense? If not, can I rephrase something to be clearer?” Presenters can “read” the audience for facial expressions that convey understanding or confusion and back up to repeat or rephrase what they have just said. Presenters can also pinpoint a grammatical structure that they have struggled with in the past and how they have corrected their usage. Then, during the presentation, presenters can listen to whether they use the structure correctly and make any necessary corrections.

For heavier support:

- Show videos of former students presenting, inviting students to recognize strengths and areas for improvement. Videotape students practicing their presentations, and then allow the students to watch their presentations, self-assess, and try again.
- Consider providing students with a recording of the fluency passage from the Closing and allowing them to practice reading aloud with the recorded text.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, there are several opportunities for students to engage in discussion. Continue to display the discussion questions during the discussion.
- **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.
- **Multiple Means of Engagement (MME):** As students practice their presentations, some may need additional support with expectations and motivation in preparing and delivering their own presentation to an audience. Provide reassurance 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

- effectively (L)

Materials

- Performance Task anchor chart (begun in Unit 1, Lesson 1)
- Affix list (from Module 1; one per student)
- Model Presentation prompt cards (from Lesson 8; one per student and one to display)
- 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 (begun in Lesson 8; added to during Work Time A)
- Presentation prompt cards (from Lesson 8; one per student)
- Revised *Peter Pan* scenes (completed in Lesson 6; one per student)
- Sticky notes (two colors; one of each per student)
- Peer Critique anchor chart (begun in Module 1)
- Working to Become Ethical People anchor chart (begun in Module 1)
- Directions for Peer Critique (one to display)
- “The Story of the Lightning and the Thunder” (one per student and one to display)
- Labeled pin (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.
- Direct students' attention to the **Performance Task anchor chart** and briefly review it.
- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

“I can effectively perform my presentation.”

“I can critique my partner’s presentation and provide kind, helpful, and specific feedback.”

“I can read a new excerpt of text fluently.”

- Focus students on the first learning target. Underline the word *effectively*.
- Using a total participation technique, invite responses from the group:
 - “What is the root of the word effectively?” (effect)*
 - “What are the suffixes?” (-ive, -ly)*
- Turn and Talk:
 - “We already looked at the word effective. What does effective mean? What other words could we use instead of effective?” (good, successful)*
 - “How does adding the -ly suffix change the meaning? Refer to your affix list if you need to.” (-ly means characteristic of, which means the way they perform needs to be effective)*
- Focus students on the third learning target and repeat with the word *fluently*.
- Remind students that in the previous lesson, they completed their prompt cards for their presentations.

Meeting Students’ Needs

- For students who may benefit from visual supports: Provide the opportunity to draw or sketch definitions, act them out, or list synonyms for key terms in learning targets (e.g., *effectively*, *perform*, *excerpt*, and *fluently*). (MMR)
- For ELLs: (Noticing Parts of Speech) Ask:
 - “What is the difference between the words fluent and fluently?” (Fluent is an adjective that means smooth and accurate. Fluently is an adverb that describes something that is done in a smooth and accurate way.)*

Work Time

A. Practicing Our Presentations (25 minutes)

- Invite students to retrieve their **Model Presentation prompt cards** and to follow along as you use the 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. Encourage students to focus on how you use the prompt cards during the presentation.

- Turn and Talk:
“How did I use the prompt cards in the presentation?” (just glanced at them when a reminder was needed)
- Add any new criteria to the **Effective Presentation anchor chart** under the Presentation subheading.
- Remind students of the other criteria under the Presentation subheading on the Effective Presentation anchor chart.
- Tell students that in this lesson, they are going to follow these criteria, using their **Presentation prompt cards** and **revised Peter Pan scenes** to practice their own presentations independently.
- Invite students to find their own space in the room, as far from another student as space allows. Tell students that as they will all be practicing; they need to keep their volume much lower than they will in the actual presentation.
- Invite students who think they need support presenting to head to an allocated area of the room for support.
- Support students who need help, with the aim of them presenting independently by the end of the time.
- Two minutes before the end of the allocated time, 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 self-regulation: To facilitate personal coping and self-regulation skills, model effective and socially appropriate ways to manage frustration or anxiety during presentation practice (e.g., take a deep breath, pause for minute, start over). (MME)
- For ELLs: (Transparency) To ensure that the general purpose of giving presentations in class is transparent, cue students to problem-solve: Ask:
“Why do we give presentations in class?” (to share the work we’ve done so others can learn from us and we can learn from them)
- For ELLs and students who may need additional support with expressive language: (Inviting Specific Suggestions) Consider inviting specific suggestions for appropriate body language and adding them to the Effective Presentations anchor chart, as students will find helpful similarities and differences across cultures. Some students may not pick up on physical cues automatically. This may require explicit instruction on how to use your body effectively during a presentation. (MMR)

Work Time

B. Peer Critique: Presentations (15 minutes)

- Distribute **sticky notes** and tell students they will now use the Peer Critique protocol to provide feedback to a partner about his/her presentation. Remind students that they used this protocol in Lesson 6 and review as necessary using the **Peer Critique anchor chart**. Refer to the Classroom Protocols document for the full version of the protocol.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them specifically of the respect criterion. Remind students that when providing peer feedback, they need to be respectful.
- Guide students through a peer critique using the **Directions for Peer Critique**.
- 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, as well as the criterion on the Working to Become Ethical People anchor chart.
- As time permits, invite volunteers to share challenges they faced and for their peers to suggest possible solutions.

Meeting Students' Needs

- For students who may need additional support with comprehension: To activate prior knowledge, invite students to retell how they used the Peer Critique protocol in previous lessons. (MMR)
- For ELLs and students who may need additional support with expressive language: (Brainstorming Words and Phrases for Feedback) Invite the class to brainstorm different words and phrases they could use to provide kind, specific, and helpful feedback about presentations. Write the words and phrases on chart paper and encourage students to refer to it as they work with their partners. Example: "What is something I could say to my partner that would be kind, specific, and helpful?" (You spoke loud enough for me to hear. I will be able to understand you better if you slow down a bit.) (MMR)

Closing and Assessment

A. Practicing Reading Fluency (15 minutes)

- Follow the routine from the Closing in Lesson 8 to guide students through reading fluency practice using a new excerpt: **"The Story of the Lightning and the Thunder."**
 - Distribute the excerpt and share its origin: It is by Elphinstone Dayrell and is from southern Nigeria.
 - Invite students to help you locate Nigeria and add a **labeled pin** to 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.

Exploring Literary Classics

- Discuss what the text is about (thunder and lightning were a sheep and ram who were banished to the sky because of the damage they caused on earth).
- Invite students to read the excerpt aloud to a partner twice, once in their own voice and once in a funny voice (e.g., someone who is very excited, or someone who is very tired).
- 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.
- Tell students that in the next lesson, they will read a new excerpt for the End of Unit 3 Assessment.

Meeting Students' Needs

- For students who may need additional support with reading fluency: Continue to allow students 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 students who may need additional support with fluency practice: Pair these students with a highly fluent reader such as the teacher or a peer model and have them chorally read together. (MMR, 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, with feedback, and then again in 30 seconds or less. (MMR)

Homework

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

B. Use your prompt cards to practice your presentation for the performance task.

C. 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.