Lesson 13: Performance Task: Presentations

CCS Standards

- **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 Target

- I can effectively deliver my presentation. (SL.3.4, SL.3.6)

Ongoing Assessment

- Student presentations (SL.3.4, SL.3.6)

Agenda

1. **Opening**

   A. Reviewing Learning Target (10 minutes)

2. **Work Time**

   A. Delivering Our Presentations (45 minutes)

3. **Closing and Assessment**

   A. Reflecting on Learning (5 minutes)

4. **Homework**

   A. N/A

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students perform their revised scenes and give presentations for an audience (**SL.3.4**, **SL.3.6**, **L.3.3b**). This may take longer than the allocated 45 minutes, depending on the number of students in the class.

- This event could work in different ways. All students could present to the audience one by one, in small groups, or in stations that audience members rotate through. Consider what will be most successful with your students.

How it builds on previous work:

- Throughout this unit, students have written revised *Peter Pan* scenes and presentations in preparation for the performance task.

Areas in which students may need additional support:

- Students may need additional support reading their revised scenes and using prompt cards to present. Support students with their presentations as needed.

- Students who are unable to present to a larger audience could video-record their presentation, and this could be played to the audience instead of being presented live.

Assessment guidance:

- Consider video-recording students presenting and watching the videos with students afterward.

Down the road:

- This is the final lesson of Module 3.

In advance:

- Determine an order or system for presentations, depending on how students will present.

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

Technology & Multimedia

- Work Time A: Video-record students presenting to post on a teacher webpage or on a portfolio app such as Seesaw (http://web.seesaw.me) for students to watch at home with families. Most devices (cell phones, tablets, laptop computers) come equipped with free video and audio recording apps or software.

Supporting English Language Learners

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

Important points in the lesson itself

- The basic design of this lesson supports ELLs by allowing students to celebrate the work they have completed and take risks using English as they share presentations with their classmates and visitors in a supportive environment. Commend them for their perseverance in preparing and practicing their presentations and give positive feedback to each student.

- ELLs may find it challenging to present in class, despite the days of preparation and practice. Consider having students practice their presentations one last time before visitors arrive. Encourage them to enjoy the experience, do the best they can, and joyfully celebrate the progress they've made across Module 3. Express excitement for their presentations and confidence in the students and their work.

Levels of support

For heavier support:

- During the presentations, consider standing next to students who are particularly nervous or tentative and supporting them as necessary.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Some students may have difficulty with using the far-point displayed anchor charts in this lesson. Consider providing individual copies of anchor charts for near-point display of information for reference.
- **Multiple Means of Action and Expression (MMAE):** During the Closing, students reflect on their presentations. Support self-monitoring and reflection by thinking aloud as you model this reflection on learning.
- **Multiple Means of Engagement (MME):** Build engagement by celebrating students' hard work and effort throughout the unit. Provide feedback that focuses on growth and development.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- N/A

Materials

- ☑ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ☑ Effective Presentation anchor chart (begun in Lesson 8)
- ☑ Presentation prompt cards (begun in Lesson 8; one per student)
- ☑ Revised *Peter Pan* scenes (completed in Lesson 6; one per student)

Opening

A. Reviewing Learning Target (10 minutes)

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

    "I can effectively deliver my presentation."

- Direct students' attention to the **Performance Task anchor chart** and remind them that in this lesson, they will present to a live audience.
- Focus students on the **Effective Presentation anchor chart** and read through the criteria to refresh their memories.

▪ Invite students to take out their **Presentation prompt cards** and **revised *Peter Pan* scenes** and help you set up the presentation area(s) and technology.

Work Time

A. Delivering Our Presentations (45 minutes)

▪ Welcome audience members and share the procedures and expectations for both presenters and audience members.

▪ Invite students and audience members to move to the designated area(s) of the room for the presentations and begin the presentations.

▪ Support students with presentations as necessary.

▪ After all presentations have been completed, invite audience members to join you in a round of applause for all presenters and say goodbye to the guests.

Meeting Students' Needs

▪ For students who are uncomfortable with public performance, consider allowing them to present in different ways (e.g., recording their presentation ahead of time and showing the recording during the presentations, or presenting in a smaller group in another space). (MME, MMAE)

▪ For ELLs: (Providing Choice) Consider allowing students to choose in which order they will present, or if the presentation format is in small groups, allow students to choose which group they will present to.

Closing and Assessment

A. Reflecting on Learning (5 minutes)

▪ Refocus whole group.

▪ Ask and give students 1 minute to think before inviting volunteers to share with the whole group:

"What was a highlight of this presentation for you? Why?" (Responses will vary.)

▪ If productive, cue students to expand the conversation by giving an example:

"Can you give an example?" (Responses will vary.)

▪ Give students specific, positive feedback on their presentations.

Meeting Students' Needs

▪ For ELLs and students who may need additional support with comprehension: (Display, Repeat, and Rephrase) Display, repeat, and invite students to rephrase the question. (MMR)

Homework

A. None for this lesson.

There are no new supporting materials for this lesson.