

## Lesson 11: Performance Task: Preparing for a Live Launch Presentation



### CCS Standards

- **SL.3.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **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.3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.3.3b:** Recognize and observe differences between the conventions of spoken and written standard English.



### Daily Learning Targets

- I can prepare the prompt cards for my video PSA live launch. (SL.3.4, SL.3.6, L.3.3b)
- I can use my prompt cards to practice my video PSA live launch. (SL.3.4, SL.3.6, L.3.3b)

### Ongoing Assessment

- Presentation prompt cards (SL.3.4)

### Agenda

#### 1. Opening

- A. Engaging the Writer: Performance Task Anchor Chart (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Preparing PSA Presentations: Prompt Cards (40 minutes)

#### 3. Closing and Assessment

- A. Practicing PSA Presentations (10 minutes)

#### 4. Homework

- A. Use your prompt cards to practice your live launch presentation.
- B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

## Teaching Notes

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**Purpose of lesson and alignment to standards:**

- In Work Time A of this lesson, students consider the question “Why and how did you decide to make a PSA about your chosen water issue?” as they begin to plan and create prompt cards for their presentations for the performance task (SL.3.4, SL.3.6, L.3.3b). Since this is the final module, students do not analyze a new model. Instead, to build on what they already know and to help them recognize that although the content of a presentation changes, the fundamental criteria of effective presentations does not change, students refer back to the Criteria for an Effective Presentation anchor chart from Module 3. They consider, using the directions on the Performance Task anchor chart, how the structure of this presentation will look different from the Module 3 presentation.
- In this lesson, students focus on working to become effective learners with a characteristic of their choice.

**How this lesson builds on previous work:**

- In Lessons 8–10, students filmed their video PSAs. In this lesson, they plan and create prompt cards to use to present their video PSAs.

**Assessment guidance:**

- Review students’ prompt cards and use common issues as teaching points for the whole group at the beginning of the next lesson before students begin practicing.

**Areas in which students may need additional support:**

- Some students may need additional support creating prompt cards. Consider giving those students prompt cards with sentence stems.

**Down the road:**

- In the next lesson, students will practice their PSA live launch presentations before presenting them to a live audience in Lesson 13.

**In advance:**

- Locate the Criteria for an Effective Presentation anchor chart from Module 3 (see Module 3, Unit 3, Lesson 8, for example).
- Ensure that students have access to their model presentation prompt cards from Module 3 (see Module 3 Performance Task Overview) or create new copies for students to review during this lesson, one per pair, and/or their Presentation Prompt Cards—Revised *Peter Pan* Scene, created by students for the Module 3 performance task.
- Post: Learning targets and applicable anchor charts (see materials list).

- Continue to use the technology tools recommended throughout Modules 1–3 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.
- Closing: Record volunteers practicing their presentations to share with the whole group for critique in the next lesson.

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.A.1, 3.I.A.3, 3.I.A.4, 3.I.C.9, 3.II.A.1

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs with the opportunity to build on their previous learning and experience with presentations from Module 3 and apply that learning to planning and practicing their video PSA live launch presentation in this module. This is a wonderful opportunity for ELLs to further develop their oral language, as well as their confidence with public speaking.
- ELLs may find it challenging to understand the presentation structure and apply it to the learning they have done in this module. Consider working closely with students who need heavier support, particularly as they prepare their prompt cards during Work Time A.

#### Levels of support

*For lighter support:*

- Challenge students by inviting them to repeat and rephrase the lesson questions for classmates who need heavier support.

*For heavier support:*

- Show videos of former students presenting, inviting students to recognize strengths and areas for improvement. Videotape the students practicing their presentations, and then allow the students to watch their presentations, self-assess, and try again.
- Consider making copies of the Criteria for an Effective Presentation anchor chart and inviting students to take it home and refer to the criteria as they practice their presentations for homework.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students by offering options for perception. Pausing for clarification of unfamiliar or confusing vocabulary will also support students who may need additional help with comprehension.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty in this lesson.
- **Multiple Means of Engagement (MME):** Continue to offer support in linking the lesson's activities back to the learning target. Continue to include opportunities to refocus students' attention to the learning target throughout the lesson and invite students to share how each learning activity is supporting their instructional goal.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- prompt cards (L)

### Materials

- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Criteria for an Effective Presentation anchor chart (begun in Module 3; added to during Work Time A; see supporting materials)
- ✓ Criteria for an Effective Presentation anchor chart (begun in Module 3; example, for teacher reference)
- ✓ Presentation prompt cards (completed in Module 3, Unit 3, Lesson 9; one set per student)
- ✓ Presentation prompt cards (new; one per student and one to display; see Performance Task Overview)
- ✓ Model presentation prompt cards (new; example, for teacher reference)
- ✓ Video PSA Presentation Process anchor chart (begun in Lesson 1)

### Opening

#### A. Engaging the Writer: Performance Task Anchor Chart (5 minutes)

- Invite students to pair up with their PSA partner.
- Focus students on the **Performance Task anchor chart** and select students to read aloud parts of the prompt.
- Emphasize the question for the presentation:
  - “Why and how did you decide to make a PSA about your chosen water issue?”

- Remind students that when people present a product to an audience, just like they did with the revised scene for **Peter Pan** in Module 3, they talk about how and why they created the product so that the audience gains a better understanding of their work before viewing/hearing it.

### Meeting Students' Needs

- For students who may need additional support with motivation: Invite students to share one thing they learned from their work on the presentations in Module 3. (MME)
- For ELLs: (Sharing with a Partner) Invite students to share their answer to the presentation question with an elbow partner.
- For ELLs: (Transparency) To ensure that the general purpose of presenting to a live audience is transparent, cue students to problem-solve: Ask:  
*“Why do we present our learning to a live audience?” (to share the work we’ve done so others can learn from us and to learn from our classmates’ presentations)*

## Opening

### B. Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the learning targets and read them aloud:  
*“I can prepare the prompt cards for my video PSA live launch.”*  
*“I can use my prompt cards to practice my video PSA live launch.”*
- Remind students that the first learning target is similar to the previous module. Underline the words *prompt cards*. Turn and Talk:  
*“What are prompt cards?” (cards that contain the key points of a presentation that a presenter uses as a guide to know what to say)*  
*Conversation Cue: “Can you figure out why we use prompt cards instead of a script?” (because when reading a script, a presenter often has to look down at a sheet of paper, and then loses the connection with the audience)*
- Remind students that spoken English is less formal than written English, and that a presentation like this should sound less formal than writing. Therefore, if students read a script, it would sound too formal.
- Focus students on the **Working to Become Effective Learners anchor chart** and invite them to read the habits of character on the chart to themselves. Tell students to choose a habit to focus on as they work with their classmates today. Cold call students to share with the whole group and select one as a class.

### Meeting Students' Needs

- For ELLs: (Summarizing the Targets) Check for comprehension by asking students to summarize and then to personalize the learning targets.

## Work Time

### A. Preparing PSA Presentations: Prompt Cards (40 minutes)

- Remind students that they prepared presentations for the performance task in Module 3 in which they explained how and why they revised their *Peter Pan* scene. Remind them that presenting this information before reading their revised scenes aloud provided the audience with context so they were better able to understand the purpose of the writing, which made the presentations more meaningful.
- Focus students on the **Criteria for an Effective Presentation anchor chart** from Module 3, first on the Structure criteria, and then on the criteria listed on the Performance Task anchor chart.
- Think-Pair-Share, giving approximately 5 minutes think and pair time, and refer to the **Criteria for an Effective Presentation anchor chart (example, for teacher reference)** as necessary to confirm student responses:

*“How will the structure of this presentation look different? How would you revise this structure for this task?”*

- As students share out, capture their responses using a different-colored marker than the one already on the anchor chart to revise the structure. If there is insufficient space to revise the criteria on the original anchor chart, create a new anchor chart with the title “Criteria for an Effective Presentation—Module 4.” Refer to the Criteria for an Effective Presentation anchor chart (example, for teacher reference) as necessary.
- Focus students specifically on the Conclusion criteria. Think-Pair-Share:

*“How might we want to conclude our presentation before playing the PSA? What can the audience help us with?” (The audience can help us spread the word about this water issue and they—as well as others whom they inform—can take action.)*

- Invite students to retrieve their **presentation prompt cards** from Module 3.
- Think-Pair-Share:

*“What was included on these prompt cards? Why?” (notes of the most important points)*

*“What was not included on these prompt cards? Why not?” (words to connect the points together; if this information was on the prompt card, the prompt card would be a script)*

- Distribute and display the new **presentation prompt cards**.
- Focus students on the box at the top of each of the prompt cards:
  - “What is this section about?”
- Remind students that similar to their Module 3 presentations, they will begin by using the revised structure on the Criteria for an Effective Presentation anchor chart to fill in this box at the top of each prompt card.
- Point out that when they use these prompt cards to present, it will be helpful to see the section of the presentation they are focusing on at the top of the card.
- Turn and Talk:

*“What is the first prompt card going to guide you to talk about?” (introducing the researched water issues and the chosen water issue)*



- Model recording this on the displayed presentation prompt card. Refer to the **model presentation prompt cards (example, for teacher reference)**.
- Invite students to begin filling in their new presentation prompt card and circulate to support them as they work.
- As students begin to finish, refocus the group.
- Display the presentation prompt card and focus students on what this section of the presentation is about:
  - “Introduces water issues researched and chosen water issue”
- Think-Pair-Share:
 

*“What were the water issues researched? What could you record on your first prompt card?” (access to water, demands on water, water pollution)*

*“What was your chosen water issue?” (Responses will vary depending on the issue they chose.)*
- Model recording this on the displayed presentation prompt card. Continue to refer to the model presentation prompt cards (example, for teacher reference) as necessary.
- Tell students that they are going to work together in their PSA pairs to complete their first prompt card. Similar to the PSA script, although they will be presenting together, they will each need their own set of prompt cards.
- Remind them that they don’t need to write in full sentences and can even draw pictures with key words, as long as they understand the prompt card.
- Circulate to support students in recording the information. As you circulate, guide them to ensure that their prompts are clear, at least to themselves.
- As students finish, refocus whole group on the second prompt card:
  - “Why issue was chosen. Why important?”
- Think-Pair-Share:
 

*“Why did you choose that water issue? Why was that one important for you?” (Responses may vary, even within pairs, but could include that they are experiencing this water issue themselves in their local area.)*
- Emphasize that within pairs, students may have different reasons for choosing that issue, so both reasons should be recorded and represented on the prompt cards.
- Focus students on the third prompt card:
  - “How PSA was created: tools and process”
- For this prompt card, remind students to refer to the **Video PSA Presentation Process anchor chart** for the process. If all students used the same technology tools, record those tool names on the board for students to copy.
- Remind students that there are suggestions on the Criteria for an Effective Presentation anchor chart for the conclusion.
- Invite students to complete their prompt cards. Circulate to support them and ask questions to guide their thinking:
 

*“Did you both choose this issue for the same reason?”*

*“Why is this issue important to you?”*

- If students finish their prompt cards, invite them to find a space to practice their presentations quietly.
- 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 organizing ideas for written expression: Offer sentence frames on students' prompt cards as scaffolding. (MMR, MMAE)
- For ELLs: (Color-coding Effective Presentation Criteria) As you revise the criteria for structure on the Criteria for an Effective Presentation anchor chart, use a different color to list each criterion. Then, as you model completing the first prompt card, use the color corresponding to the criterion on the chart and invite students to do the same on their own prompt cards.
- For ELLs: (Modeling and Thinking Aloud: Prompt Cards) Before inviting students to complete the prompt cards in pairs, consider modeling and thinking aloud the process for answering the question "What will this section be about?" for every prompt card and writing the answer at the top of each, using colors corresponding to the list of criteria under Structure on the Criteria for an Effective Presentation anchor chart (see above support). This makes clear the connection between the criteria on the chart and the information to be included on each prompt card. Display the prompt cards next to the anchor chart for students to refer to throughout the lesson.

## Closing and Assessment

### A. Practicing PSA Presentations (10 minutes)

- Tell students that their homework is to practice their presentations, but before they can do this, they need to know which parts they are each going to say and to have a chance to practice to ensure that they have all of the information they need on their prompt cards.
- Suggestions: Students could alternate prompt cards, so one could be responsible for prompt cards 1 and 3, and the other 2 and 4, or one could be responsible for 1 and 2, and the other for 3 and 4. Students could also break up the content of each prompt card, but emphasize that this may become complicated.
- Invite students to spend 5 minutes deciding which prompt card to choose and to practice.
- Circulate to support students in deciding who should say what and in practicing.
- When 2 minutes remain, 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 and how well they demonstrated the habit from the Working to Become Effective Learners anchor chart they decided to focus on today.



### Meeting Students' Needs

- For students who may need additional support with self-regulation: Anticipate and manage frustration by modeling what to do if there is disagreement during partner discussions. (MME)
- For ELLs: (Modeling a Presentation) Before inviting students to practice their presentations, briefly review the criteria for an effective presentation, and then model delivering a presentation for the class using one student's prompt cards. Invite students to think about and notice which presentation criteria are evident in your presentation, and then turn to an elbow partner and share one thing you did that they want to be sure to remember when practicing their own presentations in class and for homework.
- For ELLs: (Reflecting) At the end of the Closing, invite students to briefly reflect on how they did with delivering their presentations. Encourage them to share one thing they did well and one thing they want to improve on in the next lesson.

### Homework

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**A. Use your prompt cards to practice your live launch presentation.**

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

### Meeting Students' Needs

- For ELLs: (Presenting to a Family Member or Friend) Invite students to practice their presentation with a family member or friend as the audience. Encourage students to notice areas in the presentation that need improvement and to repeatedly practice them.
- For ELLs: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, family member, or student from grades 2 or 4, or record an audio response.