

Lesson 12: Performance Task: Practicing Presentations



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 effectively deliver my presentation. (SL.3.4, SL.3.6, L.3.3b)
- I can critique another pair's presentation and provide kind, helpful, and specific feedback. (SL.3.4, SL.3.6)

Ongoing Assessment

- Student presentations (SL.3.4, SL.3.6, L.3.3b)
- Stars and steps on sticky notes (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 PSA Presentations (40 minutes)

3. Closing and Assessment

- A. Peer Critique: PSA Presentations (15 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

Purpose of lesson and alignment to standards:

- In Work Time A, students continue to consider the question “Why and how did you decide to make a PSA about your chosen water issue?” as they practice their presentations for the performance task (SL.3.4, SL.3.6, L.3.3b).
- In the Closing, students peer-critique and revise their PSA presentations using the Criteria for an Effective Presentation anchor chart. Significant time has been allocated to this peer critique to allow students time to revise their PSA presentations accordingly after the critique (W.3.5).
- In this lesson, students focus on working to become effective learners with a characteristic of their choice and on working to become ethical people by showing respect as they provide and receive kind, specific, and helpful peer feedback.

How this lesson builds on previous work:

- In Lesson 11, students created prompt cards for their presentations and began practicing. In this lesson, they continue to practice and also participate in a peer critique.

Assessment guidance:

- Watch student presentations as they practice and identify common issues to use as whole group teaching points.

Areas in which students may need additional support:

- Students may need additional support presenting to classmates. Consider scheduling time for the student to present to you instead to receive feedback.

Down the road:

- In the next lesson, students will perform their PSA live launch presentations to an audience.

In advance:

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

Technology & Multimedia

- 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.
- Work Time A: Record volunteers practicing their presentations to share with the whole group for critique.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.A.1, 3.I.A.4, 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 by providing time for students to practice their presentations and give and receive kind and helpful feedback. This practice time, along with the opportunity to learn from their peers, will serve to build ELLs' sense of competency with oral language and confidence in discussing the content, setting them up for a successful presentation in Lesson 13.
- 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 levels of support and the Meeting Students' Needs section).

Levels of support

For lighter support:

- Invite students to monitor and correct their own errors when practicing their 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 then back up to repeat or rephrase what they have just said.

For heavier support:

- Consider taking time outside of this lesson to work closely with students who are feeling nervous or insecure about their presentations. Remind them that the more they practice, the more likely they will feel prepared and confident when delivering their presentation. If they are feeling overwhelmed, help them to focus on improving just one aspect of their presentation and provide them with plenty of reassurance.
- Consider making copies of the Criteria for an Effective Presentation anchor chart and inviting students to take it home and to refer to the criteria as they practice their presentations for homework.

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):** Similar to Units 1–2, continue to guide appropriate goal-setting for student success.
- **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

- N/A

Materials

- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Presentation prompt cards (completed in Lesson 11; one set per student)
- ✓ Criteria for an Effective Presentation anchor chart (updated in Lesson 11)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Sticky notes (two different colors; one of each per student)
- ✓ Peer Critique anchor chart (begun in Module 1)
- ✓ Directions for Peer Critique (one to display)

Opening

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

- Invite students to pair up with their PSA partner.
- Direct students' attention to the **Performance Task anchor chart** and select students to read parts of the prompt aloud.
- Direct students' attention to the learning targets and read them aloud:

"I can effectively deliver my presentation."

"I can critique another pair's presentation and provide kind, helpful, and specific feedback."

- Remind students that they created their presentation prompt cards in the previous lesson and practiced their parts individually for homework, so now in this lesson they can spend more time practicing to present to an audience.
- 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: (Working on Same Learning Target) Invite students to share one way they worked toward similar learning targets in previous lessons.
- For ELLs: (Noticing Parts of Speech) Ask:
“What is the difference between the words effective and effectively?” (Effective is an adjective that means successful or good. Effectively is an adverb that describes something that is done in a successful or good way.)
 - Add these words to the Parts of Speech anchor chart if they are not already present.

Work Time

A. Practicing PSA Presentations (40 minutes)

- Invite pairs to retrieve their **presentation prompt cards**.
- Remind them of the criteria under the Presentation section of the **Criteria for an Effective Presentation anchor chart**.
- 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.
- Invite pairs to find their own space in the room, as far from another student as space allows. Remind students of the habit of respect on the **Working to Become Ethical People anchor chart** and tell them that because they will all be practicing, they need to be respectful and keep their volume much lower than they will in the actual presentation.
- Tell students that they don't need to actually play their PSAs with their presentations as they practice—they just need to focus on the presentation.
- Invite students who think they need support presenting to move to an allocated area of the room for teacher guidance.
- As students practice, support those who need help, with the aim of them presenting without your support by the end of the lesson.
- When 2 minutes remain, 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 and how well they demonstrated the habit from the Working to Become Effective Learners anchor chart that they decided to focus on today.

Meeting Students' Needs

- For students who may need additional support with sustained effort: Invite students to take a stretch and movement break halfway through their practice. (MME)
- For students who may need additional support with self-regulation: As students practice their presentations, support time management strategies by using a visual timer. (MME)
- For ELLs: (Fishbowl: Presentations) When 20 minutes remain in Work Time, invite a confident partnership to deliver their presentation to the class. Invite the rest of the class to notice which presentation criteria the partnership did well and encourage students to apply that learning when practicing their own presentations in class and for homework.

Closing and Assessment

A. Peer Critique: PSA Presentations (15 minutes)

- Invite pairs to partner up with another pair to form a group of four and to label themselves pair A and B.
- Tell students they will now participate in a peer critique. Refocus students on the Working to Become Ethical People anchor chart and remind them specifically of the criteria of respect. Remind students that when providing peer feedback, they need to be respectful.
- Briefly review the Criteria for an Effective Presentation anchor chart and remind students to look for evidence of these criteria in their new partners' work.
- Distribute **sticky notes** and use the **Peer Critique anchor chart** and the **Directions for Peer Critique** to guide students through a peer critique.
- 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 that they decided to focus on today.

Meeting Students' Needs

- For students who may need additional support with far-point display: Provide an individual copy of the Peer Critique anchor chart for reference during this protocol. (MMR)
- For ELLs: (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.)
- For ELLs: (Sentence Starters) Provide sentence starters on the sticky notes for students to complete during the peer critique.

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.

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 they need to improve 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.