

## Lesson 13: Performance Task: Performing 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 Target

- I can effectively deliver my presentation. (SL.3.4, SL.3.6, L.3.3b)

### 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. Delivering PSA Presentations (50 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 deliver their presentations and play their PSAs for an audience (SL.3.4, SL.3.6, L.3.3b). This may take longer than the allocated 50 minutes, depending on the number of students in the class.
- This event could work in various 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 this lesson builds on previous work:

- In this unit, students planned, created, and used technology to create their PSAs. They also invited people to the live launch and created and practiced the presentations to launch their PSAs. In this lesson, they launch their PSAs to a live audience.

### Assessment guidance:

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

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

- Students may need additional support using prompt cards to present. Support them 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 for the audience instead of being presented live.

### Down the road:

- This is the final lesson of Module 4.

### 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

- 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: 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.IA.4, 3.IB.5, 3.IC.9, and 3.IIA.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 present their PSAs with their classmates 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 4 and throughout the year. Express excitement for their presentations and confidence in the students and their work.

### Levels of support

*For heavier support:*

- During the presentations, consider inviting a kind and confident student to stand next to classmates who are particularly nervous or tentative and support them as necessary (see "For lighter support").

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** When sharing and celebrating culminating work, it is important to also document and review the group's learning processes. Continue to highlight aspects of the learning process that were important in this unit by explaining verbally and/or by displaying photo documentation with captions that describe students' learning.
- **Multiple Means of Action and Expression (MMAE):** Continue to support those who may struggle with expressive language by providing sentence frames to help them organize their thoughts. Also, consider asking questions during the Closing to guide self-monitoring and reflection.
- **Multiple Means of Engagement (MME):** Students who may need additional support with presenting may feel uncomfortable sharing their PSAs. Create an inclusive and supportive classroom environment by continuing to emphasize growth and learning rather than relative performance.

### 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)
- ✓ Criteria for an Effective Presentation anchor chart (updated in Lesson 11)
- ✓ Presentation prompt cards (completed in Lesson 11; one set per student)

### Opening

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

- Invite students to pair up with their PSA partner.
- Focus students on the **Performance Task anchor chart** and select students to read parts of the prompt aloud.
- Direct students' attention to the learning target and read it aloud:  
*"I can effectively deliver my presentation."*
- Focus students on the **Criteria for an Effective Presentation anchor chart** and review as needed.
- Invite students to retrieve their **presentation prompt cards** and help you set up the presentation area(s) and technology.

#### Meeting Students' Needs

- For ELLs: (Discussing Criteria for Effective Presentations) When reviewing the Criteria for an Effective Presentation anchor chart, invite students to turn to an elbow partner and share at least one criterion they want to focus on during their presentation today and why. Provide sentence frames for heavier support.

### Work Time

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#### A. Delivering PSA Presentations (50 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 may need additional support with self-regulation: During the presentations, encourage students to seek peer support if they feel stuck or need help reading. (MME)
- 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

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### A. Reflecting on Learning (5 minutes)

- Refocus whole group.
- Ask and give students 1 minute to think before inviting volunteers to share out:  
*“What was a highlight of this presentation for you? Why?” (Responses will vary.)*  
*Conversation Cue: “Can you give an example?” (Responses will vary.)*
- Give students specific, positive feedback on their presentations.

### Meeting Students’ Needs

- For students who may need additional support with monitoring their own learning: Remind students that thinking about how well they did will help them do even better next time. (MME)
- For ELLs: (Display, Repeat, and Rephrase) Display, repeat, and invite students to rephrase the question.
- For ELLs: (Celebration) Encourage students to share one way they improved in this presentation as compared to their Module 3 presentation. Take a moment to acknowledge and celebrate this learning and improvement with the class.

## Homework

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**There is no homework for this lesson.**

**There are no new supporting materials for this lesson.**