## Lesson 11: Performance Task: Presentations

### CCS Standards

- **SL.4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.4.5:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### Daily Learning Target

- I can clearly and confidently present my poem and explain what inspired me to write it. (SL.4.4, SL.4.5)

### Ongoing Assessment

- Recorded poetry presentation (SL.4.4, SL.4.5)

### Agenda

1. **Opening**

    A. Reviewing Learning Target (10 minutes)
2. **Work Time**

    A. Poetry 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 present their poems to an audience (SL.4.4, SL.4.5). 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, or in small groups, or in stations that audience members rotate through. Consider what will be most successful with your students.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to poetry and creative writing. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

**How it builds on previous work:**

■ Throughout this unit, students have written poems and poetry presentations in preparation for the performance task.

■ Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

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

■ Students may need additional support reading aloud their presentations and showing visuals. 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 record students presenting and watching the videos with students afterward.

**Down the road:**

■ This is the final lesson of Module 1.

**In advance:**

■ Prepare:

— Necessary technology for student presentations (see Technology and Multimedia).

— An order or system for presentations, depending on how students will present.

■ Post: Learning targets and Effective Presentations anchor chart.

**Technology & Multimedia**

■ Work Time A: Prepare technology for students to show visuals during their presentations—for example, a projector or an interactive whiteboard. If you have only one available, ensure you model for the group how to use it, and be prepared to be on hand to support students with the technology in the actual presentation. Students could also show enlarged copies of images or distribute copies of their images for audience reference. Choose the level of technology that is appropriate for your situation and guide students accordingly. If students are using technology for their presentations, ensure that hard copies of images have been scanned before this lesson.

■ 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 4.I.C.9, 4.I.C.11, 4.I.C.12, 4.II.A.1, 4.II.A.2, and 4.II.C.6

**Important points in the lesson itself**

- The basic design of this lesson supports ELLs by allowing students to take risks using English as they share personal writing with their classmates in a supportive environment.

- ELLs may find it challenging to present in class, despite the days of preparation and practice. Encourage them to enjoy the experience, do the best they can, and joyfully celebrate the progress they've made across Module 1.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** To activate students' prior knowledge in the Opening, ask them for examples of what they have learned and show them visually. This will help students to generalize across lessons.

- **Multiple Means of Action and Expression (MMAE):** Some students may feel uncomfortable with public performance. Consider alternative methods for presentation (e.g., recording presentations ahead of time and showing them during the lesson, or presenting to a smaller group in another space).

- **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. If you have shown videos of poetry performances throughout the unit, remind students of these videos and how this is their chance to share their work with others.

### 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 Presentations anchor chart (begun in Lesson 10)
- ☑ Poetry presentations (begun in Lesson 4; one per student)
- ☑ Visuals (images, videos, objects brought from home; from Lesson 8)

## 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 clearly and confidently present my poem and explain what inspired me to write it."*

- Focus students on the **Performance Task anchor chart** and remind them of what this work is all leading to. Remind students that in this lesson they will present to a live audience.

- Focus students on the **Effective Presentations anchor chart** and read through the criteria to refresh their memories.

- Invite students to take out their **poetry presentations** and **visuals** and help you set up the presentation area(s) and technology.

### Meeting Students' Needs

- For ELLs and students who may need additional support with expressive language/memory: Ask:

  *"What kind of language in your presentation do you use to explain your inspiration?" (Responses will vary, but may include: "I was inspired to write my poem about _____ because _____. I used the phrase ___ to ___.") (MMR)*

- Build engagement by telling students that today all their hard work will pay off because they will get to perform their poems for others! (MME)

## Work Time

**A. Poetry Presentations (45 minutes)**

- Welcome audience members to the classroom and explain 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)

## 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. (Example: "I heard a lot of you speaking at an appropriate pace and volume to be clearly understood.")

## Homework

**A. None for this lesson.**

There are no new supporting materials for this lesson.