

Lesson 13: Performance Task: Monologue Performance



CCS Standards

- **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RC.5.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



Daily Learning Target

- I can read my monologue aloud fluently. (RF.5.4)

Ongoing Assessment

- Monologue performance (RF.5.4)

Agenda

1. **Opening**
 - A. Reviewing Learning Target (5 minutes)
2. **Work Time**
 - A. Monologue Performances (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 present to an audience (RF.5.4). This may take longer than the allocated 50 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 students could be situated on individual stations in a larger room to present. Consider what will be most successful in your situation with your students.
- In this unit, the habit of character focus is on contributing to a better world. The characteristic students are reminded of in this lesson is apply my learning, because they are sharing what they have learned about human rights with an audience.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. 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 a monologue and Directors' Notes in preparation for the performance task.
- Throughout Unit 1, students were introduced to various total participation techniques (for example, cold calling, equity sticks, Think-Pair-Share, etc.). When following the directive to "Use a total participation technique, invite responses from the group," use one of these techniques or another familiar technique to encourage all students to participate.
- 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 time for publishing. To provide this time, you may wish to move the Reflecting on Learning in the Closing of this lesson to another day.
- Students may need support with reading aloud their monologues. Support students with their presentations as needed.
- Students who have anxiety about presenting to a larger audience could video record their monologue, and this could be played to the audience instead of a live presentation.

Assessment guidance:

- Consider videoing students presenting and watching the videos with students afterward.
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist as students perform their monologues in Work Time A (see Module 1 Appendix).

Down the road:

- This is the final lesson of Module 1.

In advance:

- Prepare an order for presentations.
- Review the Thumb-O-Meter protocol. See Classroom Protocols.
- Post: Learning targets.

- 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 (cellphones, 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 Standard 5.I.C.9

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to work collaboratively to complete final copies of their performance tasks, their programs, and their Directors' Notes. Students will achieve a sense of accomplishment and closure as they prepare to publish work in which they have invested significant time and effort.
- ELLs may find it challenging or stressful to perform in front of the class because they may still struggle with reading and speaking in English. Encourage students to take risks and relieve the pressure by assuring the class that everybody makes mistakes when they perform, and that the best thing to do when you make a mistake is to keep going and try your best.

Levels of support

For lighter support:

- Encourage groups with many students with native or advanced proficiency to perform first. These students can serve as models and as leaders to put at ease those students who may possess less confidence.
- Challenge students by providing them "active listening cards." Hand students index cards with a topic or a checklist item for which to listen closely. (Example: "You received the narrative voice card, so listen closely for how the monologues convey narrative voice. You can tell an elbow partner what you found after the group has finished.")

For heavier support:

- Consider allowing pairs to perform from the same monologue. When one student gets stuck, he or she can tag-team an "understudy" and that student can perform until he or she gets stuck.

Universal Design for Learning

- **Multiples Means of Representation (MMR):** Activate students' prior knowledge by discussing the various learning targets they have covered to reach this point.
- **Multiples Means of Action and Expression (MMAE):** Provide options for how students perform their monologue. Some students may feel overwhelmed with public performance. Consider allowing them to perform their monologue for a small group in another classroom. Additionally, you may allow some students to record their monologue and then show the video during this lesson.
- **Multiples Means of Engagement (MME):** Engage students by telling them that today all their hard work in this unit will pay off. They will get to share their knowledge and skills with others. Celebrate all the hard work by emphasizing growth 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)
- ✓ Working to Contribute to a Better World anchor chart (begun in Lesson 1)

Opening

A. Reviewing Learning Target (5 minutes)

- Direct students' attention to the posted learning target and read it aloud:
— *“I can read my monologue aloud fluently.”*
- Focus students on the **Performance Task anchor chart** and the **Working to Contribute to a Better World 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.

Meeting Students' Needs

- For ELLs and students who may need additional support with memory: Ask students to recall and describe one way that they worked toward the learning target in the past five lessons. (MMR)

Work Time

A. Monologue Performances (50 minutes)

- Follow an order for students to present to an audience.
- Support students with presentations as necessary.

Meeting Students' Needs

- For ELLs: Take time to celebrate the progress and achievements of those students who persevered to meet the targets even as they are still learning English.
- For students who may feel overwhelmed with public performance: Provide options for how they perform their monologues. Students may perform their monologues to small group. Or have students record their monologues and then show the video during this lesson. (MMAE)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Ask and give students a 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 listen carefully and seek to understand:
“Who can tell us what your classmate said in your own words?” (Responses will vary.)
- Tell students they are now going to use the Thumb-O-Meter protocol to reflect on their progress toward the first learning target. Remind them that they used this protocol earlier in the lesson and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the Thumb-O-Meter protocol using the first learning target. Scan student responses and make a note of students who may need more support with this moving forward.
- Repeat, inviting students to self-assess how well they applied their learning in this lesson.

Meeting Students' Needs

- For ELLs and students who may need additional support with expressive language: Provide sentence frames to bolster their participation: “I really enjoyed ...” “I was most proud of myself when ...” “A highlight of my presentation was ...” (MME, MMAE)

Homework

- N/A
There are no new supporting materials for this lesson