Lesson 11: End of Unit 3 Assessment: Multimedia Presentations

CCS Standards

- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **SL.5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.5.5:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **SL.5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Daily Learning Target

- I can effectively deliver my presentation. (RI.5.1, RI.5.9, SL.5.4, SL.5.5, SL.5.6)

Ongoing Assessment

- Student presentations (RI.5.1, RI.5.9, SL.5.4, SL.5.5, SL.5.6)

Agenda

1. **Opening**

   A. Returning Mid-Unit 3 Assessment (5 minutes)

   B. Reviewing Learning Target (10 minutes)

2. **Work Time**

   A. Delivering Presentations (40 minutes)

3. **Closing and Assessment**

   A. Reflecting on Learning (5 minutes)

4. **Homework**

   A. 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 this lesson, students deliver their presentations to an audience for the End of Unit 3 Assessment (RI.5.1, RI.5.9, SL.5.4, SL.5.5, SL.5.6). This may take longer than the allocated 40minutes, depending on the number of students in the class.

- If students need additional practice time before being assessed, consider building this in.

- This event could work in various 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 and most effective for assessment purposes.

- In this lesson, students focus on working to contribute to a better world, as they use their strengths to help others become aware of the key factors necessary to be an effective leader of social change.

How it builds on previous work:

- Throughout the second half of the unit, students have created and practiced their presentations. In this lesson, they present.

Areas in which students may need additional support:

- If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.

- Some students may require longer than the time allocated to complete the assessment.

- 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:

- All assessment Materials (student prompt and teacher checklist) are included in the Assessment Overview and Resources.

- When assessing and providing feedback on this assessment, use the teacher checklist (see Assessment Overview and Resources).

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

- Collect the Language Dive Practice: Model Presentation: Formal and Informal English from Lessons 9 and 10. Refer to Language Dive Practice: Model Presentation: Formal and Informal English (example, for teacher reference) as necessary.

Down the road:

- In the next lesson, students will create posters of one of the personal qualities for a display.

In advance:

- Determine an order or system for presentations, depending on how students will present.

- Provide feedback on students' Mid-Unit 3 Assessments in preparation for returning them in Opening A.

- Continue to use the technology tools recommended throughout Modules 1–2 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 (cellphones, tablets, laptop computers) come equipped with free video and audio recording apps or software.

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

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.A.1, 5.I.A.4, 5.I.B.6, 5.I.C.9, 5.I.C.11, 5.I.C.12, 5.II.A.12, and 5.II.A.2

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to demonstrate their content and language knowledge in a presentation built on their preparation and practice in previous lessons.
- ELLs may find the assessment challenging, despite the days spent preparing and practicing their presentations. Consider allowing students to 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 3. Express excitement for their presentations and confidence in the students and their work.
- Ensure ELLs understand the assessment directions.
- After the assessment, ask students to discuss what was easiest and what was most difficult on the assessment, and why.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To promote and encourage student success, ensure all students feel comfortable with the expectations for the presentation delivery in Work Time A. Continue to vary the ways in which you convey your expectations.
- **Multiple Means of Action and Expression (MMAE):** Provide options for physical action by removing barriers to using assistive technology and offering support as students deliver their presentations. (Example: Offer alternatives for interacting with the mouse, such as help from a peer assistant.)

■ **Multiple Means of Engagement (MME):** Continue to remind students of the goal for the work they are doing with their presentations. Returning to the learning goals lifts up their value and relevance to students.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

■ N/A

Materials

☑ Mid-Unit 3 Assessment: Comparing and Contrasting Athletes Who Broke Barriers (from Lessons 6 and 7; one per student; returned with feedback during Opening A)

☑ End of Unit 3 Assessment Prompt (from Lesson 8; one per student and one to display)

☑ Working to Contribute to a Better World anchor chart (begun in Module 1)

☑ Effective Presentation anchor chart (begun in Lesson 8)

☑ Technology (used by students to deliver presentation; see Teaching Notes)

☑ Presentation of Knowledge and Ideas Checklist (Grade 5) (for teacher reference; see Module 1 Appendix)

☑ Language Dive Practice: Model Presentation: Formal and Informal English (from Lessons 9 and 10; one per student)

☑ Language Dive Practice: Model Presentation: Formal and Informal English (example, for teacher reference)

Opening

A. Returning Mid-Unit 3 Assessment (5 minutes)

■ *Return students'* **Mid-Unit 3 Assessments** *with feedback and follow the same routine established in Modules 1–2 for students to review feedback and write their name on the board if they require teacher support.*

Meeting Students' Needs

■ Build an accepting and supportive by reminding students that everyone is working toward individual goals and that learning is about continued growth and development. (MME)

Opening

B. Reviewing Learning Target (10 minutes)

- Direct students' attention to the posted learning target and select a volunteer to read it aloud:

- "I can effectively deliver my presentation."

- Display and invite students to retrieve their **End of Unit 3 Assessment Prompt** and remind them that in this lesson they will present to a live audience.

- Remind students of the **Working to Contribute to a Better World anchor chart** and that people like Jackie Robinson, Jim Abbott, and their expert group athletes who were leaders of social change were working to contribute to a better world, particularly using their strengths to help others. Remind students that in delivering this presentation, they are using their own strengths to help make others aware of the factors that contribute to being an effective leader of social change.

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

- Invite students to set up the presentation area(s) and **technology**.

Meeting Students' Needs

- For students who may need additional support with comprehension: Provide an example of a presentation (via technology) while using cues and prompts to emphasize critical features that show how the presentation is delivered effectively. (MMR)

- For ELLs: (Discussing Criteria for Effective Presentations) When reviewing the 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

A. Delivering Presentations (40 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.

- Use the **Presentation of Knowledge and Ideas Checklist (Grade 5)** to assess student presentations.

- 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)

- For ELLs and students who may need additional support with engagement: (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. (MME)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Refocus whole group.

- Invite students to reflect silently and then invite volunteers to share out:

  "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.

- Collect the **Language Dive Practice: Model Presentation: Formal and Informal English** from Lessons 9 and 10. Refer to **Language Dive Practice: Model Presentation: Formal and Informal English (example, for teacher reference)** as necessary.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Display, Repeat, and Rephrase) Display, repeat, and invite students to rephrase the question. (MMR)

Homework

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

Meeting Students' Needs

- For ELLs: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, a family member, or a student from Grades 4 or 6, or record an audio response.