

Lesson 8: Planning a Presentation



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.



Daily Learning Targets

- I can analyze a model to generate criteria for an effective presentation about key factors that can contribute to success in being an effective leader of social change. (SL.5.4, SL.5.5)
- I can plan the structure of an effective presentation about key factors that can contribute to success in being an effective leader of social change. (RI.5.1, RI.5.9, SL.5.4, SL.5.5)

Ongoing Assessment

- Presentation Planning graphic organizer (RI.5.1, RI.5.9, SL.5.4, SL.5.5)

Agenda

1. Opening

- A. Engaging the Reader: End of Unit 3 Assessment Prompt (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Analyzing a Model: Structure and Presentation (20 minutes)
- B. Planning a Presentation: Slides (25 minutes)

3. Closing and Assessment

- A. Pair-Share: Presentation Planning Graphic Organizer (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 consider the question “What are the key factors that can contribute to success in being an effective leader of social change?” as they begin to plan their presentations for the End of Unit 3 Assessment. They begin by analyzing the structure of a model presentation in pairs, and then move on to focus on planning the content of their own presentations (RI.5.1, RI.5.9, SL.5.4, SL.5.5).
- The model presentation is provided in a Microsoft Word file downloaded with this lesson from Curriculum.ELeducation.org. The images that correspond to this presentation are included in this lesson’s supporting materials. If possible, project the Word document to demonstrate how student presentations might look.
- In this lesson, students focus on working to become effective learners and working to contribute to a better world by collaborating in pairs to plan their presentations, and by using 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 this module, students have been researching the factors that have contributed to the success of a number of professional athletes who were leaders of change. The presentations that students plan in this lesson synthesize this learning.

Areas in which students may need additional support:

- Some students may need additional support with planning their presentations. Consider these students to sit together in one area of the room where you can provide additional support and guidance.

Assessment guidance:

- Read the Presentation Planning graphic organizers to ensure students have included appropriate content. Look for common issues to use as teaching points.

Down the road:

- Students will create their PowerPoint slides and practice presentations in the next two lessons, before presenting to an audience in Lesson 11 for the End of Unit 3 Assessment.
- The Effective Presentations anchor chart will be referred to again in Module 4.

In advance:

- Strategically partner students for work during this lesson, with at least one strong reader in each pair.
- Download and practice presenting the model presentation in preparation for Work Time A (Curriculum.ELeducation.org and/or supporting Materials). Alternatively, consider recording another adult presenting the same presentation and play it for students. In the

latter situation, ensure the presenter follows the guidelines on the Effective Presentation anchor chart (example, for teacher reference) in the supporting Materials.

- Prepare technology necessary to present model presentation.
- Post: Learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- 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: Download the Microsoft Word file included with this lesson at Curriculum.ELeducation.org. Set up appropriate technology to present to students (e.g., a projector).

Supporting English Language Learners

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

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to hear and analyze a model presentation about key factors contributing to success as an effective leader of social change, work in pairs to apply the structure and content of the model to the planning of their own presentations, and use a graphic organizer to plan each slide of their presentations.
- ELLs may find it challenging to understand the structure of the model presentation and apply it to their own (see “Levels of support” and Meeting Students’ Needs).

Levels of support

For lighter support:

- Challenge students to rephrase the lesson questions for students who need heavier support, and consider displaying the rephrased question for students to refer to during the lesson.

For heavier support:

- Consider printing and enlarging the model presentation slides for students to refer to over the next few lessons. During Work Time A, display the enlarged slides next to the Effective Presentation anchor chart, providing students with concrete, corresponding examples of content that they need to include in their own presentation.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students as they generalize skills that they learned in previous lessons in this unit, in order to set them up for success in planning a presentation.

- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing need by offering students options for writing utensils. Also consider supporting students' expressive skills by offering partial dictation of student responses.
- **Multiple Means of Engagement (MME):** Continue to provide prompts and sentence frames for those students who require them to be successful in peer interactions and collaboration. Also support students in sustaining effort and/or attention by restating the goal of the activity.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *multimedia, generate, criteria, effective (L)*

Materials

- ☑ End of Unit 3 Assessment Prompt (one per student; see Assessment Overview and Resources)
- ☑ Close Readers Do These Things anchor chart (begun in Module 1)
- ☑ Working to Contribute to a Better World anchor chart (begun in Module 1)
- ☑ Academic Word Wall (begun in Module 1)
- ☑ Vocabulary logs (from Module 1; one per student)
- ☑ Working to Become Effective Learners anchor chart (begun in Module 1)
- ☑ Discussion Norms anchor chart (begun in Module 1)
- ☑ Model presentation (one to display; see Teaching Notes)
- ☑ Effective Presentation anchor chart (new; co-created with students during Work Time A; see supporting Materials)
- ☑ Effective Presentation anchor chart (example, for teacher reference)
- ☑ Presentation Planning graphic organizer (one per student)
- ☑ Close Reading Note-catcher: "Jim Abbott" (from Lesson 1; one per student)
- ☑ Research note-catcher (completed in Lessons 2 and 3; one per student)
- ☑ Opinion essay (completed in Unit 2, Lesson 15; one per student)
- ☑ Factor for Success anchor charts (begun in Unit 1)

Opening

A. Engaging the Reader: End of Unit 3 Assessment Prompt (5 minutes)

- Move students into pairs and invite them to label themselves A and B.
- Distribute and display the **End of Unit 3 Assessment Prompt** and read it aloud.
- Turn and Talk:
“In your own words, what are you going to do for this assessment?” (present about the key factors that can contribute to success in being an effective leader of social change)
- Focus students on the word multimedia and invite them to use a Vocabulary strategy on the **Close Readers Do These Things anchor chart** to determine the meaning of the word (including visuals, audio, video etc.).
- Think-Pair-Share:
“What is the purpose of multimedia in a presentation?” (It helps the audience better understand the content, and makes the presentation more engaging for the audience, which helps make it memorable. If a presentation is memorable, the audience is more likely to remember the learning in the future.)
- Answer clarifying questions about the assessment prompt. Tell students they will have three lessons, including this one, to prepare and practice their presentations.
- 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. Tell students that by planning and creating 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.

Meeting Students' Needs

- For students who may need additional support with comprehension: Provide an example of a presentation while using cues and prompts to emphasize critical features that make the presentation memorable. (MMR)
- For ELLs: (Factor for Success Charts: Reviewing) Consider briefly reviewing the factors for success anchor charts from Units 1–2. Invite students to turn to their partner and share their opinions from the essays they wrote in Unit 2 about the most important factors in Jackie Robinson’s success in breaking the color barrier.

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the posted learning targets and select a volunteer to read them aloud:
- “I can analyze a model to generate criteria for an effective presentation about key factors that can contribute to success in being an effective leader of social change.”

- “I can plan the structure of an effective presentation about key factors that can contribute to success in being an effective leader of social change.”
- Focus students on the first learning target. Underline the words generate criteria, focus students on the latter, and ask:
“What are criteria?” (a list of standards that we can follow when creating our own presentation)
- Focus students on the word generate and ask:
“What does generate mean? When we generate something, what do we do?” (We produce or create something.)
- Underline the word effective in both the first and second learning targets and ask:
“What word could you replace this with for the learning target to still have the same meaning?” (successful, good)
- If any of those words are new to students, record them on the **Academic Word Wall**. Invite students to add translations of the words in their home languages in a different color next to the target Vocabulary. Also, invite students to add those words to their **Vocabulary logs**.

Meeting Students' Needs

- For students who may need additional support with comprehension: Check for comprehension by asking students to summarize and then to personalize the learning targets. (MMR)
- For ELLs: (Stopping between Learning Targets) Consider stopping after each learning target has been read to ask students what they think they will be doing in this lesson. Invite students to rephrase the learning target in their own words to ensure comprehension.

Work Time

A. Analyzing a Model: Structure and Presentation (20 minutes)

- Focus students on the **Working to Become Effective Learners anchor chart** and invite them to reread it silently. Tell students to choose a habit to focus on as they work with their partner today.
- Remind students also of the **Discussion Norms anchor chart** and tell them to refer to the criteria on this chart to guide their productive discussions.
- Tell students you are going to present a model presentation to demonstrate what their presentations might look like.
- Use the **model presentation** to present to students.
- Turn and Talk:
“What is this presentation about?” (It is about three key factors that can contribute to the success of leaders of change.)
- Tell students that you are going to present again, and this time you are going to stop at strategic points for them to think about what each section of the presentation is about.
- Present again and stop after each slide.

- Turn and Talk:

“What was that section of the presentation about?” (Responses will vary, depending on the section.)

- As students share out, capture their responses on the **Effective Presentation anchor chart** under the subheading “Structure.” Refer to **Effective Presentation anchor chart (example, for teacher reference)** as necessary.
- Tell students that rather than reading a script from a piece of paper, you used the slides and notes to help guide you in what to say. Show students the notes on the slides.
- Tell students that you are going to present again, stopping after each slide for students to discuss the following questions in their pairs, using total participation techniques to select students to share out:

“What information is included on the slide?” (the most important points in note form)

“What did I say that wasn’t on the slide? Why isn’t this information on the slide?” (You didn’t say words to connect the points together; if this information was on the slide, the slide would contain too much writing and would basically be a script.)

- As students share out, capture their responses on the Effective Presentation anchor chart under the subheading “Presentation.” Continue to refer to Effective Presentation anchor chart (example, for teacher reference) as necessary.
- Tell students that you are going to present one more time. This time as they listen, invite them to consider the question:

“How am I presenting the information to make this an effective presentation? What am I doing?” (Responses will vary, but may include: making eye contact with the audience, being expressive with the face and body language, loud enough volume to hear, speaking at a pace that is easy to follow.)

- As students share out, capture their responses on the Effective Presentation anchor chart under the subheading “Presentation.”
- 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 against the habit(s) from the Working to Become Effective Learners anchor chart they decided to focus on today.

Meeting Students’ Needs

- For students who may need additional support with comprehension: Offer alternatives to auditory information by displaying the questions and writing student responses as they are shared. (MMR)
- For ELLs: (Sharing) Invite students to turn to their partner and share which habit of character they will work on today and why they chose it.
- For ELLs: (Citing Sources) When discussing Slide 10 of the model presentation, remind students that citing sources is important. Point out that they must tell their audience where the ideas and quotes in the slideshow came from.
- For ELLs and students who may need additional support with comprehension and planning: (Enlarged Model Presentation: Displaying and Color-Coding) At the end of Work Time A, consider displaying and color-coding each enlarged model presentation slide (see For heavier support) next to the corresponding item under

"Structure" on the Effective Presentation anchor chart. Color-code each item on the chart to match the corresponding slide(s). (MMR, MMAE)

- For ELLs and students who may need additional support with comprehension: (Visual Representation) Consider adding a sketch or drawing next to each criterion listed under "Presentation" on the Effective Presentation anchor chart. (Example: Draw eyes next to "Eye contact with the audience" and a megaphone and ears next to "Loud enough for the audience to hear.") (MMR)
- For ELLs and students who may need additional support with expressive language: (Inviting Specific Suggestions) Consider inviting specific suggestions for appropriate body language and adding them to the Effective Presentation anchor chart; students will find helpful similarities and differences across cultures. Some students may not pick up on physical cues automatically. This may require explicit instruction on how to use your body effectively during a presentation. (MMR)

Work Time

B. Planning a Presentation: Slides (25 minutes)

- Tell students they are going to work in pairs to plan the slides for their presentations.
- Distribute and display the **Presentation Planning graphic organizer**.
- Focus students on the question at the top of the planner and invite a volunteer to read it aloud:
 - "What are the key factors that can contribute to success in being an effective leader of social change?"
- Focus students on the "Factors" box at the top of the Presentation Planning graphic organizer.
- Invite students to retrieve the following Materials:
 - **Close Reading Note-catcher: "Jim Abbott"**
 - **Research note-catcher**
 - **Opinion essay**
 - **Factor for success charts** (students do not have copies of these, but can refer to them around the room)
- Think-Pair-Share:

"Which three factors have you seen in many of the athlete stories? Which factors are common to many of these athletes as leaders of social change?" (Responses will vary.)
- Invite students to record their chosen three factors in the "Factors" box at the top of the Presentation Planning graphic organizer.
- Tell students they are going to use the "Structure" notes on the Effective Presentation anchor chart to plan the content of each slide on their Presentation Planning graphic organizer. Emphasize that they don't need to worry about the presentation of this organizer, so they shouldn't spend time drawing elaborate pictures or making the lettering look nice.
- Tell students that notes about the content should include the athletes and evidence they will use as examples of each factor, and the multimedia they might include on each slide—for example, any relevant images or videos they found in their research that will help their audience better understand the content of the presentations.
- Answer clarifying questions.

- Invite students to begin working.
- Circulate to support students as they work, reminding them to refer to the “Structure” criteria on the Effective Presentation anchor chart and prompting them with questions:
“Which athletes have you chosen as examples of this factor?”
“Which evidence are you going to use to support this example?”
“Which images or videos might help your audience better understand the content of this slide, and/or make the information more engaging and memorable?”
- 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 second learning target.

Meeting Students' Needs

- For students who may need additional support with strategy development and planning: Offer choice by inviting students to use index cards for planning each slide as an alternative to the graphic organizer. (MMAE)
- For ELLs: (Enlarged Model Presentation: Referencing) Invite students to refer the enlarged, color-coded model presentation slides to help them plan the content of their own presentations and to encourage them to use the same colors when filling in the Presentation Planning graphic organizer.

Closing and Assessment

A. Pair-Share: Presentation Planning Graphic Organizer (5 minutes)

- Invite students to partner up with someone new and to label themselves A and B.
- Use the same routine from the Closing of Lesson 4 to guide students through sharing their graphic organizers and providing each other with feedback or suggestions they might have, based on the criteria on the Effective Presentation anchor chart.

Meeting Students' Needs

- For students who may need additional support with oral language and processing: Pair students with strategic partners to ensure that they have a strong, politely helpful partner to support their efforts in sharing their thinking and listening to their partner. (MMAE)
- For ELLs: (Sentence Frames: Lighter Support) Invite more proficient students to create sentence frames to support the sharing of feedback and suggestions. Invite students who need heavier support to use the frames during the discussion.

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.