Lessons 9 and 10: Creating and Practicing 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.
- **RF.5.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- **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 Targets

- I can create a slideshow for 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)
- I can use formal English and effectively present about key factors that can contribute to success in being an effective leader of social change. (SL.5.4, SL.5.5, SL.5.6)
- I can critique another pair's presentation and provide kind, helpful, and specific feedback. (SL.5.1)

Ongoing Assessment

- Presentation slideshow (RI.5.1, RI.5.9, SL.5.4, SL.5.5)

1. **Opening**

    A. Reviewing Learning Targets (5 minutes)

2. **Work Time**

    A. Mini Lesson: Using Slideshow Software (15 minutes)

    B. Creating and Practicing a Presentation (70 minutes)

    C. Language Dive: Formal and Informal English (15 minutes)

3. **Closing and Assessment**

    A. Peer Critique: Presentations (15 minutes)

4. **Homework**

    A. Complete the Language Dive Practice: Model Presentation: Formal and Informal English in your Unit 2 Homework resources.

    B. Practice presentations.

    C. 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:

▪ These lessons have been combined for flexibility to allow students who complete their slideshow quickly to move on to practicing their presentations, and to allow students who may need more time to complete their slideshows. It also provides students with the practice to responsibly manage their own time. If these are taught in two separate lessons rather than together as one block, revisit the learning targets and the task at the beginning of the second lesson to remind students of the task and purpose.

▪ In Work Time B, students again consider the question "What are the key factors that can contribute to success in being an effective leader of social change?" as they create slides for their presentations and practice presenting (RI.5.1, RI.5.9, SL.5.4, SL.5.5). If technology is unavailable for students to create slideshows, invite students to create presentations using flip charts as slides, and drawing and printing visuals from the internet.

▪ In Work Time C, students participate in a Language Dive that guides them through the meaning of a sentence from the model presentation. The focus of this Language Dive is on adapting speech to a variety of contexts and tasks, and using formal English when appropriate to task and situation (SL.5.6). Students then apply their understanding of the meaning and structure of this sentence when giving and receiving feedback on their presentations during the Closing of this lesson, and when presenting in the End of Unit 3 Assessment.

▪ In these lessons, students focus on working to become effective learners and working to contribute to a better world, by collaborating in pairs to create their slides, acting responsibly and taking initiative when managing time, 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:

- In the previous lesson, students planned their slides for their presentations using the Presentation Planning graphic organizer. In these lessons, they use that graphic organizer to create and practice their presentations.

Areas in which students may need additional support:

- Some students may need additional support with using technology to create their presentations. Consider inviting those students to sit together in one area of the room where you or a technology expert can provide additional support and guidance.
- Students may need additional time to practice before they present to an audience.

Assessment guidance:

- Watch students as they practice their presentations and look for common issues to use as teaching points.
- Consider using the Presentation of Knowledge and Ideas Checklist (Grade 5) to informally assess students as they practice their presentations (see Module 1 Appendix).
- Consider meeting with individual students and using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to gather phonics and word analysis data as students practice their presentations in Work Time B (see Module 1 Appendix).

Down the road:

- Students will present to an audience for the End of Unit 3 Assessment in Lesson 11.

In advance:

- Consider working with a technology teacher to model how to create a multimedia slideshow.
- Prepare devices with internet access (at least one per pair).
- Review the Questions We Can Ask during a Language Dive anchor chart (from Unit 1, Lesson 2).
- Preview:
  - For Work Time A, prepare to model how to use slideshow software to do the functions described.
  - Language Dive Guide and consider how to invite conversation among students to address the language goals suggested under each sentence strip chunk (see supporting Materials). Select from the questions and goals provided to best meet your students' needs.
- 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 B: Students will need access to technology with slideshow software—for example, Google Slides—and internet access to create multimedia slideshows, at least one device per pair. Using software like Google Slides will make it easier for students who would like to practice at home and have access to the internet.

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 these lessons supports ELLs with opportunities to use presentation software to create presentations on key factors that can contribute to success in being an effective leader; practice their presentations; receive and give presentation feedback; and discuss how to adapt speech to a variety of situations and tasks.

- ELLs may find it challenging to practice their presentations in class. In addition to any personal aversion to public speaking, they may find the concept unusual or may be self-conscious about their language use (see Meeting Students' Needs).

Levels of support

For lighter support:

- Invite students to monitor and correct their own errors when practicing their presentation, using strategies such as asking themselves: "Is what I'm saying making sense? If not, can I rephrase something to be clearer?" Presenters can "read" the audience for facial expressions that convey understanding or confusion, and back up to repeat or rephrase what they have just said.

For heavier support:

- Show videos of former students presenting, inviting students to recognize strengths and areas for improvement. Videotape the students practicing their presentations, then allow the students to watch their presentations, self-assess, and try again.

- For the Language Dive, provide a set of Formal, Informal, Hybrid Characteristics index cards with characteristics pre-written on them. For example: *Longer and more complex sentences/ Shorter sentences; sometimes incomplete sentences/Usually complete sentences.*

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Similar to Unit 2, this lesson offers a variety of visual anchors to cue students' thinking. Continue to support students by creating additional or individual anchor charts for reference and charting student responses during whole class discussions to aid in comprehension.

- **Multiple Means of Action and Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion with partners. Continue to support those who may need it with expressive language by providing sentence frames to help them organize their thoughts.

- **Multiple Means of Engagement (MME):** During the introduction to the presentation, some students may need additional support with expectations and motivation in preparing and delivering their own presentation to an audience. Provide reassurance that there will be plenty of time for practice and preparation, and that they will be sufficiently prepared for this exciting learning activity.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *effective, effectively, formal English, multimedia (L)*

Materials

- ☑ 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)
- ☑ Model presentation (from Lesson 8; one to display)
- ☑ Devices (at least one per pair)
- ☑ Presentation Planning graphic organizer (completed in Lesson 8; one per student)
- ☑ Working to Become Effective Learners anchor chart (begun in Module 1)
- ☑ 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)
- ☑ Language Dive Guide: Model Presentation (for teacher reference)
    - Questions We Can Ask during a Language Dive anchor chart (begun in Unit 1, Lesson 2)
    - Language Dive Chunk Chart: Model Presentation (for teacher reference; see supporting Materials)
    - Language Dive Sentence Strip Chunks: Model Presentation (one to display)

    – Formal and Informal English handout (one per student and one to display)

    – Formal and Informal English handout (example, for teacher reference)

☑ Directions for Peer Critique (one to display)

☑ Peer Critique Protocol anchor chart (begun in Module 1)

☑ Sticky notes (two different colors; one of each color per student)

Opening

A. Reviewing Learning Targets (5 minutes)

■ Invite students to pair up with the same partner from the previous lesson and ask them to label themselves A and B.

■ Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

■ "I can create a slideshow for an effective presentation about key factors that can contribute to success in being an effective leader of social change."

■ "I can use formal English and effectively present about key factors that can contribute to success in being an effective leader of social change."

■ "I can critique another pair's presentation and provide kind, helpful, and specific feedback."

■ Focus students on the first learning target, and remind them that they saw a similar learning target in the previous lesson, but this time they will be creating a slideshow for their presentation rather than planning, as they were in the previous lesson.

■ Remind students of what *effective* means and invite them to make connections to the word *effectively* in the second learning target (to do something successfully).

■ Remind students they have seen the third learning target many times when participating in peer critiques.

■ Focus students on the final learning target and underline the words *formal English*.

■ Turn and Talk:

    "What are your initial thoughts about what this means?" (Responses will vary.)

■ Tell students this will become clearer later in the lesson.

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 reading one learning target at a time, stopping after each one has been read to ask students what they think they will be doing in this lesson.

■ For ELLs: (Transparency) To ensure that the general purpose of giving presentations in class is transparent, cue students to problem-solve: Ask:

    "Why do we give presentations in class?" (to share the work we've done so others can learn from us and we can learn from them)

Work Time

A. Mini Lesson: Using Slideshow Software (15 minutes)

- Display the **End of Unit 3 Assessment Prompt** and invite students to retrieve their copy.

- Read the prompt aloud and remind students of what *multimedia* means.

- Remind students of the **Working to Contribute to a Better World anchor chart** and that people such as 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 by creating and 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.

- Direct students' attention to the **Effective Presentation anchor chart** and invite students to silently review it. Remind them they are to refer to these criteria as they create and present their presentations.

- Deliver the **model presentation** again as a reminder of what is expected of students' slideshows and oral presentations.

- Ensure students have access to **devices**.

- Model and guide students through performing the following functions:
  - Opening the software
  - Typing text on a slide
  - Adding multimedia to a slide
  - Adding notes to a slide
  - Duplicating/adding a new slide

- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess how comfortable they feel with using the software to create their own slideshow. If many students are still not comfortable, ask which specific skills they would like you to model again.

Meeting Students' Needs

- For students who may need additional support with technology: Strategically seat students next to peer models to ensure that they have a strong, politely helpful partner to support their efforts in following along as the functions are demonstrated. (MMAE, MME)

- For ELLs: (Sharing Expertise) Consider inviting students who have expertise with presentation software to model and guide the class through performing certain functions of the software. Encourage them to verbally describe the steps as they demonstrate each function.

- For ELLs: (Home Language Groups) During the mini lesson, consider inviting students to sit with students who speak the same home language. This will allow them to support one another in understanding the steps involved in performing the functions of the presentation software.

Work Time

B. Creating and Practicing a Presentation (70 minutes)

- Invite students to retrieve their **Presentation Planning graphic organizers** and to spend a few minutes with their partner reading and talking through the plan.

- Tell students that they will have 70 minutes to create their slides and practice their presentations before participating in a peer critique at the end of this two-lesson block. Provide the guideline that pairs are responsible for their own timekeeping and should aim to spend about 40 minutes creating their slideshow and 30 minutes practicing, but that this is flexible because they are timekeeping for themselves.

- Emphasize that students will present in pairs, so before practicing they need to divide the presentation as equally as possible, but also consider how to ensure the presentation still runs smoothly with two voices. Consider adding the following criteria under "Presentation" to the Effective Presentation anchor chart:

  – Divide presentation equally and smoothly between the two voices.

- Focus students on the **Working to Become Effective Learners anchor chart** and invite them to read the habits of character on the chart to themselves. Tell students to choose a habit to focus on as they work with their partner today.

- 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)

- Invite students to begin working.

- Circulate to support students and to remind them to cite their sources, including images, and also to refer to the "Presentation" criteria once they are ready to begin practicing their presentations.

- When 3 minutes remain, 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 first learning target, and against the habit from the Working to Become Effective Learners anchor chart they decided to focus on today.

- Think-Pair-Share:

  "How did you do with responsibility? And with initiative?" (Responses will vary.)

  "What struggles did you have with responsibility and initiative, and how did you overcome them?" (Responses will vary.)

Meeting Students' Needs

- For students who may need additional support with strategy development and planning: Invite students to share one way that they will use each resource (anchor charts, Unit 3 note-catchers and Unit 2 opinion essays) as they create their presentations. (MMAE, MME)

- For ELLs: (Enlarged Model Presentation: Referencing) Invite students to refer to the enlarged presentation slides as a model (see Lesson 8, *For heavier support*) when creating their own slides.

- For ELLs: (Verbal Writing Practice) Encourage partners to discuss and rehearse the content of each slide in their presentation before writing.

- For ELLs: (Modeling and Thinking Aloud: Citing Sources) Remind students about the importance of citing sources. Model and think aloud the process for citing books and websites, using Slide 10 from the model presentation as an example.

Work Time

C. Language Dive: Formal and Informal English (15 minutes)

- Tell students they will now participate in a Language Dive using the same format from Unit 1.

- Focus students' attention on the **Questions We Can Ask during a Language Dive anchor chart** and remind them that they thought of their own questions to ask during a Language Dive.

- Think-Pair-Share:

  "What is one question you can ask during a Language Dive?" (Responses will vary.)

- Reread Slide 2 of the model presentation.

- Focus on the sentence:

  – "There are many factors that have contributed to the success of leaders of change, but I have chosen to focus on: 1. Personal Qualities 2. Support 3. Right Time"

- Use the **Language Dive Guide: Model Presentation** and **Language Dive Chunk Chart: Model Presentation** to guide students through a Language Dive of the sentence. Distribute and display the **Language Dive sentence strip chunks** and the **Formal and Informal English handout**.

- 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.

Closing and Assessment

A. Peer Critique: Presentations (15 minutes)

- Invite pairs to find another pair and form a group of four, and to label themselves pair A and pair B.

- Tell students they will now participate in the Peer Critique protocol to provide their partner with kind, specific, and helpful feedback regarding their presentation. Remind them that they used this protocol in Lesson 5 and review as necessary, using the **Directions for Peer Critique** and **Peer Critique Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)

- Distribute **sticky notes** and guide students through the protocol. Remind students to refer to the criteria on the Formal and Informal English handout and the Effective Presentation anchor chart.

▪ Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the third learning target.

Meeting Students' Needs

- For students who may need additional support with comprehension: Activate prior knowledge by inviting students to retell how they used peer critique in Lesson 5. (MMR)

- For ELLs and students who may need additional support with expressive language: (Brainstorming Words and Phrases for Feedback) Invite the class to brainstorm different words and phrases they could use to provide kind, specific, and helpful feedback about presentations. Write the words and phrases on chart paper and encourage students to refer to it as they work with their partners. Example: "What is something I could say to my partner that would be kind, specific, and helpful?" (You spoke loud enough for me to hear. I will be able to understand you better if you slow down a bit.) (MMR)

- For ELLs: (Sentence Starters) Provide sentence starters on the sticky notes for students to complete during the peer critique.

Homework

A. Complete the Language Dive Practice: Model Presentation: Formal and Informal English in your Unit 2 Homework resources.

B. Practice presentations.

C. 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.