

Lesson 10: Performance Task: Preparing for a Presentation



CCS Standards

- **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 prepare the prompt cards for my presentation about responding to a natural disaster. (SL.5.4, SL.5.5, SL.5.6)

Ongoing Assessment

- Presentation prompt cards (SL.5.4, SL.5.5)

Agenda

1. Opening

- A. Engaging the Writer: Performance Task Anchor Chart (5 minutes)
- B. Reviewing Learning Target (5 minutes)

2. Work Time

- A. Preparing Presentations: Prompt Cards (40 minutes)

3. Closing and Assessment

- A. Practicing Presentations (10 minutes)

4. Homework

- A. Use your prompt cards to practice your presentation.
- B. 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 Work Time A, students plan and create prompt cards for their presentations for the performance task (SL.5.4, SL.5.5).
- In the Closing, students generate criteria for an effective presentation, focused on presentation skills rather than content. They then use these criteria and their prompt cards to practice their presentations.

- In this lesson, students continue to focus on working to contribute to a better world as they apply their learning to help their school and community by educating them about preparing for natural disasters.

How this lesson builds on previous work:

- In Unit 1, students created their PSAs, and throughout this unit students have identified items to include in an emergency preparedness kit and their rationale for including those items. In this lesson, students plan a presentation, putting everything together for the performance task.

Assessment guidance:

- Review students' prompt cards and use common issues as teaching points for the whole group before students practice their presentations in Lesson 11.

Areas in which students may need additional support:

- Some students may need additional support in creating prompt cards. Consider giving those students prompt cards with sentence stems.

Down the road:

- In the next lesson, students will practice their presentations before presenting them to a live audience in Lesson 12.

In advance:

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

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–3 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.
- Closing and Assessment A: Record volunteers practicing their presentations to share with the whole group for critique in the next lesson.

Supporting English Language Learners

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

Important points in the lesson itself

- The basic design of this lesson supports ELLs with the opportunity to apply what they learned about presentations in Module 3 to their presentations in this module. These presentations are a wonderful opportunity for ELLs to bring together all they have learned in the module and to further develop their oral language and confidence with public speaking.

- ELLs may find it challenging to complete their prompt cards and practice their presentation in pairs. Consider working closely with students who need heavier support to prepare their prompt cards during Work Time A and allow students to practice their presentations with you before doing so with a partner.

Levels of support

For lighter support:

- Challenge students by inviting them to repeat and rephrase the lesson questions for classmates who need heavier support.

For heavier support:

- Show videos of former students presenting, inviting students to recognize strengths and areas for improvement. Videotape the students practicing their presentations, and then allow the students to watch their presentations, self-assess, and try again.
- Consider making copies of the Criteria for an Effective Presentation anchor chart and inviting students to take it home and refer to the criteria as they practice their presentations for homework.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support students as they generalize skills that they learned from previous lessons to set themselves up for success as they prepare their presentations in this lesson.
- **Multiple Means of Action and Expression (MMAE):** Some students may need additional support with strategy development and planning as they prepare their presentation prompt cards. Invite these students to share one way they will use each resource (e.g., anchor charts, opinion essays, QuickWrite, Mid-Unit 3 Assessment) as they create their presentations.
- **Multiple Means of Engagement (MME):** In this lesson, students prepare and practice their presentation. Continue to facilitate personal coping and self-regulation skills by modeling effective and socially appropriate ways to manage frustration or anxiety (e.g., take a deep breath, pause for a minute, start over).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- prompt cards (L)

Materials

- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Class World Café anchor charts (begun in Unit 1, Lesson 1; added to during Opening A; see supporting materials)

- ✓ Class World Café anchor charts (begun in Unit 1, Lesson 1; example, for teacher reference)
- ✓ Working to Contribute to a Better World anchor chart (begun in Module 1)
- ✓ Presentation prompt cards (one set per student and one to display; see Performance Task Overview)
- ✓ Model presentation prompt cards (example, for teacher reference; see Performance Task Overview)
- ✓ End of Unit 3 Assessment (copies; completed in Lessons 6–7; one per student)
- ✓ QuickWrite: Emergency Preparedness Food (completed in Lesson 1; one per student)
- ✓ Mid-Unit 3 Assessment: Research: Supplies to Include in an Emergency Preparedness Kit (completed in Lesson 2; one per student)
- ✓ Opinion essays (completed in Lesson 5; one per student)
- ✓ Criteria for an Effective Presentation anchor chart (new; co-created with students during the Closing; see supporting materials)
- ✓ Criteria for an Effective Presentation anchor chart (example, for teacher reference)

Opening

A. Engaging the Writer: Performance Task Anchor Chart (5 minutes)

- Invite students to move to sit with their writing partner from Lessons 3–5.
- Direct students' attention to the **Performance Task anchor chart** and briefly review it.
- Turn and Talk:

“What are you going to be doing for this performance task?” (putting together a presentation about emergency preparedness to educate others)
- Direct students' attention to the **Class World Café anchor charts**. Remind them that they first saw these charts in Unit 1, Lesson 1, when they participated in the World Café protocol at the beginning of the module. Focus students specifically on the chart with the question:
 - “How can we prepare for a natural disaster?”
- Turn and Talk:

“What have you learned in Unit 3 to answer that question?” (Responses will vary, but may include: Prepare food and supplies in an emergency preparedness kit.)
- Invite students to share out. As they do, capture their responses on the anchor chart. Refer to the **Class World Café anchor charts (example, for teacher reference)** as necessary.
- Direct students' attention to the **Working to Contribute to a Better World anchor chart** and remind them specifically of applying their learning to help their school and community by educating them about preparing for natural disasters.

Meeting Students' Needs

- For students who may need additional support with motivation: Invite students to share one thing they learned from their work on the presentations in Module 3. (MME)

- For ELLs: (Transparency) To ensure that the general purpose of presenting to a live audience is transparent, cue students to problem-solve: Ask:
 - “Why do we present our learning to a live audience?” (to share what we’ve learned, to educate others, and to learn from our classmates)

Opening

B. Reviewing Learning Target (5 minutes)

- Direct students’ attention to the learning target and read it aloud:

“I can prepare the prompt cards for my presentation about responding to a natural disaster.”
- Underline the words *prompt cards*. Turn and Talk:

“What is a prompt?” (something to help a speaker know what to say)

“What are prompt cards?” (cards that contain prompts for key points of a presentation that a presenter uses as a guide to know what to say)

“Why do we use prompt cards instead of a script?” (because when reading a script, a presenter often has to look down at a sheet of paper, and then loses the connection with the audience)
- Remind students that spoken English is less formal than written English, and that a presentation like this should sound less formal than writing. Therefore, if students read a script, it would sound too formal.

Meeting Students’ Needs

- For ELLs: (Summarizing the Target) Ask students to summarize and then to personalize the learning target.

Work Time

A. Preparing Presentations: Prompt Cards (40 minutes)

- Distribute and display **presentation prompt cards**.
- Focus students on the box at the top of each of the prompt cards and the question in the box:
 - “What is this section about?”
- Remind students that what their presentation should include is outlined under the “Your presentation should include:” heading on the Performance Task anchor chart.
- Emphasize the following:
 - Prompt cards are like note cards and are meant as a reminder of what to say.
 - Students may have one prompt card for each of the things they should include, or they may have more than one. They can decide how they want to use their prompt cards to structure their presentations.

- On a displayed prompt card, with student help, model creating a prompt card for the first criterion:
 - “A brief introduction to your PSA: how and why you made it”
- Think-Pair-Share:
 - *“What is this section about?” (a brief introduction to your PSA: how and why you made it)*
 - *“How would you introduce your PSA? What is your PSA about?” (how to stay safe during a natural disaster)*
 - *“How did you make it?” (researched and read, wrote, practiced, recorded)*
 - *“Why did you make it?” (to educate others about how to stay safe)*
- As students share out, refer to the **model presentation prompt cards (example, for teacher reference)** to confirm their responses and complete the displayed prompt card.
- Focus students on the criterion:
 - “Unpacking an emergency preparedness kit, explaining what you have packed and why”
- Tell students that they are not going to provide detail about each and every item because this would take too long and may be boring for their audience. Instead, they should focus on the two necessary items they wrote about in their opinion essay from Lessons 3–5 and the two personal items they wrote about in their opinion essay for the end of unit assessment in Lessons 6–7.
 - Provide an example as necessary: Your necessary items might be a flashlight and a first aid kit, while your personal items might be playing cards, and a chapter book. Refer to the model presentation prompt cards (example, for teacher reference) as necessary.
- Invite students to retrieve the following materials:
 - Copies of opinion essays from the **End of Unit 3 Assessment**
 - **QuickWrite: Emergency Preparedness Food**
 - **Mid-Unit 3 Assessment: Research: Supplies to Include in an Emergency Preparedness Kit**
 - **Opinion essays** completed in Lesson 5
- Remind students also that, just like a piece of writing, a presentation needs to come to a conclusion. Tell students that it is up to them how they bring their presentation to a close.
- Invite students to work in pairs to create their presentation prompt cards and circulate to support them as they work. Tell students that even though they are working together to discuss the content of their prompt cards, they each need to create their own set.
- As students begin to finish, refocus whole group.
- If students finish their prompt cards quickly, invite them to find a space to quietly practice using their prompt cards to present.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning target.

Meeting Students' Needs

- For students who may need additional support with organizing ideas for written expression: Offer sentence frames or partial dictation on students' prompt cards as scaffolding. (MMAE).
- For ELLs: (Modeling and Thinking Aloud: Labeling Prompt Cards) Before inviting students to complete the prompt cards in pairs, consider modeling and thinking aloud the process for answering the question "What will this section be about?" for every prompt card (including a conclusion) and writing the answer at the top of each. Consider displaying each prompt card next to the corresponding criteria under "Your presentation should include:" on the Performance Task anchor chart throughout the lesson. This will help students make the connection between the criteria for the structure of their presentation and what they need to include on their prompt cards.
- For ELLs: (Verbal Writing Practice) Encourage students to discuss and rehearse what they plan to write before completing each prompt card.

Closing and Assessment

A. Practicing Presentations (10 minutes)

- Invite students to consider all of the reading and speaking aloud they have done this year.
- Think-Pair-Share:
"What do you know about effective presentations? What does an effective presentation look like? When delivering a presentation, what do you need to do?" (Responses will vary, but may include: make eye contact with audience, speak clearly and at an understandable pace.)
- As students share out, capture their responses on the **Criteria for an Effective Presentation anchor chart**. Refer to the **Criteria for an Effective Presentation anchor chart (example, for teacher reference)** as necessary.
- Tell students that since each of them created their own emergency preparedness kit, they are each going to each deliver their own presentation.
- Invite students to find a space in the room and spend a little time using the prompt cards to quietly practice presenting and to revise or add information to their prompt cards as needed. Remind students to be respectful of the other students in the room as they practice.
- Circulate to support students as they practice, particularly those who may find presenting challenging, and provide frequent noise reminders.
- When 1 minute remains, refocus whole group and tell students their homework is to practice their presentations.
- Provide another reminder for students about locating the two personal items they wrote about in their opinion essay. Remind them to ask the teacher for help in locating these items if they don't own them.

Meeting Students' Needs

- For ELLs and students who may need additional support with expressive skills: (Modeling Delivering a Presentation) To support students in generating criteria for an effective presentation, first model delivering a presentation to the class using one student's prompt cards and invite students to think about and notice what made the presentation effective or successful. (MMAE)
- For ELLs: (Focusing on One Criterion) Turn and Talk:
“What is one criterion on the Criteria for an Effective Presentation chart that you want to do well when practicing your presentation in class?”
- For ELLs and students who may need additional support with self-reflection: (Reflecting) Invite students to briefly reflect on how they did with delivering their presentations. Encourage them to share one thing they did well and one thing they want to improve on in the next lesson. (MMAE, MME)

Homework

A. Use your prompt cards to practice your presentation.

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

Meeting Students' Needs

- For ELLs and students who may need additional support with confidence and expressive fluency: (Presenting to a Family Member or Friend) Invite students to practice their presentation with a family member or friend as the audience. Encourage them to notice areas in the presentation that need improvement and to repeatedly practice them. (MMAE, MME)
- For ELLs and students who may need additional support with written expression: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, family member, or student from grades 4 or 6, or record an audio response. (MMAE)