

Lesson 11: Performance Task: Practicing Presentations



CCS Standards

- **W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **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 effectively deliver my presentation. (SL.5.4, SL.5.5, SL.5.6)
- I can provide kind, helpful, and specific feedback. (SL.5.4, SL.5.6)

Ongoing Assessment

- Student presentations (SL.5.4, SL.5.5, SL.5.6)
- Stars and steps on sticky notes (SL.5.4, SL.5.5, SL.5.6)

Agenda

1. Opening

- A. Reviewing Performance Task Anchor Chart and Learning Targets (10 minutes)

2. Work Time

- A. Practicing Presentations (35 minutes)

3. Closing and Assessment

- A. Peer Critique: Presentations (15 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 the Opening, students are reminded of what is in an emergency preparedness kit, as one is unpacked for the whole group. If students have not been part of the process of putting the kit(s) together (see In Advance), ensure that they understand what each item is.

- In Work Time A, students practice their performance task presentations (SL.5.4, SL.5.5, SL.5.6). They do not need to practice playing their PSA as part of the presentation, if this is not possible due to space, noise, and technology limitations. In this situation, ensure students are aware that their PSAs will be played during the actual presentation in the next lesson.
- If possible, students should practice unpacking an emergency preparedness kit at least once during Work Time A. If they have not yet collected personal items, invite them to find substitute items for the purpose of practicing in this lesson.
- In the Closing, students participate in a peer critique and revise their presentations using the Criteria for an Effective Presentation anchor chart. Significant time has been allocated to this portion of the lesson to allow students time to revise their presentations accordingly after the critique (W.5.5).
- 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 Lesson 10, students created prompt cards for their presentations and began practicing. In this lesson, they continue to practice and also participate in a peer critique.

Assessment guidance:

- Watch student presentations as they practice and identify common issues to use as whole group teaching points.

Areas in which students may need additional support:

- Students may need additional support presenting to classmates. Consider scheduling time for the student to present to you instead to receive feedback.

Down the road:

- In the next lesson, students will perform their presentations for a live audience.

In advance:

- Prepare emergency preparedness kits for the group to use as they practice their presentations. Ensure that all of the necessary items students described in their opinion essays completed in Lesson 5 are present in the kits. Depending on how the presentations will be organized for the actual event, this may be one kit for the entire class to use (although students will switch out personal items before their presentations) or multiple kits if multiple presentations are occurring at one time.
 - Note: It is recommended that students support you in putting together the emergency preparedness kits, using the items listed in their research notes (see Preparation and Materials in the Unit 3 Overview). These kit(s) can then be distributed to individual students for their homes or distributed around the school to improve emergency preparedness.
- 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.
- Work Time A: Set up technology necessary for students to practice playing their PSAs during their presentation (e.g., a number of stations through which students can rotate to play their PSA using a device with speakers and practice unpacking the emergency preparedness kit[s]).
- Work Time A: Record volunteers practicing their presentations to share with the whole group for critique.

Supporting English Language Learners

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

Important points in the lesson itself

- The basic design of this lesson supports ELLs with the opportunity to practice their presentations and give and receive kind and helpful feedback. This practice time, along with the opportunity to learn from their peers, builds ELLs' sense of competency with oral language and confidence in discussing the content, setting them up for a successful presentation in Lesson 12.
- 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 and may be self-conscious about their language use (see levels of support and the Meeting Students' Needs column).

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 then back up to repeat or rephrase what they have just said.

For heavier support:

- Consider taking time outside of this lesson to work closely with students who are feeling nervous or insecure about their presentations. Remind them that the more they practice, the more likely they will feel prepared and confident when delivering their presentation. If they are feeling overwhelmed, help them to focus on improving just one aspect of their presentation and provide them with plenty of reassurance.
- Consider making copies of the Criteria for an Effective Presentation anchor chart and inviting students to take it home and to refer to the criteria as they practice their presentations for homework.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Recall that some students may benefit from visual representation of the discussion questions. Consider providing these questions on display for student view during the discussion.
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students practice their presentations. This practice not only strengthens their reading development, but also supports their presentation skills. Students may benefit from explicit modeling as they make progress in both skills. For these students, model delivering a presentation using prompt cards.
- **Multiple Means of Engagement (MME):** As students practice their presentations, some may need additional support with expectations and motivation in preparing and delivering their own presentation to an audience. Provide reassurance 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

- N/A

Materials

- ☒ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ☒ Working to Contribute to a Better World anchor chart (begun in Module 1)
- ☒ Emergency preparedness kit(s) (one or more to display; see Teaching Notes)
- ☒ Personal items (two per student)
- ☒ Presentation prompt cards (completed in Lesson 11; one set per student)
- ☒ Criteria for an Effective Presentation anchor chart (begun in Lesson 10)
- ☒ Working to Become Ethical People anchor chart (begun in Module 1)
- ☒ Sticky notes (two different colors; one of each per student)
- ☒ Peer Critique anchor chart (begun in Module 1)
- ☒ Directions for peer critique (one to display)

Opening

A. Reviewing Performance Task Anchor Chart and Learning Targets (10 minutes)

- Invite students to pair up with the partner they worked on their PSAs with.
- Direct students' attention to the **Performance Task anchor chart** and review as needed.

- Direct students' attention to the learning targets and read them aloud:
"I can effectively deliver my presentation."
"I can provide kind, helpful, and specific feedback."
- Remind students that they created their presentation prompt cards in the previous lesson and practiced using them for homework, so now in this lesson they can spend more time practicing to present to an audience.
- Direct students' attention to the **Working to Contribute to a Better World anchor chart**, specifically to applying their learning to help their school and community by educating them about preparing for natural disasters.
- Unpack the **emergency preparedness kit(s)**, reviewing what each item is and why it is useful. Remind students that they are not going to provide detail about each and every item in the kit because this would take a long time and may become boring for their audience. Instead, they are going to 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 second opinion essay for the end of unit assessment in Lessons 6–7.
- If students have not collected the two **personal items** yet, suggest that they find substitute items to use to pretend just for this lesson.

Meeting Students' Needs

- For ELLs: (Recalling Prior Work: Learning Targets) Invite students to share one way they worked toward similar learning targets in previous lessons.

Work Time

A. Practicing Presentations (35 minutes)

- Invite students to retrieve their **presentation prompt cards**.
- Review the **Criteria for an Effective Presentation anchor chart**.
- 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.
- Invite pairs to find their own space in the room, as far from other pairs as space allows. Remind students of the habit of respect on the **Working to Become Ethical People anchor chart** and tell them that because they will all be practicing, they need to be respectful and keep their volume much lower than they will in the actual presentation.
- Point out the stations set up around the room:
 - One or more to practice unpacking the emergency preparedness kit(s)
 - One or more to practice using a device and speakers to play their PSAs while they deliver their presentation
 - Several for them to practice their presentations with their partner (without the kits or devices)
 - One for students who think they need additional support from you with their presentations

- Answer clarifying questions and invite students to move to their first station.
- When 2 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 how well they demonstrated respect.

Meeting Students' Needs

- For students who may need additional support with sustained effort: Invite students to take a stretch and movement break halfway through their practice. (MME)
- For students who may need additional support with self-regulation: As students practice their presentations, support time management strategies by using a visual timer. (MME)
- For ELLs: (Fishbowl: Presentations) When 15 minutes remain in Work Time, invite a confident partnership to deliver their presentation to the class. Invite the rest of the class to notice which presentation criteria the partnership did well and encourage students to apply that learning when practicing their own presentations in class and for homework.

Closing and Assessment

A. Peer Critique: Presentations (15 minutes)

- Invite students to pair up with a new partner and label themselves A and B.
- Tell students they will now participate in a peer critique. Review the criteria of respect on the Working to Become Ethical People anchor chart as needed.
 - Review the Criteria for an Effective Presentation anchor chart and remind students to look for evidence of these criteria in their partner's presentation.
 - Distribute **sticky notes** and use the **Peer Critique anchor chart** and the **directions for peer critique** to guide students through a peer critique.
- When 2 minutes remain, 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 and how well they demonstrated respect during the peer critique.
- Provide another reminder for students about locating the two personal items they wrote about in their opinion essay. Remind them to ask for help in locating these items if they don't own them, as they will need them to present in the next lesson.

Meeting Students' Needs

- For ELLs: (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.))

- For ELLs and students who may need additional support with organizing ideas for written expression: (Sentence Starters) Provide sentence starters on the sticky notes for students to complete during the peer critique. (MMAE)

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: (Presenting to a Family Member or Friend) Invite students to practice their presentation with a family member or friend as the audience. Encourage students to notice areas in the presentation that they need to improve and to repeatedly practice them.
- For ELLs: (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.