

Lesson 12: Performance Task: Delivering Presentations



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 effectively deliver my presentation. (SL.5.4, SL.5.5, SL.5.6)

Ongoing Assessment

- Student presentations (SL.5.4, SL.5.5, SL.5.6)

Agenda

1. Opening

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

2. Work Time

A. Delivering Presentations (45 minutes)

3. Closing and Assessment

A. Reflecting on Learning (5 minutes)

4. Homework

A. N/A

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students deliver their presentations and play their PSAs for an audience (SL.5.4, SL.5.5, SL.5.6). This may take longer than the allocated 50 minutes, depending on the number of students in the class and the way you organize the event.
- This event could work in various ways. All students could present to the audience one by one, in small groups, or in stations that audience members rotate through. Consider what will be most successful with your students.

How this lesson builds on previous work:

- In this module, students planned, created, and used technology to create PSAs. They also wrote opinion essays about the most important essential and personal items they would include in emergency preparedness kits, created leaflets to distribute, and created prompt

cards to support the delivery of their presentations. In this lesson, they present to a live audience.

Assessment guidance:

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

Areas in which students may need additional support:

- Students may need additional support using prompt cards to present. Support them with their presentations as needed.
- Students who are unable to present to a larger audience could video-record their presentation, and this could be played for the audience instead of being presented live.

Down the road:

- This is the final lesson of Module 4.

In advance:

- Determine an order or system for student presentations.
- Prepare:
 - Copies of emergency preparedness leaflets (completed in Lessons 8–9) to be distributed during student presentations. Each student should distribute his or her own leaflets.
 - Emergency preparedness kit(s), depending on how students will present (e.g., whole group, small groups, etc.).
 - Technology necessary to play students' PSAs during their presentations in Work Time A.
- 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: 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 their families. Most devices (e.g., cell phones, tablets, laptop computers) come equipped with free video and audio recording apps or software.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 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 by allowing students to celebrate the work they have completed and take risks using English as they deliver their presentations in a

supportive environment. Commend them for their perseverance in preparing and practicing their presentations and give positive feedback to each student.

- ELLs may find it challenging to present in class, despite the days of preparation and practice. Consider having students 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 4 and throughout the year. Express excitement for their presentations and confidence in the students and their work.

Levels of support

For lighter support:

- Prior to this lesson, challenge students to prepare a short script to welcome the audience members and introduce the presentations. Students can then use the script to welcome guests and orient them at the beginning of Work Time A.

For heavier support:

- During the presentations, consider inviting a kind and confident student to stand next to classmates who are particularly nervous or tentative and support them as necessary.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to provide visual display of questions and student responses on chart paper or the board during discussions.
- **Multiple Means of Action and Expression (MMAE):** During the Closing, students reflect on their presentations. Support self-monitoring and reflection by thinking aloud as you model this reflection on learning.
- **Multiple Means of Engagement (MME):** Build engagement by celebrating students' hard work and effort throughout the unit. Provide feedback that focuses on growth and development.

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)
- ✓ Criteria for an Effective Presentation anchor chart (begun in Lesson 10)
- ✓ Presentation prompt cards (completed in Lesson 11; one set per student)
- ✓ Emergency preparedness kit(s) (one or more to display; see Teaching Notes)
- ✓ Personal items (two per student)
- ✓ Emergency preparedness leaflets (completed in Lessons 8–9; at least 10 copies per student)

Opening

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

- Direct students' attention to the **Performance Task anchor chart** and briefly review it.
- Direct students' attention to the learning target and read it aloud:
"I can effectively deliver my presentation."
- Direct students' attention to the **Criteria for an Effective Presentation anchor chart** and review as needed.
- Invite students to retrieve their **presentation prompt cards** and help you set up the presentation area(s) and technology.
- Review the contents of the **emergency preparedness kit(s)** whole group and ensure that students have the **personal items** they need for their presentation.
- Distribute **emergency preparedness leaflets**.

Meeting Students' Needs

- For ELLs and students who may need additional support with motivation: (Discussing Criteria for Effective Presentations) When reviewing the Criteria for an Effective Presentation anchor chart, Turn and Talk:
"What is one criterion you want to focus on during your presentation today? Why?"
- Provide sentence frames for heavier support. (MME)

Work Time

A. Delivering Presentations (45 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.
- Support students with presentations as necessary, including ensuring that emergency preparedness kit(s) are available as they need them.
- 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 may need additional support with self-regulation: During the presentations, encourage students to seek peer support if they feel stuck or need help reading. (MME)
- 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: (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 to which group they will present.
- For ELLs: (Sharing Learning) Turn and Talk:
 - “What is something new you learned from the presentations about how to prepare for a natural disaster and/or about items to include in an emergency preparedness kit?”

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Refocus whole group.
- Ask and give students 1 minute to think before inviting 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.

Meeting Students’ Needs

- For students who may need additional support with monitoring their own learning: Remind students that thinking about how well they did will help them do even better next time. (MME)
- For ELLs: (Display, Repeat, and Rephrase) Display, repeat, and invite students to rephrase the question.
- For ELLs: (Celebration) Encourage students to share one way they improved in this presentation as compared to their Module 3 presentation. Take a moment to acknowledge and celebrate this learning and improvement with the class.

Homework

There is no homework for this lesson.

There are no new supporting materials for this lesson.