**5th Grade Language Arts & Reading.**

**TEKS:** §110.7. (b) 1 (C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively

**ELPS**: §74.1. (b) (1) Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading)

**CCRS**: English/Language Arts Standards. III (A) 1. Understand how style and content of spoken language varies in different contexts and influences the listener’s understanding.

* 1. **Object:** Students will write an organized presentation outline using worksheet provided with 90% accuracy.

**Focus:**

* Review prior knowledge of presentation guidelines (Do’s & Don’ts)
* KWL Chart will be the focus activity:

|  |  |  |
| --- | --- | --- |
| Know | Want to know | Learned |
|  |  |  |
|  |  |  |

* + Know: good/bad etiquette, what we want to know (ask students), Learn (DO THIS IN CLOSURE)
* Quick review over the good & bad presentation habits
  + Ask students if they remember a few habits we discussed previously.
* REMIND STUDENTS TO TAKE NOTES IN THEIR JOURNALS OF THE GOOD AND BAD HABITS
* Link background knowledge and culture for ESL students. Explaining how presentations are similar to plays and acting they have seen in movies and on TV will help them to better understand the importance of presenting.

**Instructional Delivery:**

* PowerPoint will have the rubric for the presentation up for students to reference.
  + Gave students rubric yesterday.
  + Did anyone look at the rubric yesterday? Did anyone read the rubric?
  + Go over rubric briefly with examples.
    - Check for understanding- anyone have questions about the rubric?
* Authentic assessment-why does presenting matter in real-life?
  + Ask students if they will use this in real life?
* Today we are going to look at how to create an outline for the presentation.
  + Students will have outline handout
* Go over individual categories listed on outline sheet
  + Introduction Slide:
    - What should go in the introduction?
      * What is the presentation going to be about?
      * Should have a mini outline for presentation.
    - Write down 2 topics you want in your intro
  + Birth/Childhood Slide:
    - My example:
    - I was born in Bremerton, WA. My parents moved me to Texas when I was a child, and I grew up in Weatherford, TX.
    - Give interesting facts about your childhood that you would like the class to know about you.
    - Have students write down 2 facts about yourself.
  + Favorite Hobbies:
    - What are some of your favorite things to do when you are not in school?
    - My example:
      * I love to eat.
      * I like to hang out with my family and play with my dog.
    - Have students list 3 thins you like to do outside of school.
  + Accomplishments:
    - What is something you are proud you have accomplished?
    - My example:
      * I have t raveled to the Grand Canyon
      * I can eat an entire Little Caesars pizza by myself.
    - Have students list two things you have accomplished.
  + Conclusion:
    - What is a conclusion?
      * It ends the presentation.
      * It should summarize your main points.
    - Have students list two topics you should summarize in your conclusion.
* Check for understanding- questions about writing an outline?

**Guided Delivery:**

* I will leave the Outline Slide up on the PowerPoint for students to reference.
* Students will write on the outline worksheet for their presentation.
  + They can use their notes about outlining the presentation to help them fill out the outline worksheet they will turn in.
* I will have students give examples for the different topics covered on the outline worksheet, and we can discuss as a class if the topic is in the correct section.
  + Give whole class feedback
* Students will be writing down ideas on their worksheets while I guide them through more examples of the sections that will be used in their presentation.
* Once students have written down 2-3 examples for each section without my assistance (I will be walking around observing the students write) I will ask students to give me examples for the different sections.

**Independent Practice:**

* Students will work on creating an outline for their presentation using the outline worksheet provided. The students will write independently for 5-10 minutes, and then they can use their shoulder partners to help them with their ideas.
  + As the students are creating their outlines, I will be walking around the class observing the students – if students ask questions then I will do whole class feedback.
* Students will have the remainder of the class to complete their outline worksheet with 90% accuracy. Once the time to complete the outline is up, students will turn in their outline worksheets for me to grade and check for accuracy.
* TPR activity will be that during this time my ESL students will work in groups to review over the flash cards and actions for eye contact, speaking rate, volume, enunciation, and natural gestures.
* CALLA for ESL: students will review learning strategies to help understand the actions being addressed for this lesson. This will include using their notes from the previous class if they get stuck on the demonstrating of the actions.

**Closure:**

* For the closure, we will fill out the “L” in the KWL chart.
  + Get students involved in what they learned today.
* The closure activity will be Exit Slips.
  + Students can choose to work in groups or individually to fill out the slips.
  + Each student will use slips of paper that have questions about today’s lesson.
    - i.e. rate your understanding of today’s lesson, write down one thing you would like to know more about.
  + Each student will turn in their exit slips before leaving the class.

**Enrichment:**

1. Students that finish their assignment early can get extra computer time to look up speeches and presentations online.
   * They will take notes on what they observe in the speeches and explain how they would incorporate those techniques into their presentation.
2. Students can use the remainder of the time reading articles or blogs on how to give a presentation.
   * The students will write a brief summary of what the article suggested for giving an effective presentation, and if they plan on implementing any of those suggestions.

**Re-Teach:**

* Students that are still having difficulty with developing their presentation will be in working with me at the round table. We will go over the proper techniques of a presentation.
* This time I will have each student give an example of what they believe is a good or bad example of presenting and I will have the other students in the group explain why that was a good or bad technique.
* This will get the students involved in the different techniques, and at the sometime allow them to understand why a technique is either good or bad.

SPED/504 Instructional Strategies Modifications and Accommodations:

* Hearing Impairment:
  + Modification:
    - For this lesson a student with hearing impairment will need to modify their presentation. A modification for a hearing-impaired student would be to allow them to sign their presentation instead of speaking it. Instead of having the student look up proper presentation videos of public speaking they would look up sign language presentation videos.
  + Accommodation:
    - The student will still write out their presentation outline; however, they will practice signing the presentation instead of speaking it out loud.
* 504 Students struggling with speaking and organization & planning:
  + Modification:
    - Students that need a modification will speaking their presentation could be allowed to write more detailed notes for their presentation. These students will also be asked to work on their outlines at my desk so I can be there if they need extra help filling out the worksheet.
    - For students who are struggling with organization and planning they can choose a different outline worksheet for their presentation. The worksheet will be more detailed than the original, so the students are better able to organize their presentation.
  + Accommodation:
    - Students struggling with speaking will work on their presentation with a partner so they can get comfortable speaking out loud to another person.
    - Students that are struggling with organizing and planning their outline will be asked to review their outline with the teacher. This allows me to determine if they need a more detailed outline worksheet or not.