



MISSISSIPPI

EXEMPLAR

Units & Lessons

ENGLISH LANGUAGE ARTS

Grade 6

Lesson 7: Performance Task Presentation

Focus Standard(s): SL.6.2, SL.6.4

Additional Standard(s):

Estimated Time: 3-4 days

Text(s):

Resources and Materials:

- Performance Task
- Handout 7.1: Active Listening Guide
- Handout 7.2: Post-Assessment

Lesson Target(s):

- Present Performance Tasks orally to the class.
- Students will present their Performance Tasks either orally or video presentation, listen and record their observations
- Students will take a Post- Assessment that is designed with the same questions as the Pre-Assessment

Guiding Question(s):

- What makes a presentation great?
- How has my opinion changed about people with mental, physical, and societal limitations?
- What is active listening?


Vocabulary

Academic Vocabulary:

- Adequate volume
- Appropriate Eye contact
- Clear pronunciation
- Topic

Instructional Strategies for Academic Vocabulary:

- Introduce words with student-friendly definition and pictures
- Model how to use the words in writing/discussion
- Read and discuss the meaning of word in multiple contexts
- Create pictures/symbols to represent words

	<input type="checkbox"/> Write/discuss using the words <input type="checkbox"/> Act out the words or attach movements to the words
Symbol	Type of Text and Interpretation of Symbol
	Instructional support and/or extension suggestions for students who are EL, have disabilities, or perform/read well below the grade level and/or for students who and/or a more advanced text for students who perform/read well above grade level
✓	Assessment (Pre-assessment, Formative, Self, or Summative)
Instructional Plan	
<p>Understanding Lesson Purpose and Student Outcomes: Students will use a listening guide to engage with the learning targets. They will complete an exit ticket in order to determine mastery of the objectives.</p> <p>Anticipatory Set/Introduction to the Lesson: Explain the purpose for this lesson is for students to present their narrative writing Performance Task to the class. This can be either in person or videotaped. Before the presentations begin, lead a class discussion of the Essential and Guiding Questions. Students record these on their Bell Work Sheet.</p> <p>Students present their Performance tasks to the class. Distribute the Active Listening Guides and remind students to record information as they listen and watch student presentations.</p> <p>Give students the Handout 7.1: Active Listening Guide. Explain that as the presenters are reading their narratives, the students in the audience will record information on the Active Listening Guide.</p> <p>Activity 1: Active Listening Guide</p> <p>Distribute Handout 7.1: Active Listening Guide. Students use the listening guide to record information about each of the presentations.</p> <p>Note: The listening guides will be helpful because the students are required to actively listen in order to record pertinent information.</p>	

For students who are EL, have disabilities, or perform/read well below the grade level:

- Have an example of a completed section of the Active Listening Guide to model how the recorded information should look like.

Extensions and/or a more advanced text for students who perform/read well above grade level:

- Students record suggestions for improving the presentation.

Activity 2: Presentation of Narrative Writing Performance Task

- ✓ Each student presents his or her narrative writing performance task to the class. The presentation can be made either orally or videotaped and played for the class. The presentations should follow criteria that the teacher explains prior to presentations i.e., appropriate eye contact, adequate volume, and clear pronunciation.

Activity 3: Post Assessment

- ✓ Give students the **Handout 7.2: Post Assessment**. Students read and answer the same questions that they were given in the Pre-Assessment at the beginning of the unit. Students work within the same groups that they were in at the initial discussion of the Pre-Assessment to discuss how their thoughts and feelings have changed since the unit began.

Reflection and Closing: (Have students reflect on how they accomplished target.)

Closing Procedure:

- ✓ On a sticky note, the students will answer the Guiding Questions.
 - What makes a presentation great?
 - What is active listening?

Students post their sticky notes on the white board. Assess student answers and remediate if needed.

For students who are EL, have disabilities, or perform/read well below the grade level:

- Students who do not understand the Guiding Questions will be called to either a teacher center to work with the teacher one on one, or called to work with a peer who understands the Guiding Questions.

- ✓ Reflect on how well the students were able to answer the following Guiding Questions by examining evidences of student learning.
 - What makes a presentation great?
 - What is active listening?

Homework

Students will present their narratives to one other person outside of the classroom. They will ask the individual to write down one thing they learned about the featured limitation from the narrative. The student will bring this to share with the class.

Handout 7.1: Active Listening Guide

ACTIVE LISTENING GUIDE

SPEAKER'S NAME _____

TOPIC _____

SOMETHING I LEARNED

_____SOMETHING I HAD QUESTIONS ABOUT

EYE CONTACT	4	3	2	1
VOLUME OF VOICE	4	3	2	1
CLARITY OF VOICE	4	3	2	1

SPEAKER'S NAME _____

TOPIC _____

SOMETHING I LEARNED

_____SOMETHING I HAD QUESTIONS ABOUT

EYE CONTACT	4	3	2	1
VOLUME OF VOICE	4	3	2	1
CLARITY OF VOICE	4	3	2	1

Handout 7.2: Post-Assessment

Directions: For the following statements, circle either Agree or Disagree.

Agree	Disagree	People with mental limitations do not get their feelings hurt because they don't really understand fully when people say or do things that are offensive.
Agree	Disagree	People with physical limitations can't do the things that a person without physical limitations can do.
Agree	Disagree	Societal limitations are a thing of the past.
Agree	Disagree	If a person with mental limitations tries hard enough, he can overcome the mental limitation.
Agree	Disagree	People with physical limitations should not be allowed to participate in activities with people without physical limitations.
Agree	Disagree	Being a female is a societal limitation.
Agree	Disagree	People with mental limitations should not be in the same classes in school with people who do not have mental limitations.
Agree	Disagree	People with physical limitations make me feel uncomfortable.
Agree	Disagree	There is no such thing as societal limitations: people just perceive this in their own minds.
Agree	Disagree	People with mental limitations can only be successful to a certain extent.

For training or questions regarding this unit,
please contact:

exemplarunit@mdek12.org