

Stage 3: Presentation
Final Presentation
Day 1: Create Note Cards
Day 2: The 5 P's
Day 3: Final Presentations

Day 1	Create Note Cards
Common Core Standards	RI.9-10.4 W.9-10.1,4,9 SL.9-10.1,2,4,6 L.9-10.3,6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Craft a presentation outline using the final draft of their argumentative essay to professionally present their research
Lesson Resources	Student Journal: <ul style="list-style-type: none"> • Pages 80-81 Digital Resources (available on One World website): <ul style="list-style-type: none"> • Google Slides presentation • Student presentation videos
Do Now	Jot-Pair-Share: <ul style="list-style-type: none"> • Why is it important to share your research with others? • How do you feel about public speaking? Why?

Lesson Introduction	<ul style="list-style-type: none"> ● Share Do Now responses ● Review class agenda
Direct Instruction	<ul style="list-style-type: none"> ● Congratulate students on completing their essays. ● Explain that presenting their findings is one of the most important parts of research. Tell students that this is their chance to inform other people about this issue that they care about and propose a way for others to take action and make change. ● Play a video of an exemplar presentation and ask students to share their observations. ● Tell students that today they will create note cards to remind themselves of the important parts of their argument. They'll be able to use these note cards when they present. ● Go over the expected presentation content on page 80-81 and the time limit. Note: Teachers can set time expectations based on their class needs. One World recommends a limit of 2-3 minutes. ● Emphasize that students will not be presenting their entire essay, just the most important parts that will persuade their audience to care about their issue and take action. ● Model an essay paragraph and show how it would look on a note card.
Guided Practice	<ul style="list-style-type: none"> ● Put the expectations for the introduction note card on the board with a timer. ● When the timer goes off, have students share note cards with a partner and compare to the exemplar note card.
Independent Practice	<ul style="list-style-type: none"> ● Students complete their notecards for each element of their presentation.
Exit Ticket	<p>Rate how confident you feel about presenting about your topic on a scale from 1 (extremely nervous) to 5 (extremely confident).</p> <p>What supports do you need to feel confident presenting?</p>
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> ● Utilize an online platform like Flipgrid to have students progress through the presentation process. Students can record and submit several drafts of their presentation for feedback.
Extension	<ul style="list-style-type: none"> ● Challenge students to create a visual support for their presentation. This could be a Google Slides presentation, video, poster, etc.

Language Development	<ul style="list-style-type: none"> Record students rehearsing so they can view themselves and make adjustments during practice.
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Day 2	The 5 P's
Common Core Standards	RI.9-10.4 W.9-10.1,4,9 SL.9-10.1,2,4,6 L.9-10.3,6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> Present their argument clearly, concisely, and in a manner that engages their audience
Lesson Resources	Student Journal: <ul style="list-style-type: none"> Pages 75, 79-81 Digital Resources (available on One World website): <ul style="list-style-type: none"> Google Slides presentation
Do Now	Jot-Pair-Share: What qualities does a strong presenter have?
Lesson Introduction	<ul style="list-style-type: none"> Share Do Now responses Review class agenda
Direct Instruction	<ul style="list-style-type: none"> Today students will learn about the 5 P's of presentation. Go over each one on page 75: <ul style="list-style-type: none"> Posture Poise Pace Projection Professionalism Model each skill and provide examples Invite a student volunteer up to the front of class to demonstrate what NOT to do (mumble, speak in a monotone, etc.)

Guided Practice	<ul style="list-style-type: none"> • Now students are going to practice evaluating a presentation on the 5 P's. • Ask for a confident volunteer to present in front of the class. Explain that as the student presents, students will score them using the rubric for Pitch #1 on page 79. • Project the rubric and complete the rubric as the student presents. • After the presentation and applause, explain your scores. Invite two students to share feedback on the 5 P's (1 positive and 1 area for growth).
Independent Practice	<ul style="list-style-type: none"> • Divide students into groups of 4. Each student practices presenting to their small group. Project a 2-minute timer on the board and announce the start of each new presentation. Audience members score presenters and give feedback under pitch #2 - 4. Ensure presenters stand up and take the practice seriously, meeting the expectations for the 5 P's. Give one minute between presentations for feedback.
Exit Ticket	<ul style="list-style-type: none"> • Tell students that their notecards are for their eyes only, so it's a good place to make note of reminders for themselves. Model writing a message on a note card, like drawing an eye as a reminder to look up and make eye contact. <p>Review the feedback you received today and mark any notes that you want to remember while presenting.</p>
Differentiation Suggestions	
Virtual Learning	<ul style="list-style-type: none"> • Utilize an online platform like Flipgrid to have students progress through the presentation process. Students can record and submit several drafts of their presentation for feedback.
Extension	<ul style="list-style-type: none"> • Challenge students to create a visual support for their presentation. This could be a Google Slides presentation, video, poster, etc.
Language Development	<ul style="list-style-type: none"> • Record students rehearsing so they can view themselves and make adjustments during practice.

Day 3	Final Presentations
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Common Core Standards	RI.9-10.4 W.9-10.1,4,9 SL.9-10.1,2,4,6 L.9-10.3,6
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> ● Present their argument in a clear, cohesive, persuasive, and engaging presentation
Lesson Resources	Student Journal: <ul style="list-style-type: none"> ● Pages 80-82 Digital Resources (available on One World website): <ul style="list-style-type: none"> ● Google Slides presentation
Lesson Introduction	<ul style="list-style-type: none"> ● Welcome students and, if applicable, any adult judges to the One World Presentations. ● Review the presentation agenda. ● Pass out copies of the presentation rubric on page 82.
Final Presentations	<ul style="list-style-type: none"> ● Ideas for arranging final presentations: <ul style="list-style-type: none"> ○ Invite adult judges from within and outside your school community. Assign each judge a small group of students. Have students and their assigned judge sit in a small circle of chairs. Students take turns standing up to present to their group. If time permits, allow each student to present a second time, and only count their higher score. ○ Have 1/3 of the class arrange themselves as the first group of presenters around the outer edge of the room. All other students and judges rotate between presenters, like in a gallery walk. Once students have presented 2 or 3 times, switch the group of presenters. ○ Each student presents to the entire class (one at a time). This allows you to hear and score every presentation, but will take more than one class period. ○ Have students create and submit videos of their presentations, either using their phones or an online platform like Flipgrid. Post where students and judges can provide feedback.

Closing

- Invite students to share “shout outs” or “glows” with the class and recognize their peers. Invite adult judges to also share positive feedback.
- End with a big round of applause for every student that presented.

Differentiation Suggestions

Reach out to One World Education for more ideas on how to celebrate student learning through school-based presentations.