

Name: Danielle Cook

Date of Lesson:

Content Area: English

Grade/Age: 10<sup>th</sup>

Cooperating Teacher: Dr. Shipley

I. Topic of Lesson: Famous Poet Facebook Page Presentations

II. Goal/Objective/Purpose of Lesson:

-Students will be able to Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

-Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

III. Prerequisite Knowledge: Students should already know the grading criteria that they will be accessed with.

IV. Ohio Academic Content Standards:

Standard	Benchmark
<i>Speaking and Listening: Presentation of Knowledge and Ideas</i>	<i>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</i>
<i>Language: Vocabulary Acquisition and Use</i>	<i>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.</i>

V. SPA Standards: (NAEYC, NSTA, NCSS, NASET, etc.)

Standard	Benchmark
<i>Standard 8: Communication</i>	<i>8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</i>

VI. Materials/Technology:

1. SmartBoard

2. Video Recorder (students will view these recording after everyone presents and self-evaluate themselves using the same rubric that I will use to evaluate them)

VII. Activities/Procedures:

1. Draw the first student to come up and present their poet. Pull up that students' farcebook page on the smartboard behind them. (1 min.)
2. The student will present a 3-5 minute presentation using note cards and the farcebook page while being video recorded. During the presentation students will read a poem written by their poet and will explain the poetic devices used in the poem. Students will be asked to reflect on their presentation in a freewriting immediately after they present. (3-5 mins)
3. Continue with the following students for 30 mins.
4. Distribute the Post-Test to the students and have them complete it. (15 mins)

VIII. Accommodations/Differentiated Instruction:

Students will receive accommodations as necessary. Instruction will be given with visual and auditory cues.

IX. Assessment/Evaluation:

Students will be summatively assessed on their presentations to determine if they can present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

	Great 5-4	Good 3-2	Poor 1-0
Presentation	The student presented the information, findings, and supporting evidence clearly, concisely, and logically so that it is easy to follow along with the information presented in the presentation.	The student presented the information, findings, and supporting evidence somewhat clearly, concisely, and logically. There were parts that were not easy to follow along with the information presented in the presentation.	The student presented the information, findings, and supporting evidence in a way that was not clear, concise, or logical. It was difficult to follow along with information presented in the presentation.
Organization and Development	The information that the student presented was organized in a manner that made it clear to understand and learn.	The information that the student presented was at times not organized in a manner that made it clear to understand and learn.	The information that the student presented was not organized in a manner that made it clear to understand and learn.
Substance	The substance of the presentation was appropriate to the purpose, audience, and task. The material covered included the information that was supposed to be researched about the poet and answered all of the questions that was presented for the student to answer.	The substance of the presentation was appropriate to the purpose, audience, and task. The material covered included most of the information that was supposed to be researched about the poet and answered most of the questions that was presented for the student to answer.	The substance of the presentation was somewhat appropriate to the purpose, audience, and task. The material covered included some of the information that was supposed to be researched about the poet and answered a few of the questions that was presented for the student to answer.
Style	The student presented the information using note cards and referring back to the farcebook page as needed. He or she made eye contact and did not just read off of the board. They seemed well prepared and delivered the presentation in the style that we had discussed in class. The student spoke clearly so that their audience could	The student presented the information using note cards and referring back to the farcebook page as needed. He or she made little eye contact and read off of the board from time to time. The student seemed somewhat prepared. The student sometimes mumbled or did not speak clear enough for their audience.	The student did not present the information using note cards. The student relied heavily on the farcebook page displayed on the board as a source for notes. He or she did not make eye contact and just read off of the board. They seemed poorly prepared and did not deliver the presentation in the style that we had discussed in

	understand them. They did not mumble.		class. The student often mumbled or did not speak clear enough for their audience.
Language	Student was able to demonstrate a deep understanding of figurative language, word relationships, and nuances in word meanings within the poem that they presented.	Student was able to demonstrate a basic understanding of figurative language, word relationships, and nuances in word meanings within the poem that they presented.	Student was not able to demonstrate an understanding of figurative language, word relationships, and nuances in word meanings within the poem that they presented.

- X. Reflection: This is something that we did in the field and the students really learned a lot from doing these presentations. Many of the students had not done a formal presentation before so they did not know quite what to do. It was shocking to me to see the differences in the level of ability between the students. Some of the students could present and make eye contact as if they were a college student and some would come up and actually say "I'm not for sure what I should be doing but this is my poet...". I think that if the students were given a demonstration by the teacher or viewed the video clips from the previous year's presentations that it would help them greatly because then everyone would have an idea of what they are supposed to be doing and what this presentation is supposed to look like.