

The Desert Tortoise Unit Summary

Unit Summary: This is a six-lesson unit of study connected to third grade Common Core English Language Arts standards. This could be turned in to a seven or eight unit of study if students are given extensions in lesson two for editing and final draft writing and in lesson 5 depending on students' experience using PowerPoint. Students will begin the unit by reading informational texts about the desert tortoise and writing research reports based on their findings. Students will read articles from AZ Game and Fish and Nevada's The Tortoise Group about what to do if one encounters a desert tortoise in the wild and then respond to the articles distinguishing their own point of view from that of the author. This will prepare students for the next lesson in which they will write a persuasive piece about tortoise conservation. At the end of the unit, students will create a PowerPoint presentation about the desert tortoise and then give oral presentations to their own class and then to a different class at school.

Lesson Summaries:

Lesson 1: Students will be presented with a variety of printed and electronic resources from which they will research the range, habitat, diet, life cycle, and threats to the desert tortoise. Before setting out on their research, they will first write 2 of their own questions they would like to answer through research. Students will take notes on their findings.

Lesson 2: Students will write short research reports based on their notes from the previous session.

Lesson 3: Students will be given printed copies of articles describing what to do if you encounter a tortoise. After reading the articles, students will write a response stating their views on the ideas presented in the article. Students will cite specific parts of the article stating whether they agree or disagree and why.

Lesson 4: Students will write a persuasive piece about tortoise conservation with the goal of persuading their fellow schoolmates why it's important to conserve tortoises and how students can help in this effort.

Lesson 5: With a partner, students will create PowerPoint presentations from one of two topics:

1. Create a presentation about Desert Tortoise Facts
2. Create a presentation persuading schoolmates the importance of desert tortoise conservation
3. Or combine these ideas into one slide show.

Lesson 6: With a partner, students will give brief oral presentations to the class with their PowerPoint presentations. Student partnerships will also schedule and give one presentation in a different class at school.

Ecology Integration Lesson Plan

The Desert Tortoise Part 1: Researching the Tortoise

Teacher:
Author: Wes Oswald

Grade Level: 3

Date:

Common Core Standard:	<p>3.RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.W.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>
Ecology Objective:	Gain understanding about the desert tortoise.
Enduring Understandings and Essential Questions	<p>Interconnectedness (being joined or related): Organisms and their environments are interconnected; changes in one part of the system will affect other parts of the system.</p> <ul style="list-style-type: none"> •How is the desert tortoise interconnected with the plants, animals, and environment of the Sonoran Desert?
Content Objective: <i>Math Reading Writing Other:</i>	<ul style="list-style-type: none"> •Ask questions and find answers through research •Summarize and categorize information through note-taking
Language Objective:	

Vocabulary	Materials
Range, habitat, diet, threats, life cycle, adaptations	<ul style="list-style-type: none"> •Variety of informational materials and books about the desert tortoise selected for students' individual reading levels •Notebooks or printed copies of <i>Desert Tortoise Notes</i> •Printed copies of "Animal Fact Sheet: Desert Museum Info Sheet" •Printed copies of "Defenders of Wildlife Info Sheet"

Seasonality This lesson would work at anytime, but you may wish to avoid doing it in the winter if you'd like to involve the school's tortoise, as it will be bromating. If you choose to do it in the winter, student work could lead up to and involve a celebration of the tortoise' active period in the warmer months.

Monsoon July-Sept.	Autumn Oct.-Nov.	Winter Dec- Feb.	Spring Mar.-Apr.	Dry Summer May-June

Connections to: Climate Culture Energy/Materials Health

Guiding Questions: What category does your fact best fit into?
 What text features are you using to help you find the answers to your questions?
 What's the most important thing you learned about _____ aspect of the tortoise?

Anticipatory Set:

Make a KWL Chart about the Desert Tortoise, stating what you already know about tortoises, what you'd like to know, and what you've learned. (Leave the "L" portion blank for now since we haven't had our lesson about the tortoise yet!)

Know	What I'd like to know	Learned

Activity/Investigation:

1. After reviewing student responses... Tell students they are about to embark on a unit in which they read and learn about desert tortoises, write a report about their findings, and present their learning to their peers. Then, show students the reading materials available to them. Either distribute the attached paper or have students designate a portion of their journals to transcribe the categories they will be researching about the desert tortoise. Remind students that they should have two questions in their KWL chart that they will also be looking to answer in the "W" portion.

2. Tell students they will choose 3 subjects from the following list to research about the tortoise: **habitat, diet, life cycle, threats, range, and adaptations**. Have students select their three topics and designate space in their notebooks for each.

2. Give instruction on how to use organizational features in the texts to help them find desired information. Discuss the table of contents, index, headings, bolded words, etc. and give examples from actual books.

3. Give instruction on how to effectively take notes. Tell students what plagiarism is and that this is not our goal! Model effective note-taking skills. Place a text under the document camera and begin by showing the students the table of contents. Ask students which page number is likely to directly relate to either a question they have or a topic on their notes page. Go to that page, read it aloud. After reading a paragraph, shut the book and show students how you write in your own words a summary of the most important fact/facts you just read and use organization to add them to the appropriate portion of your notes. Tell students the book should only be opened to check spelling. If you have students do research on a computer, you can model how you briefly turn off the monitor while you write your summary and then turn it back on to continue researching.

4. Have books pre-organized in a way that suits the reading levels of your students. Set up stations with appropriate books for each level at each. Direct students to their station. This would probably be easiest by using reading levels from their reading class. You may wish to have your most struggling readers join you for a guided reading/note taking session. *Just be sure to have prepared enough copies of the same book for each member of this group!* In

addition to books, you can also use the two info sheets here from Defenders of Wildlife and The Desert Museum.

5. Once students get to their research areas, have them begin by writing the name of each book in their journal on a page titled "Sources." Have students highlight each book name in a different color. As students write notes, have them highlight their notes in the color that matches the book title. Tell students this will get them used to citing their sources and allow them to reference a source if needed by matching colors of notes to book titles. Students begin their research and note-taking. Remind them to work with purpose so they focus their note-taking on their three research topics and find the answer to their own two questions.

Closure Question:

Go back to your KWL chart and fill out at least 2 important things you learned about the desert tortoise today. Share your findings with a classmate.

Teacher Reflection:

Ecology Integration Lesson Plan

The Desert Tortoise Part 2: Writing a Report

Teacher:
Author: Wes Oswald

Grade Level: 3

Date:

Common Core Standard:	3.W.7: Conduct short research projects that build knowledge about a topic.
Ecology Objective:	Gain understanding about the desert tortoise.
Enduring Understandings and Essential Questions	Interconnectedness (being joined or related): Organisms and their environments are interconnected; changes in one part of the system will affect other parts of the system. •How is the desert tortoise interconnected with the plants, animals, and environment of the Sonoran Desert?
Content Objective: <i>Math Reading Writing Other:</i>	•Use your notes to write a report with an introduction, body paragraphs, and a conclusion.
Language Objective:	

Vocabulary		Materials		
Introduction, body paragraphs, conclusion, range, habitat, diet, threats, life cycle, adaptations		•Students' notes from last session		
<p>Seasonality This lesson would work at anytime, but you may wish to avoid doing it in the winter if you'd like to involve the school's tortoise, as it will be bromating. If you choose to do it in the winter, student work could lead up to and involve a celebration of the tortoise' active period in the warmer months.</p>				
<i>Monsoon</i> July-Sept.	<i>Autumn</i> Oct.-Nov.	<i>Winter</i> Dec- Feb.	<i>Spring</i> Mar.-Apr.	<i>Dry Summer</i> May-June
Connections to: Climate Culture Energy/Materials Health				
<p>Guiding Questions: How are you showing that a new paragraph is beginning? Are your ideas clear? (For introduction paragraph) How can you summarize for the reader what they are about to learn? (For conclusion paragraph) What are the most important things about the tortoise that you'd like to re-iterate to your reader?</p>				

Anticipatory Set:

Choose at least 2 topics below that relate to the desert tortoise:

Habitat	Diet	Life cycle	Threats	Range	Adaptations
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Now write an interesting topic sentence for each of them.

Activity/Investigation: *(Depending on the speed and abilities of the writers in your class, this activity may require an additional class session for completion. If you choose to have students edit each others' reports and write final drafts, this will require at least one more class session.)*

1. After reviewing and discussing effective topic sentences...Write on the board the format of the report they are about to write which includes an introduction, 3 body paragraphs, and a conclusion.

Introduction:

- Hook-start with a question, anecdote, or interesting fact
- Transitional sentence(s)
- Thesis statement which directly tells the reader the main idea of the essay

Body Paragraphs:

- Topic sentence
- Supporting details
- Closing sentence

Conclusion:

- Restate most important things you learned about tortoises
- Leave the reader with a thought-provoking idea.

2. Remind students they already have at least 2 topic sentences from their anticipatory set that they can use. Suggest that students leave a few lines blank (for their introduction) and dive right in to their first body paragraph as many students get stuck with the introduction. Suggest that they write their introductions and conclusions only once their body paragraphs have been completed.

3. Project some prepared invented notes on a topic (for example the diet of a chicken), and demonstrate on the board how you use these notes to craft the sentences of a body paragraph.

3. Have students take out their notes from last class session and begin their reports. You may want to regroup your more struggling reading group from last session to lead them in a guided writing session at a separate table.

Closure Question:

Select and circle either your introduction or conclusion paragraph—whichever you think is better. Get with a partner. Put your paper on the table so that both of you can see your paragraph. Read it aloud to them and ask for their feedback. Then have your partner do the same. Who has an effective introduction or conclusion to share?

Teacher Reflection:

Ecology Integration Lesson Plan

The Desert Tortoise Part 3: What's Your View?

Teacher:
Author: Wes Oswald

Grade Level: 3

Date:

Common Core Standard:	3.RI.6: Distinguish your own point of view from that of the author of a text.
Ecology Objective:	Students think critically about one aspect of conservation of the desert tortoise.
Enduring Understandings and Essential Questions	Culture (The resources (language, values, beliefs) people use to perceive their surroundings): The biodiversity and climate of a region are interconnected with the region's culture. •How can we foster a culture of respect for the desert tortoise and other native Sonoran Desert plants and animals?
Content Objective: <i>Math Reading Writing Other:</i>	•After reading an article think about whether you agree or disagree with the author's ideas. •Write a response stating your own point of view and why you agree or disagree with the author
Language Objective:	

Vocabulary		Materials		
Bladder, dehydration, respiratory tract, parasite, Mojave, adoption, developed/undeveloped area, captivity, residential		•Printed copies of the article that includes "Encountering a Desert Tortoise"		
Seasonality This lesson would work at anytime, but you may wish to avoid doing it in the winter if you'd like to involve the school's tortoise, as it will be bromating. If you choose to do it in the winter, student work could lead up to and involve a celebration of the tortoise' active period in the warmer months.				
<i>Monsoon</i> July-Sept.	<i>Autumn</i> Oct.-Nov.	<i>Winter</i> Dec- Feb.	<i>Spring</i> Mar.-Apr.	<i>Dry Summer</i> May-June
Connections to: Climate Culture Energy/Materials Health				
Guiding Questions: What part of this article do you agree/disagree with? Why? Based on your research on the tortoise, what part of this article especially makes sense to you? Does the information in this article connect to the mission of Arizona's Department of Game and Fish? How?				

Anticipatory Set:

It's a lovely spring day and you and your family are taking a hike in Saguaro National Park. You spot a desert tortoise walking across the trail right in front of you! Your cousin says, "What a beautiful animal! Let's take it home with us."

What would you tell her?

Activity/Investigation:

1. After reviewing and discussing student responses...tell students that they will be reading an article from Arizona's Department of Game and Fish about what you are supposed to do in this very situation. Tell students that Arizona's Game and Fish Department's job is to, "To conserve Arizona's diverse wildlife resources and manage for safe, compatible outdoor recreation opportunities for current and future generations." Write this mission statement on the board. Make sure students understand what this mission means and ask if they have any questions. Tell students they will also read excerpts of articles from a Nevada organization called The Tortoise Group, as well as a diagram from the National Park Service. Then tell students that after analyzing the articles, they will discuss with their group members their own point of view on the topic, and then write a paragraph expressing their point of view.

2. Show students the list of vocabulary words (see above) you have also written on the board. Read them aloud with the class and explain their meanings. Tell students that these are words they will encounter in their reading and will need to understand them. Tell students that they will spend some time reading the article quietly on their own. Encourage students to annotate the text as they read and reread it. Once they have had some time to read it independently, they will read it aloud with the people at their table. Designate one strong reader at each table to help guide the reading. Give that student a white board and marker to use to help students with decoding if necessary.

3. After students have completed the reading, ask each student to pick one sentence from the article that they either agree or disagree with and underline that sentence. Each student at the table will take turns reading the sentence they underlined and explain whether they agree or disagree with it and tell why.

4. Once discussions have been completed, students will write a paragraph expressing their own point of view of what one should do upon encountering a wild desert tortoise. Their views should be supported by the texts as well as their own knowledge and opinions of desert tortoises. The following sentence starters may be helpful:

- The article says that....
- I think that...
- Based on my research...

Closure Question:

Do you mostly agree with these articles? Do you mostly disagree with these articles? Do you both agree and disagree? Have those in agreement go to one side of the room, those in disagreement go to the other side, and those in the middle go to the middle of the room. With their paragraphs in hand, each student discusses with someone else in their area their own point of view. Lastly, have a sampling of students share their points of view.

Teacher Reflection:

Ecology Integration Lesson Plan

The Desert Tortoise

Part 4: How Can We Help Preserve the Tortoise?

Teacher:

Grade Level: 3

Date:

Author: Wes Oswald

Common Core Standard:	3.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
Ecology Objective:	Students consider threats to the desert tortoise and convince their peers that the tortoise is worth preserving and provide examples of how to help.
Enduring Understandings and Essential Questions	Biodiversity (the variety of life on Earth): All ecosystems contain a variety of organisms that are interdependent. •How is biodiversity affected by urbanization and other human changes to the earth?
Content Objective: <i>Math Reading Writing Other:</i>	•Students will write a paragraph summarizing ways that the desert tortoise is threatened, why it should or should not be preserved, and provide reasons and examples how.
Language Objective:	

Vocabulary		Materials		
Vulnerable, urbanization, ravens, juvenile, camouflage, ATVs, OHVs		<ul style="list-style-type: none"> •printed copies of "Threats to the Desert Tortoise" •poster paper •art materials 		
Seasonality This lesson would work at anytime, but you may wish to avoid doing it in the winter if you'd like to involve the school's tortoise, as it will be bromating. If you choose to do it in the winter, student work could lead up to and involve a celebration of the tortoise' active period in the warmer months.				
<i>Monsoon</i> July-Sept.	<i>Autumn</i> Oct.-Nov.	<i>Winter</i> Dec- Feb.	<i>Spring</i> Mar.-Apr.	<i>Dry Summer</i> May-June
Connections to: Climate Culture Energy/Materials Health				
Guiding Questions: Which of these threats is easy for you to control in your own life? How? Which of these threats is more difficult to control? Why? Who's responsibility is it to protect desert tortoises?				

Anticipatory Set:

Today you will read about some threats (dangers) to the Desert Tortoise. Some of them are: Predators, urbanization (the growth of cities), disease, ATV use, trash, and roads and power lines.

Can you predict why any of those are threats? Provide some reasons for your predictions.

Activity/Investigation:

1. After reviewing and discussing student responses...Tell students that they will be reading about some threats the desert tortoise faces. Tell them this might be kind of a sad lesson, but we're going to work to think of solutions and help educate others to help protect the tortoise. As part of their work today, they will create posters to put around the school explaining how the tortoise is threatened and what students can do to help.
2. Begin by previewing with the students the vocabulary words they will encounter in their reading. Write words on the board, practice reading them aloud, and help them define the words.
3. Next distribute the "Threats to the Desert Tortoise" reading to each student. Students will read the paper aloud in their groups. Again, ask a strong reader in the group to help facilitate the reading by acting as the guided reading leader. Give this student a white board and marker to help students decode words. Encourage students to discuss, summarize, and ask each other questions as they read.
4. Once groups have finished reading, they should get lined paper to write their opinions in a paragraph in response to the prompt:

Select a threat to the desert tortoise. Explain why it is a problem and pose solutions for the problem.

Direct students' attention to the guidelines for their paragraph that are written on the board:

- Introduce the problem and state your opinion about it.
- Use evidence from the text that supports your opinion.
- Use linking words like: because, for example, therefore, since, etc.
- Provide ways Manzo students can help solve this problem.
- Write a concluding statement.

5. Tell students that once their paragraphs are complete, you will read it approve it, and allow them to use their paragraph as part of a poster. The poster should contain a title, an image of their creation and their paragraph.

Closure Question:

Students will participate in a gallery walk to view the posters made by their classmates. Give the students about five minutes to walk from table to table looking at posters and reading paragraphs. At the end of five minutes, ask students, "What's the best way kids can help preserve the tortoise?" and to provide their reasoning for their response.

Teacher Reflection:

Ecology Integration Lesson Plan

The Desert Tortoise Part 5: Making a Slideshow

Teacher:
Author: Wes Oswald

Grade Level: 3

Date:

Common Core Standard:	3.W.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Ecology Objective:	<ul style="list-style-type: none"> •Students consider threats to the desert tortoise and convince their peers that the tortoise is worth preserving and provide examples of how to help. •Students share the unique facts they have learned about the desert tortoise.
Enduring Understandings and Essential Questions	<p>Biodiversity (the variety of life on Earth): All ecosystems contain a variety of organisms that are interdependent.</p> <ul style="list-style-type: none"> •How is biodiversity affected by urbanization and other human changes to the earth? <p>Culture (The resources (language, values, beliefs) people use to perceive their surroundings): The biodiversity and climate of a region are interconnected with the region's culture.</p> <ul style="list-style-type: none"> •How can we foster a culture of respect for the desert tortoise and other native Sonoran Desert plants and animals?
Content Objective: <i>Math Reading Writing Other:</i>	<ul style="list-style-type: none"> •Students will use PowerPoint to create a slide show about the desert tortoise.
Language Objective:	

Vocabulary		Materials		
PowerPoint		<ul style="list-style-type: none"> •Student journals •Computers •Students' tortoise reports, threats poster, and research materials/articles from previous lessons. 		
<p>Seasonality This lesson would work at anytime, but you may wish to avoid doing it in the winter if you'd like to involve the school's tortoise, as it will be bromating. If you choose to do it in the winter, student work could lead up to and involve a celebration of the tortoise' active period in the warmer months.</p>				
<i>Monsoon</i> July-Sept.	<i>Autumn</i> Oct.-Nov.	<i>Winter</i> Dec- Feb.	<i>Spring</i> Mar.-Apr.	<i>Dry Summer</i> May-June
Connections to: Climate Culture Energy/Materials Health				
<p>Guiding Questions: What do you want to teach to another class about the desert tortoise? What kinds of images would best match your ideas? Have you saved your work properly?</p>				

Anticipatory Set:

Today you will work with a partner to create a slideshow on the computer to teach others what you know about the tortoise. What are some of the most important ideas about tortoises that you'd like to share?

Activity/Investigation:

1. After reviewing and discussing student responses...Tell students that they will be making a slideshow to share with students from other classes at school. Tell students that they already have the knowledge to share with others based on their research and studies from the last few class sessions. Their job now is to decide what exactly they'd like to share with schoolmates. Remind them that the two main areas of study we've had are:

1. Facts about the life of a desert tortoise
2. Desert tortoise conservation

Tell students that their slide show may focus on just one of the aspects above, or it could be a combination of both.

2. Show students the template on the board for their storyboard. (Just draw 6 squares. Label the first one "1. Intro/Title." Label the second "2. Thesis/Main Idea." Label squares 3, 4, and 5 with their numbers, and the last one "Conclusion".) They will copy this template into their journals and use it to plan their slide show. Tell students that their slide show should be 6 slides. The first slide should be an introduction/title page, the second slide their thesis or main idea they are presenting, the middle slides supporting details, and the last slide a conclusion.

3. (The teacher may wish to do this part of the lesson separately, or as the first part of this activity.) Teacher will need to use the computer lab to model to students the following before they can begin their slide show:

- a. How to log in
- b. How to open PowerPoint
- c. How to name and where to save their document
- d. How to use basic features of PowerPoint including adding text and images, using a template, etc.
- e. How to make a folder to save images from the internet into, how to use Google images to search for images, and how to place images in their slideshow
- f. Aesthetics and organization of a slideshow including picking just one or two typefaces, limiting colors, selecting appropriate image sizes that won't appear pixelated, how to resize an image to scale using the shift key, etc., making sure that slides are unified and appear to fit together as a whole.

4. Give students some time to play/practice using the program.

5. Away from the computers, have students work with a partner to design the storyboard (images and text) of their slideshow. Tell students it's probably not best to simply copy the text from their report or other work, but that they should collaborate to create a slideshow with more refined ideas that can be presented to another class in a brief period of time. Partnerships should reach consensus about what they want their slideshow to communicate as well as the message for each slide.

6. Once teacher has approved storyboards, students can then work with their partner to create their slideshow.

Closure Question:

Teacher will ask the class, "Who figured out something interesting using PowerPoint that I didn't teach you?" Likely many hands will go up, but allow about half of the groups to stand and share their discovery with another group at their computer. If there are enough who wish to share, allow the other half of the class to act as teachers to another group to show something they learned. Once students have been seated, ask class if anyone would like to share a discovery about PowerPoint to the whole class. Allow a few students to share on the teacher computer showing the whole class their discovery.

Teacher Reflection:

Ecology Integration Lesson Plan

The Desert Tortoise

Part 6: Practicing and Presenting Oral Presentations

Teacher:

Grade Level: 3

Date:

Author: Wes Oswald

Common Core Standard:	3.SL.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Ecology Objective:	Students culminate their learning about the desert tortoise and share it with their classmates as well as another class at school.
Enduring Understandings and Essential Questions	<p>Biodiversity (the variety of life on Earth): All ecosystems contain a variety of organisms that are interdependent.</p> <ul style="list-style-type: none"> •How is biodiversity affected by urbanization and other human changes to the earth? <p>Culture (The resources (language, values, beliefs) people use to perceive their surroundings): The biodiversity and climate of a region are interconnected with the region's culture.</p> <ul style="list-style-type: none"> •How can we foster a culture of respect for the desert tortoise and other native Sonoran Desert plants and animals?
Content Objective: <i>Math Reading Writing Other:</i>	<ul style="list-style-type: none"> •Students will practice presenting their PowerPoint slideshow first with their partner, then among a small group of students, and then to the whole class. •Students will present their PowerPoint slideshow to another class.
Language Objective:	

Vocabulary		Materials		
Pacing, volume, poise		<ul style="list-style-type: none"> •Presentation Rubric •Master Schedule for Presentations •Desert Tortoise Presentation Proposal •Computers in computer lab •Projector (not necessary, but certainly helpful) 		
<p>Seasonality This lesson would work at anytime, but you may wish to avoid doing it in the winter if you'd like to involve the school's tortoise, as it will be bromating. If you choose to do it in the winter, student work could lead up to and involve a celebration of the tortoise' active period in the warmer months.</p>				
<i>Monsoon</i> July-Sept.	<i>Autumn</i> Oct.-Nov.	<i>Winter</i> Dec- Feb.	<i>Spring</i> Mar.-Apr.	<i>Dry Summer</i> May-June
Connections to: Climate Culture Energy/Materials Health				
<p>Guiding Questions: Are you speaking at the right volume? Are you speaking at the right pace—not too fast and not too slow? Are you engaging your audience by looking at them, asking questions, and referencing your slideshow?</p>				

Anticipatory Set:

Today you will practice giving a presentation. Describe some things you see this girl doing that make her appear confident during her speech.



Activity/Investigation:

1. Ask students to share what they notice about the speaker above. (She is standing up straight, she is looking directly at the audience—not her notes, her clothes and appearance are neat, her pose is dynamic, etc.) This should lead to a discussion of what qualities a good speaker should exhibit including:

- a. Staying on topic
- b. Sharing appropriate facts and descriptive details
- c. Speaking clearly
- d. Speaking at an understandable pace.
- e. Referencing your notes or slideshow, but not reading from them
- f. Presenting yourself in a composed manner by standing up straight, looking at audience members, etc.

2. Tell students that today they will present their slideshow with their partner. It will happen like this:

- a. 5-10 minutes to practice with just your partner and yourself
- b. 10 minutes to practice presenting and listening to the presentation of another group or two and providing them feedback when finished
- c. Presenting your slideshow to the whole class

3. Give students rubrics they can use to evaluate their own presentations as well as those of others. Take students to the computer lab so that they may practice simultaneously in front of computers. Model for students how to stand, use the appropriate volume and demeanor, etc. Remind students that that after about 15 or 20 minutes in the lab, they will return to the class and present slideshows in front of the room with the slide show projected on the wall in front of class. Give students a signal as to when to do presentations in front of another group.

4. Once all presentations are finished, email fellow teachers (remember to include PACE and self-contained classes!) and tell them that students in your class would like to give presentations to their class sometime next week. Propose a general time for presentations, and tell them they will be receiving a visit from a pair of students on such and such day asking them if they would be willing to hear and see their presentation. Better yet, have students create and distribute

invitations to classroom(s) of their choice. It might be nice to have all or most of your students give presentations at roughly the same time so kids aren't in and out of the class at random times throughout the day/week. Once you have a willing audience, and a schedule coordinated, email teachers the slideshow their class will be viewing so that when students come to present it will be easy to access.

Closure Question:

- a. Please go to your presentation partner, shake their hand or give them a high five and thank them for working with you. Please give them a specific compliment about their work with you.
- b. Please find at least one other person in the class and give them a specific compliment about something you enjoyed about their presentation.

Teacher Reflection: