



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 4: Unit 3: Lesson 16**

## **Final Performance Task: Delivering an Opinion Speech with Multimedia Display**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can report on a topic or text using organized facts and details. (SL.5.4)

I can speak clearly and at an understandable pace. (SL.5.4)

I can include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)

I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6)

**Supporting Learning Targets**

- I can present my speech and multimedia display to group members using the criteria for high-quality presentation skills.
- I can provide feedback to my group members on their presentation skills using the Speech Presentation Rubric.
- I can reflect on my speech delivery and multimedia presentation about prioritizing aid to a neighboring country struck by a natural disaster.

**Ongoing Assessment**

- Final Performance Task: Opinion Speech Presentations
- Speech Presentation Rubric



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Homework Review and Engaging the Speaker and Listener: Practice Speech Presentation with Multimedia Displays Using Peer Critique (15 minutes)</li><li>B. Introducing Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Final Performance Task: Delivering an Opinion Speech with Multimedia Display (25 minutes)</li><li>B. Self-Assessment (5 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Gallery Walk (10 minutes)</li><li>B. Debrief and Review Learning Targets (3 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading your independent reading book.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• Students briefly review the criteria named on the Speech Presentation Rubric and practice their presentations with a student outside of their small regular group. After listening to each other's speeches, partners provide and receive feedback using the Speech Presentation Rubric. If time permits, students have a brief, final opportunity to make minor revisions to their speeches or multimedia displays, based on their partner's feedback. This practice, critique, and revision cycle serves as an example of how strong speakers prepare for a speech in the final moments and gives students the opportunity to practice and reflect a final time on their opinion speech and multimedia display before having to present them to a larger audience.</li><li>• Consider pairing students ahead of time for the Peer Critique exercise.</li><li>• After this final practice round, students present their speeches and multimedia displays in their regular small groups. Group members score each presenter using the Speech Presentation Rubric and record one specific and positive piece of feedback to share with the speaker on a sticky note. While the sticky notes are given to the speakers at the end of the presentations, the rubrics are turned into the teacher for review.</li><li>• Students can also score their own presentations and provide justifications for their scores.</li><li>• During the debrief, students share their self-assessments with a partner and participate in a Gallery Walk to see all of their classmates' multimedia displays and provide specific and positive praise for two other students' displays. This praise is recorded on sticky notes for the owner's review.</li><li>• Use the Speech Presentation Rubric to score students' opinion speeches and multimedia displays. If time allows and technology is available, consider finding other times for students to video record their speech presentation so you may view them in their entirety to score elements on the rubric related to the rate of speech and delivery.</li><li>• In advance: Be sure there is enough space for students to present to their small regular group. Make sure requisite technology is available and in working order.</li><li>• Review: Peer Critique and Gallery Walk protocols (see Appendix).</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
present, multimedia display, criteria, feedback, rubric, reflect, delivery	<ul style="list-style-type: none"><li>• Opinion speeches (students' own)</li><li>• Multimedia displays (students' own)</li><li>• Speech Presentation Rubric (from Lesson 15; four copies per student; one to display)</li><li>• Document camera</li><li>• Sticky notes (five per student)</li><li>• Multimedia Display Criteria (from Lesson 14; one to display)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Speaker and Listener: Practice Speech Presentation with Multimedia Displays Using Peer Critique (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their <b>opinion speeches</b> and <b>multimedia displays</b>.</li><li>• Ask a volunteer to share out the guiding question for this half of Unit 3. Listen for:<ul style="list-style-type: none"><li>* How do speeches motivate and compel people to act?"</li></ul></li><li>• Say something like: "For the final performance task, you'll deliver a motivating and compelling speech about how to prioritize aid to a neighboring country struck by a natural disaster. Before presenting to a group, speakers often practice and ask for a final critique of their presentations to make minor refinements. Today you'll share your opinion speech and multimedia display with a partner outside of your regular small group, to both practice and receive feedback prior to presenting to your group."</li><li>• Display the <b>Speech Presentation Rubric</b> using a <b>document camera</b>. Quickly review the criteria aloud and clarify as needed.</li><li>• Review the Peer Critique protocol with students. Emphasize that as they work with their partner to offer and receive critique, it is important to:<ul style="list-style-type: none"><li>– Be specific.</li><li>– Be kind.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Provide a sentence frame to give all students access to the conversation ("The most valuable piece of feedback I received from my partner is...")</li><li>• For student reference, write a synonym and/or a visual above or below the key terms in the target as they are generated during the discussion.</li></ul>



Opening	Meeting Students' Needs
<ul style="list-style-type: none"><li>– Stay on topic (talk about the criteria).</li><li>– Thank your partner.</li><li>• Ask students to gather their opinion speeches and multimedia displays and move to quickly and quietly join a partner outside their regular small group.</li><li>• Give students 7 to 8 minutes to share and receive feedback. Circulate to support.</li><li>• Focus students whole group. Then ask:<ul style="list-style-type: none"><li>* What was the most valuable piece of feedback you received from your partner?"</li><li>* What minor adjustment(s) will you make to your presentation based on the feedback you received?"</li></ul></li><li>• Invite a few students to share their ideas whole group.</li><li>• As time allows, let students make minor revisions to their presentations.</li></ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Introducing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to join their regular small groups with their speeches and displays.</li><li>• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can present my speech and multimedia display to group members using the criteria for high-quality presentation skills."</li><li>* "I can provide feedback to my group members on their presentation skills using the Speech Presentation Rubric."</li><li>* "I can reflect on my speech delivery and multimedia presentation about prioritizing aid to a neighboring country struck by a natural disaster."</li></ul></li><li>• Point out the key terms in these targets that students are familiar with from previous lessons and units. Then, cold call several students to share out the meaning of each term:<ul style="list-style-type: none"><li>– <i>present</i>—share, show, exhibit</li><li>– <i>multimedia display</i>—poster board with key ideas and details from my speech, that includes visuals and text</li><li>– <i>criteria</i>—standards, measures, norms</li><li>– <i>feedback</i>—critique, comment, opinion</li><li>– <i>rubric</i>—a set of criteria, standards to meet</li><li>– <i>reflect</i>—consider, think about, self-assess</li><li>– <i>delivery</i>—speak to an audience</li></ul></li><li>• Ask volunteers to restate learning targets in their own words.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Final Performance Task: Delivering an Opinion Speech with Multimedia Display (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to briefly discuss in groups who will share their presentation first, second, third, and fourth.</li><li>• Distribute three Speech Presentation Rubrics and three <b>sticky notes</b> to each student.</li><li>• Again, remind students of the Peer Critique protocol:<ul style="list-style-type: none"><li>– Be specific.</li><li>– Be kind.</li><li>– Stay on topic (talk about the criteria).</li><li>– Thank your group members.</li></ul></li><li>• Tell students to do the following:<ol style="list-style-type: none"><li>1. Give your full attention to each presenter.</li><li>2. Once a speaker is finished delivering her or his speech, complete a Speech Presentation Rubric for him or her. Give a score for each criterion on the rubric and record brief comments in the boxes to explain why you gave the score you did.</li><li>3. For each speaker, write a brief statement on one of your sticky notes to give the presenter kind and specific praise about his or her speech, based on the Speech Presentation Rubric criteria.</li><li>4. Give sticky notes to the speaker after the presentations are complete.</li><li>5. Turn in the rubrics after the presentations. Until then, hold onto them.</li></ol></li><li>• Ask students to begin and circulate to support as needed.</li><li>• Once all students have presented, collect the completed Speech Presentation Rubrics.</li><li>• Ask students to discuss the following in their groups:<ul style="list-style-type: none"><li>– “What was the greatest strength of your presentation?”</li><li>– “What would you do differently in future presentations?”</li></ul></li><li>• Invite several students to share their thinking whole group.</li></ul>	<ul style="list-style-type: none"><li>• To support visual learners, display these steps on the board or on a task card for students' reference.</li><li>• Consider supporting students who are easily overwhelmed, by dividing the criteria between the three speeches they are to critique. For example, have them critique the first speaker on their introduction and use of task-appropriate language, the second speaker on the body of their speech and clear delivery and the third speaker on their conclusion and multimedia display.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Self-Assessment (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute another Speech Presentation Rubric to each student.</li><li>• Ask students to do the following:</li><li>• Review each of the criteria.</li><li>• Reflect on how well you met each criterion, and assign yourself a score for each area of the rubric.</li><li>• Record brief comments to explain why you scored yourself the way you did.</li><li>• Tell students to hold onto their rubrics for the debrief.</li></ul>	<ul style="list-style-type: none"><li>• Students who are auditory processors or those who get overwhelmed easily by a lot of text should have the option to have a peer or an aid help them process the feedback they received.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Gallery Walk (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to quickly set up their multimedia displays for the class.</li><li>• Distribute two sticky notes to each student.</li><li>• Review the Gallery Walk protocol with students and clarify as needed.</li><li>• Then, display the <b>Multimedia Display Criteria</b>. Read each criterion aloud. Clarify as necessary.</li><li>• Give students 6 to 7 minutes to complete the following:<ol style="list-style-type: none"><li>1. Silently move throughout the room to view peers' multimedia displays.</li><li>2. Refer to the Multimedia Display Criteria and write specific and positive praise on your sticky notes for at least two other students' displays.</li><li>3. Leave sticky notes next to the displays you recorded positive feedback about.</li></ol></li><li>• Circulate to support and ensure each student's display receives at least one piece of positive feedback.</li><li>• Ask students to collect the sticky notes left near their own displays and return to their seats.</li><li>• Allow students a moment to read the positive comments they received. Then, invite a few students to share out a particularly meaningful note they received with the whole group. Encourage students to elaborate on why the comment was meaningful to them.</li></ul>	<ul style="list-style-type: none"><li>• Display the directions for the Gallery Walk for student reference.</li><li>• Students who struggle with the physical act of writing quickly and neatly should have the option to dictate their feedback to a partner or aid to scribe.</li></ul>





Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to refer to the Speech Presentation Rubrics they completed for themselves. Have them turn to a nearby partner and share their thinking about the scores they assigned and why.</li><li>• Direct students' attention to the posted learning targets. Read each one aloud and ask students to show a thumbs-up or thumbs-down to indicate their mastery of each target based on their self-assigned scores on the rubric.</li><li>• Collect students' self-assessed Speech Presentation Rubrics, and congratulate them on their compelling presentations and newfound knowledge about the impact of natural disasters on people and the environment and the ways we can support those struck by disasters through the prioritization of aid.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book.</li></ul>	

There are no new supporting materials for this lesson.