

Sharing Your Knowledge: How to . . . Presentations

180 Minute Task-Teach-Task Instructional Cycle

Lesson Title: Sharing Your Knowledge: How to . . . Presentations		
Communicative Goal(s): Communicating instructions about how to do something; Giving an informative presentation		
Objective(s): Students will be able to identify something they know how to do in their community, at their work, or in their personal lives and communicate the steps in this process using transition/sequence words. Students will be able to listen and understand the steps of presentations given by other classmates.		
Focal Language Feature(s)		
<input checked="" type="checkbox"/> Grammar: Use of grammar in the context of individual how to presentations	<input checked="" type="checkbox"/> Vocabulary: Sequence/transition words/phrases; specialized vocabulary related to presentations	<input checked="" type="checkbox"/> Listening: Understanding a how-to presentation; asking follow-up questions related to presentations
<input checked="" type="checkbox"/> Speaking and Pronunciation: Speaking with clarity and at a reasonable rate; pronouncing specialized vocabulary	<input checked="" type="checkbox"/> Reading: Identifying sequence/transition words in a written how-to presentation; sequencing sentences from a how-to presentation	<input checked="" type="checkbox"/> Writing: Using sequence/transition words and phrases to write a how-to presentation; paragraph structure and organization of ideas/steps
<input checked="" type="checkbox"/> Other: Presentation skills including making eye-contact, using gestures, etc.		
Description of Classroom and Student Population Open enrollment ESL Conversation Group that meets weekly year-round on Thursdays from 7:00 – 8:30pm Average Attendance: 10 - 15 Proficiency Level(s): Advanced Beginners to Advanced Intermediate Languages Spoken: Spanish, Portuguese, Korean, Mandarin, Japanese and Russian		
Copies and Materials: Task1_TaskCards (1 copy for each table); HowtoPresentation_Handout (1 copy for each participant); HowtoPresentation_FeedbackForm (1 copy for each student); HowtoPresentations_OptionalActivity_WashingYourHandsProperly (1 copy for each 2 students); Sample Student Presentations		
Material Preparation: Prepare your own How to Presentation and supporting materials if you do not wish to use the ones provided. Copy HowtoPresentations_GP_WashingYourHandsProperly , cut them into strip and place them in an envelope.		

Table Talk: Catching Up with Others (5 - 10 minutes)	Notes
<p>Students will join tables and introduce themselves to others they don't know. North American English (NAE) speakers often make small talk when they meet someone new or see someone they haven't seen in while. In general, small talk should make people feel more comfortable - not less comfortable - so the topics should not be too personal.</p> <p>Table Talk Weekly Protocol</p> <ul style="list-style-type: none"> • Welcome anyone who is new to your table • Introduce yourself • Use any of these questions to guide your conversation or add your own: <ul style="list-style-type: none"> • How was your week? • How have you been? • How is your family? How are your friends? • Did anything new happen this week that you'd like to share with the group? 	<p>Provide an opportunity for students to connect with each other and "catch-up" from the last class. Encourage students to ask follow-up questions related to what they already know about other students. "Your son is graduating from high school, right? When is the graduation?"</p>
<p>Task 1: How to . . . (20 - 25 minutes)</p> <p>Introduction: <i>Today your group will work together to tell us how to do something. Who would like to give me an example of something that you know how to do?</i></p> <p><i>At each table you will have a task card. You will look at your task and discuss with your group the steps you will follow to tell us how to _____. Think about the following questions as you prepare your mini-presentation. You can write your steps on the handout.</i></p> <ul style="list-style-type: none"> • <i>What materials will you need?</i> • <i>What will you do first? Next? Last?</i> • <i>Is there anything you must do? Should not do?</i> <p>Task Clarification: <i>You will have 10 – 15 minutes to work with your group to decide on the steps and practice giving your presentation. Make sure everyone is responsible for communicating at least one step in the presentation. I will check-in with your tables and see how you are doing. After 10 – 15 minutes your group will</i></p>	<p><i>Italics denote possible script.</i></p> <p>Elicit ideas from students about various things they know how to do in their community, work, or personal lives. If you know specific interests or jobs of students, you can elicit them through questioning. "Jaime, you work in graphic design and are also a photographer, correct? So we could ask you to tell us how to take a good photo, right?"</p> <p>Be prepared to explain <i>mini-presentation</i>. Keep in mind that your goal during this part of the lesson is to make sure participants understand the task, not to "teach" the task. A common issue in this part of the instructional</p>

<p><i>share your mini-presentation with the whole group. Are there any questions?</i></p> <p>Task Completion: Students will work as a table group. The instructor will check in with each table group and take observational notes that will be used to guide the teach aspect of the lesson and focus more/less on specific skills/concepts related to giving a How To presentation.</p> <p>Task Debrief: <i>Now you will have the opportunity to give your mini-presentation to the whole class. Which group would like to go first?</i></p> <p>As groups present, continue to take notes related to the indicators/elements of a How To presentation.</p>	<p>cycle is instructors either giving too much information or too little. The instructor must give enough information and support to ensure that students have what they need to do the task, but just enough so that instructors can take the opportunity to learn what students already know how to do and what specific areas they need additional support – these then become the focus of the targeted instruction of the “teach”.</p> <p>Observational notes should focus on the elements/indicators found on the Feedback Form. See <i>HowToPresentations_FeedbackForm.pdf</i>. It is recommended that you have this form with you as you check in with each group so that you can take notes related to each element/indicator.</p>
<p>TEACH: Giving How to _____ Presentations (40 - 50 minutes)</p>	
<p>Introduction: <i>Now that you have had the opportunity to work with your group to present a mini-presentation, you are going to listen to a presentation that I will give about something I know how to do. First, you will listen to the presentation. You can take notes if you’d like. Then, you will discuss the presentation and any questions that you have with your group. Next, I will give my presentation again, if you’d like. Finally, you will have the opportunity to ask me any questions you may have.</i></p> <p>Modeling:</p> <p>Listening Activity: “How to _____”Presentation</p> <p>Instructor gives a How to _____ presentation that he/she has written. A personal example is provided on the handout and with an accompanying PPT that includes visuals to support the presentation. Make sure your presentation models all aspects of the elements/indicators found on the Feedback Form and just below:</p> <ul style="list-style-type: none"> • an introduction and conclusion • 4 – 5 steps and transitions/sequence words • accurate grammar and appropriate vocabulary 	<p><i>Italics denote possible script.</i></p> <p>You may want to write the steps on chart paper. A slightly longer version is found in the handout. You will use a similar protocol when students give their own presentations in the 2nd Task in this instructional cycle.</p> <ol style="list-style-type: none"> 1. Listen to the presentation. 2. Discuss the presentation with your group. 3. Listen to the presentation again (optional) 4. Ask the presenter questions about the presentation.

<ul style="list-style-type: none"> • clarity and appropriate rate and volume • appropriate eye contact <p>After you have given the presentation, allow students time to discuss the presentation with the group. Check in with groups and support conversation through questioning, as needed. Ask students if they would like to hear the presentation again. If so, give the presentation one more time. Finally, encourage students to ask questions specific to the content of the presentation.</p> <p>Giving a Good “How to _____” Presentation <i>Now, let’s talk about what makes a good How to Presentation. What do you think is important to remember when giving a presentation?</i> Elicit contributions from students and chart them.</p> <p>Pass out the How to Presentation Feedback Form and compare what is on this form to what was elicited from students. <i>Do you see anything on this feedback form that is not on our list?</i></p> <p>Facilitate a class discussion on the elements on the feedback form, specifically focusing on ones that were not elicited. Use the written version of the sample How to Presentation to model specific features (the introduction, conclusion, etc.)</p> <p>Guided Practice (as needed): <i>Before we prepare to give our own presentations, you will use what you learned about the structure of a How to Presentation and work with a partner to read different parts of a presentation and put the sentences or groups of sentences in the correct order.</i></p> <p>Give each partnership an envelope with a set of strips and ask students to work together to order the sentences or groups of sentences in order.</p>	<p>Chart Title: A Good How to Presentation includes</p> <p>Use questioning to elicit contributions. Examples of questions may include: What did you notice about how I started my presentation? What did I do with my eyes? Were they looking only at my paper or did I look at all of you, as well?</p> <p>Based on student contributions and the discussion, determine whether the Guided Practice is needed.</p> <p>Provide support through questioning. Questions may include: Which part do you think is the introduction? Why? How do you know this is the first step? Next step? Could this part go in more than one place in the presentation?</p>
<p>TASK 2: Sharing Your Knowledge: Giving a How to _____ Presentation (60 - 120 minutes)</p>	
<p>Introduction and Connection to Task 1: <i>It’s time to think about giving your own How to Presentation. First, you will talk with your group about some possible topics</i></p>	<p><i>Italics denote possible script.</i></p>

for your own presentation. Then you will prepare a 1 – 2 minute presentation. Finally, you will give your presentation in class next week. You will first practice giving your presentation in small table groups and then you will give the presentation to the whole group.

Task Clarification: Remind participants that the presentation should be between 1 and 2 minutes. They can use the Feedback Form to make sure they include the important elements of a good presentation.

Task Completion: Students will give their presentations first in their small groups and then to the whole group. The instructor can choose to provide feedback using the Feedback Form in either setting.

The protocol for giving presentations should be:

1. Presenter gives their presentation for 1 – 2 minutes.
2. Presenter asks the audience (small group or whole group) if they have any questions.
3. Presenter answers questions.

Task Debrief: After students have given their presentations, use the following questions, or others that you would like to add, to debrief.

- What did you enjoy about giving and hearing How to Presentations?
- What did you learn?
- What was most difficult?
- What would you do differently next time?

Some students may wish to send you a version of their presentation for feedback. Or you may choose to use a class period to meet with students and review their presentations.

You may choose to only take volunteers for giving the presentation to the whole group. It is very important to give students the opportunity to give their presentations in their small groups first as they can receive feedback and make adjustments, as well as build confidence in their presentations skills. Another option is to have students give their presentations in a small group during one class session and then the next week they give their presentation to the whole class. This allows them additional time to make adjustments and continue to practice.

Closing/ Homework (5 minutes)

Thank you so much for giving your presentations. I really enjoyed learning about all of the different knowledge, skills, and experience we have in our class.

Instructor summarizes some of the knowledge, skills, and experience he/she learned from the students.