

Preliminary Preparation Phase	
Course:	Speech I—Noncredit Conversation/Pronunciation
Unit Title	<p>Oral Presentation—Informing others of personal experiences or historical events (Extended over 6 nonconsecutive class periods—1.5 hrs each).</p> <ul style="list-style-type: none"> • End of unit application: Students will present a 5-10 minute speech on a personal experience, tradition, or historical event, followed by a question-and-answer session in which classmates can ask for additional information or clarification of information shared with the class. Students are encouraged to use visuals (maps, diagrams, photos, etc.) as supplements to their presentations.
Lesson’s Content Focus <i>Statement of conceptual or procedural knowledge</i>	<p>Students will be able to produce a monologue on a self-selected topic. Students will inform others of the significance of an event through a monologue.</p> <p>Students will respond to their audience by answering audience-generated questions relating to the topic of presentation.</p>
Essential Question <i>Question for reflecting on essential content presented at start of lesson, but answered in Phase 4</i>	How does extensive speech help develop English Language Learners’ communicative abilities?
Learning Outcome <i>Statement describing task requiring students to demonstrate their understanding by end of the lesson. Task completed in Phase 3 below</i>	Given questions to guide students in preparing for their presentation, students will respond to the questions in order to provide essential information relating to their selected topics.
Lesson Phases with Students	
Phase 1: Introduction	<p>Strategy to contextualize new content and activate prior knowledge: All students are experts in their own lives—no one knows their experiences like they do. This is going to be an opportunity for students to share what they already know about their own lives, family/cultural traditions, or events that are important in their personal or national history.</p>
<p>Phase 2: Presentation</p> <p>a. Explain/demonstrate each new content element to be learned.</p> <p>b. Provide sufficient examples.</p> <p>c. Insert “Quick-Thinks” that function both as checks for understanding and as brief student engagement tasks.</p>	<p>Point #1 Introduce possible topics that can be discussed—topics that would be interesting and informative.</p> <p>These can include holidays, celebrations, significant historical events, personal experiences, lessons learned, etc.</p> <p>Allow students to brainstorm topics that they would like to share with the class; share ideas with a partner and write ideas down on an index card (provided by instructor).</p>
	<p>Point #2 Instructor explains effective aspects of communication:</p> <p>Providing necessary information, selecting a topic that is relevant to others and that is meaningful to the speaker, producing ideas in a coherent manner</p>
	<p>In small groups (3-4 students), students generate questions that they feel are important for a speaker to address</p>
Phase 3: Independent Practice <i>Statement describing task requiring students to demonstrate their understanding by end of the lesson. Matches Learning Outcome above.</i>	<p>Independent practice task: Students provide information (in written/note format) about the key points of their presentations, which will serve as the backbone for their presentation.</p>

<p>Phase 4: Consolidation <i>Students answer Essential Question using one of these strategies:</i></p> <ul style="list-style-type: none">● Whole class discussion, then write.● Partner discussion, then write.● Write first then share with partner.	<p>Strategy for answering the essential question: Think-Pair-Square-Share: Students will think about (and write their own ideas about) why extensive speech will contribute to their oral communicative abilities, then they will share their ideas with a partner. Pairs will then form small groups (square) and discuss their responses before the whole class reconvenes to share and discuss the purpose of extensive speech in an English language classroom.</p>
<p>Materials Needed</p>	<p>Index cards, board/markers, questions to consider in preparing a presentation.</p>