



PRESENTING INFORMATION ORALLY



GRADE 1-3

Teacher Guidelines	▶	pages 1 – 4
Instructional Pages	▶	pages 5 – 6
Activity Page	▶	pages 7 – 9
Practice Page	▶	page 10
Homework & Quiz Page	▶	pages 11 – 13
Answer Key	▶	pages 14 – 17

Classroom Procedure:

1. Call students to the carpet/front of the room to sit together. Hold up a photo of an animal that you have chosen to present about. Run through your model presentation using several visuals and include between 5-10 facts tied to visuals. Present in a meaningful and interactive way (asking questions, having students guess and predict, etc.).
2. When you are done presenting, say, “We can find out all about animals by reading about them in articles or books, but it can be a nice change of pace/more engaging to hear someone tell us information. It gives our brains a chance to learn through listening, not simply reading. It gives the person who is presenting information a chance to share their knowledge, which also helps your brain learn it better. When we speak to present information, this is called an ‘oral presentation’.” (Note that at the first grade level, research is shared research and will have to be student led. Second and third graders can have more independence with research. Depending on your student body, you may have to adapt the lesson to include shared research, where the teacher takes a guiding role.)
3. Ask students if they have heard the term “oral presentation” before, or if they have given one. Ask them what they think are the key components of presenting information orally. Ask for responses, and clarify if needed that a presentation is when you share information that you have researched. You make it fun and creative, look at your audience, and use visual examples or components to create a rich experience. Next, ask students how they should behave as listeners to a presentation. Say, “How do you behave when someone is presenting to you?” List response on the board- such as, look at the speaker, sit quietly, pay attention to what they are saying and showing, etc.
4. Explain that students will be creating one of their own, selecting an animal or something else within the topic parameters you select (make sure you pick something that has enough options for all students to have a unique presentation within the topic).

Approximate Grade Level: 1-3

Objectives: The students will create a presentation with oral and visual components and present information to peers and teachers.

State Educational Standards*

CCSS.ELA-LITERACY.SL.3.4

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.

CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.ELA-LITERACY.SL.1.4D

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Class Sessions (45 minutes): 4-5

Teaching Materials/Worksheets: Copies of included activity, practice, homework, and quiz pages(2), markers or chalk, chart paper, print outs, computers to show other students giving oral presentations, white and lined paper, art supplies.

Student Supplies: Handouts, paper, writing utensils, art supplies, access to research materials online or in print.

Prepare Ahead of Time: Prepare copies of handouts, complete your own 3 minute oral presentation on an animal of your choice, select resources/websites for research, preview videos, print additional resources printables if desired, cue up websites or print out animal articles from websites.

Options for Lesson: Day one: Students will activate background knowledge, watch the teacher present information, and identify basic components of effective presentations (EEVV model mnemonic, Evidence, Eye-contact, Visuals, Voice). Day two- Student research and write simple presentations. Students complete a presentation practice sheet at home. Day three- Students complete presentation writing and visuals, practice with the teacher or a partner. Day four- Presentations begin and students take quiz.. Depending on class size and how you want to stagger the presentations, it could go on for several days.

*Lessons are aligned to meet the education objectives and goals of most states. For more information on your state objectives, contact your local Board of Education or Department of Education in your state.

5. Have students individually brainstorm facts they already know about a few subtopic options within the topic. For example, a student might list all they know about wolves and all they know about elephants.
6. Have the students choose their topic, and then guide them through shared research and collecting information as a whole class using the model presentation material included. The first step should be collecting facts.
7. Read aloud the sample research paper provided. At the end of reading, have students identify the five main facts they think would be important to include in a presentation.
8. Guide students toward choosing main idea facts, facts that are important to understanding the topic, in this case, bees. Point out facts that should be included, and details that can be omitted when they create their own notes for the presentation.
9. Emphasize that gathering information for a presentation does not just mean retelling word for word. Presenting means taking key information, sharing it, and making it engaging and memorable.
10. Using the research paper provided as a sample, give a quick presentation on it as you outline and introduce the EEVV mnemonic model on an anchor chart or on the board.

E- Evidence	EVIDENCE- Facts from research that you will discuss and explain. This is the basis for your presentation. As you read and listen, take notes and remember important things you will need to share with your audience.
E- Eye contact	Eye contact- It's boring when someone reads from their paper and never looks up at their audience. Your audience will be much more excited and engaged if you look at them when you share your presentation. It's fine to use notes, but look up some times. Don't be nervous! Find a friendly face in the class, or your teacher's face, and talk like you're sharing a story with your best friend.
V- Visuals	When you present information, it's more exciting to have something besides the sound of your own voice. Visuals add examples that your audience can see, helping your presentation have more depth.
V- Voice	Your voice is important! You have to communicate clearly with enthusiasm. You need to sound knowledgeable about your topic. If you're too loud, your audience will think you're shouting at them. If you whisper, no one can hear you. Make sure your voice is just right, and that you can keep speaking without having to sop too many times. Beware of "umms" and "uhhs".

12. At this point, the focus should shift to shared research, or independent research at your students' reading levels. They will use the first activity page independently, or with adult support as needed, to list their topic, and list five or ten facts, with reasons why they think those reasons deserve to be included. This should take the majority of a class period, minimum.

13. Have students map out their presentation's visual components and formats on the second activity sheet- the Visual Planning Sheet.
14. Students will use their list of facts from the first activity page as talking points , taking turns with a partner to build confidence in presenting information.
15. The students will complete the presentation practice sheet at home.
16. Students will prepare their oral presentations and prepare visuals.
17. Students will continue to practice presenting, incorporating visuals.
18. Students will give their oral presentations to the class. As they present, use a rubric to assess their performance. Students also take the quiz on oral presentations.
19. The homework page can be assigned at any point after the EEVV chart has been introduced.



Teacher Notes

Orally presenting information in front of an audience is a critical component of public speaking and a skill required for most academic and professional communication. Starting the process of identifying information to share and sharing it in an engaging manner early serves our students well. It provides practice of a skill they will continually draw upon, as well as laying a foundation that will hold up as demands of preparing and presenting information grow throughout their school career.

Examples Research and Oral Presentation Notes

Sample Research Paper

How Do Bees Make Honey?

By Mary Culler

Have you ever wondered how something as small as a bee could make something with such big flavor? Bees create honey through a complicated process. There are several factors involved in honey creation. The first is the bee's diet. The second factor is what occurs inside the bee itself. Finally, the beehive plays an important part. Let's look at how honey making starts.

Honey actually begins with flowers. A flower contains nectar. As bees fly from flower to flower for the purposes of pollination, they feed on the nectar from flowers. Depending on what flowers the bee visits, the honey will have different properties of taste and color. However, before we get to the honey, we have to discover what what happens to the nectar in the bee's body.

Once the bee eats the nectar, it starts to transform. Natural chemicals in the bee's body turn nectar into different types of sugar, fructose and sucrose. The bee's body also turns some of the sugars into acids which kill bacteria. At this point, nectar is a sweet, watery mix, but it is far from honey. The honey is actually developed in the hive.

Beehives are not just places for bees to rest at night. The beehive contains many little cells, or holes. As the bee creates the watery mix of nectar and sugar, it deposits it into the holes in the hive. The mix is still runny, and not what we think of as the thick, syrupy honey. In order to thicken the mixture, bees fan the deposits with their wings. Soon the hive is full of a thick, sweet liquid- honey. To prevent it all from slowly escaping, bees seal this honeycomb with beeswax. Honey can then be harvested by human beekeepers.

Honey is delicious, but it takes a lot of work from many bees to create. Flowers must be visited in order to collect nectar. Biological processes inside the bee have to turn the nectar into purified sugars. The nectar mixture has to be thickened and preserved in the hive. The next time you are about to enjoy a mouthful of delicious golden honey, think about all the hard work that went into it!

Works Cited:

1. Finn, W. (2013, November 5). How Do Bees Make Honey? A Guide for Kids. Retrieved July 20, 2016, from <https://miniymmers.com/how-do-bees-make-honey-for-kids/>
2. How Bees Make Honey. (2016). Retrieved July 20, 2016, from <http://honeybee.org.au/education/wonderful-world-of-honey/how-bees-make-honey/>
3. Kempa, M. (2013). Calling All Honeybees! A Kids Book About Honeybees & How They Make Honey. Amazon Kindle.

Honeybee Oral Presentation:

Sample presentation bullet points (print out visuals you like based on the topic of honeybees, such as ones available at a free /non-copyrighted site such as <http://www.freeforcommercialuse.net/> (search bees, flowers, honey, etc.)

- The importance of the honeybee- pollination, our food sources rely on bees for pollination*
- Bees are the sole creators of honey- role in gathering, transforming, storing, and thickening*
- Multistep process that revolves around the bee, but incorporates the hive and the flowers*
- Appreciation and understanding of the hard work that honeybees engage in that we enjoy*



Information Organizer

Directions: Using your selected topic, plan out the items you will discuss during your presentation and why you chose them.

Title: _____

Topic: _____

State five to ten facts you will include in your presentation, and explain why each fact is important and deserves to be shared.

Fact 1: _____

Reason: _____

Fact 2: _____

Reason: _____

Fact 3: _____

Reason: _____

Fact 4: _____

Reason: _____



Activity

Name _____ Date _____

Fact 5: _____

Reason: _____

Fact 6: _____

Reason: _____

Fact 7: _____

Reason: _____

Fact 8: _____

Reason: _____

Fact 9: _____

Reason: _____

Fact 10: _____

Reason: _____



Organize Your Info!

Group your facts into at least two categories, possibly more, based on what your teacher's expectation include. Make sure that your discussion groups of facts that fit together.

Next, I'll discuss: * * * Visual?	First, I'll discuss: * * * Visual?
Lastly, I'll discuss: * * * Visual?	Then, I'll discuss: * * * Visual?



Practice

Name _____ Date _____



Directions: Think about how you want your presentation to look and sound. Map out your presentation by answering these questions and completing each section.

Title: _____

Topic: _____

Visuals: I will use at least three visuals. These include:

Image/Explanation	Image/Explanation	Image/Explanation

Timing: My goal time for completing my presentation is: _____ minutes

When I practice out loud, my time is: _____ minutes (Practice out loud with a timer or stopwatch in order to fill in this item.)

Think about these questions: Do you need to slow down? Stop pausing so much? Include more or less information? Are you including your visuals as you speak?

What is your plan to make your presentation reach the correct time? _____



Homework

Name _____ Date _____



Directions: Grab a parent, teacher, or other adult in your life and get ready to wow them! You are going to practice your presentation in front of your audience of one. As you practice, they will give you feedback on each area of the EEVV chart so that you can polish your presentation before sharing with the class.

Title: _____

Topic: _____

Guidelines	Feedback
E- Evidence Facts from research that you will discuss and explain. This is the basis for your presentation.	Were there at least five clear facts? Did information clearly relate to the topic? Notes:
E- Eye contact Your audience will be much more excited and engaged if you look at them when you share your presentation. It's fine to use notes, but look up some times. Don't be nervous! Find a friendly face in the class, or your teacher's face, and talk like you're sharing a story with your best friend.	Did the presenter look up and make eye contact most of the time? Did the presenter have times where they were too absorbed in their notes? Notes:



Homework

Name _____ Date _____

<p>V- Visuals</p> <p>When you present information, it's more exciting to have something besides the sound of your own voice. Visuals add examples that your audience can see, helping your presentation have more depth.</p>	<p>Were there at least three visuals?</p> <p>Did the presenter make them a part of the presentation?</p> <p>Were they clearly related to the topic?</p> <p>Notes:</p>
<p>- Voice</p> <p>Your voice is important! You have to communicate clearly with enthusiasm. You need to sound knowledgeable about your topic. If you're too loud, your audience will think you're shouting at them. If you whisper, no one can hear you. Make sure your voice is just right, and that you can keep speaking without having to stop too many times. Beware of "umms" and "uhs".</p>	<p>Rate of speed?</p> <p>Volume?</p> <p>Appropriate pauses?</p> <p>Few hesitations?</p> <p>Notes:</p>
<p>What three things did the presenter do well?</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>What three things does the presenter need to improve, if any?</p> <p>1.</p> <p>2.</p> <p>3.</p>

Adult signature: _____ Date: _____



QUIZ

Name _____ Date _____

Presentation Do's and Don'ts

Complete the chart with a list of Do's and Don'ts. Include at least three tips for each side.

Do	Don't
1.	1.
2.	2.
3.	3.

EEVV practice: Describe important information for the four categories below to help anyone give a great presentation!

E- Evidence
E- Eye contact
V- Visuals
V- Voice



Activity

Name Answer Key Date (may vary)



Activity Page One- Answers will vary as each presentation is based on individual student responses.



Practice

Name _____ *Answer Key* _____ Date _____



Practice Page: Answers will vary as the exercise is based on individual student responses.



Homework

Name _____ *Answer Key* Date _____



Homework Page: Check for adult signature and notes on the presentation. The presentation guidelines on the EEVV chart should be met.

Quiz: Answers will vary, but some suggestions might include:

Do	Don't
Do include visuals.	Don't look at your notes the entire time.
Do speak loudly and clearly.	Don't include too many pauses and words like "um".
Do include plenty of important facts.	Don't rush through your presentation.

EEVV practice: Describe important information for the four categories below to help anyone give a great presentation! Answers will vary, but some suggestions might include:

E- Evidence Make sure that you include important facts. Tie your information to your topic.
E- Eye contact Remember to look at your audience. Find a friendly face and pretend you're speaking to an old friend. Keep looking up, not at your notes.
V- Visuals Make visuals interesting and tie to your presentation. Visuals should make your presentation more exciting, not just look good.
V- Voice Don't speak too fast or too slow. Make sure your voice is clear. Don't shout, but don't whisper.