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| **SOLs:**  **7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.**  **a) Communicate ideas and information orally in an organized and succinct manner.**  **d) Use language and style appropriate to audience, topic, and purpose.**  **e) Use a variety of strategies to listen actively.**  **7.2 The student will identify and demonstrate the relationship between a speaker’s verbal and nonverbal messages.**   1. **Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.** 2. **Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.**   **7.3**  **The student will understand the elements of media literacy.**  **c) Describe how word choice and visual images convey a viewpoint.**  **d) Compare and contrast the techniques in auditory, visual, and written media messages.**  **e) Craft and publish audience-specific media messages.**  **7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.** | | |
| **BIG**  **IDEAS:** | | **Enduring Understandings:**   * Literate and critical consumers of information and ideas read large volumes of text, at ever increasing levels of complexity * Ideas can be communicated in a variety of forms * Communication occurs in a variety of mediums   **Essential Questions:**   * How can I use a variety of communication mediums and tools to present ideas effectively? * What is the connection between spoken word and visual imagery? * How can my communication skills inspire those around me? * How can I edit and revise ideas so that the most important points do not get lost in a sea of text/speech? |
| **LEARNING OBJECTIVE:**  **What the student will accomplish during the given lesson, including the:** | | |
| **Conditions** under which the students will exhibit those behaviors  **GIVEN:** (what materials and or resources will students be using) | | **GIVEN:**  An independent reading text, guidelines for Pecha Kucha, a teacher model, structured workshop time |
| **Behaviors** students will exhibit to show learning  **STUDENTS WILL WORK:** (how will they be working....independently, in pairs, in groups, in stations)  **TO:** (verbs—what will they do – identify, analyze, create, etc. – use the Bloom’s or Webb’s verbs) + your content (what from your curriculum framework will they be identifying, analyzing, etc.) | | **STUDENTS WILL WORK:**  Independently, in partners, as a class  **TO:**  Effectively communicate ideas |
| **Criteria** the teacher will use to determine whether students meet the objective  **BY or IN WHICH or IN ORDER TO:** (what will they do with what you’ve given them to prove they can meet the objective – how will you know they got it?) | | **BY:**  Presenting a book talk in the Pecha Kucha style. |
| **TEACHER and STUDENT ACTIVITIES:** | | |
| Day 1 (of School) | Teacher will introduce herself to the class using Pecha Kucha. This presentation will include only personal information and will follow the Pecha Kucha model of 20 slides containing images, 6 minutes and 40 seconds of speaking.  Students will then participate in Beginning of the Year Stations to familiarize themselves with classroom expectations, the syllabus, etc. | |
| Later (Probably End of 3rd Quarter)  Probable Duration: 1 Week | Teacher will remind students about the first day presentation. Then explain that students will give a book talk about their independent reading novel in the same style.  Teacher will again model the format of the Pecha Kucha, giving a book talk on a book she has recently been reading.  Teacher will review the expectations and rubric for a Pecha Kucha presentation. For students, the expectation will be that presentations will be 10 slides (3 minutes 20 seconds) in length.  Students will utilize the rest of the first day and the next two class days to workshop their book talk presentations. During this time, the teacher will allow students time to craft the speaking portion of their talk, by having students rehearse the timing of 20 seconds per slide.  At the end of the week, students will present their Pecha Kucha Book Reviews to their peers. Students will peer assess using the rubric provided by the teacher. | |
| **Additional Information:**  **Possible Accommodations:** | | |

**Reflection:** What worked? What didn’t work? What could I do differently next time?

**Rationale:** Why teach this lesson this way? Why given, these objectives, are these the best strategies?

Pecha Kucha provides a highly structured presentation mode, that will help students select only the most relevant information and edit their ideas to include only what they really need to say. Using this method to present book talks on independent reading novels allows students to share what they’ve been reading in a creative way, and hopefully, inspires others to read books that are shared.

**CTA Connection:**

**Pecha Kucha was presented by Katie Dredger.**