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EDUC 315  
Oral Language Lesson

**Lesson:** Author Presentations

**Length:** 30-45 minutes

**Age or Grade Level Intended:** 9<sup>th</sup> grade; English/Language Arts

**Academic Standard(s):** 9.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

**Performance Objective(s):**

For an assigned presentation, the student will use visual aids to enhance the appeal and accuracy of the two to four minute presentation 3 out of 4 times.

**Assessment:** When giving a presentation the student will use visual aids to demonstrate and aid the relevant and important information being presented. During the student presentation, the teacher will have a rubric with specific areas of grading. Teacher will keep track of time using a clock or stopwatch.

**Advance Preparation by Teacher:**

Expectation/Grading Rubric  
Acquire stopwatch (for presentation day)

**Procedure:**

**Introduction/ Motivation:**

“The last couple of weeks we have been reading works by some very “famous” authors. Can you tell me the authors we have been reading?” Make list of authors on the blackboard. (Example: Shakespeare, Homer, etc)

*Bloom's: Knowledge, Level 1*

**Step-by-Step Plan:**

1. Explain that the student will choose an author and then find out some basic interesting facts about the author through research on the internet and in reference books. Ask student to choose the author they would like to research.
2. Hand student prepared grading rubric. Go over criteria on the rubric. Explain to student that a part of the project is making a visual aid (PowerPoint, poster, handout) highlighting the key points and facts about the author. Ask if there are any questions/clarifications.

3. Student will be allowed to use class time to research author in the library on the computer and in reference books. Allow students the next three class periods 30-45minutes to find relevant information as stated on the rubric and to prepare a visual aid presentation. (If one more class time is needed allow a few more minutes/another workday.)
4. In addition to the visual aid, the student will be allowed to have note cards, which highlights/scripts out what the student will say during the presentation. The note cards will not be graded, they are strictly to aid the student in speaking.  
*Gardener's: Visual-Spatial*
5. Student will present the two to four minute project (if student is uncomfortable speaking in front of the group the student will present for the teacher individually.)

**Closure:** After presentation, ask the student the following wrap up questions (student may write down answers or they may say them aloud):

- 1) What was the most interesting fact you found out about your author and why did this fact grab your attention?  
*Bloom's: Analysis, Level 4*
- 2) Why is it important to read works by this author?  
*Bloom's: Evaluation, Level 6*
- 3) Did you like/dislike using a visual aid during your presentation? Why or why not?  
*Bloom's: Evaluation, Level 6*
- 4) Will you use that kind of visual aid again, or will you use something else? Why or why not?  
*Bloom's: Evaluation, Level 6*

**Adaptations/ Enrichment:**

This lesson was written for a student with an oral language disability.

**Self-reflection:** If I were to do this project/lesson for a class, I would probably have students work in pairs or small groups depending on how many authors we covered that semester and how many students were in the class. I would have my students research more in-depth information about the authors and would require that the presentation be no shorter than five or six minutes long, because they would be expected to prepare more

information. I would still allow students the option of note cards while presenting, however, they would be more than welcome to memorize/improvise what they were going to say.