



# Speaking, Listening, and Viewing Workshop

## Narrative Presentation

### Summary

In this workshop, students will present a narrative orally. Invite volunteers to read the steps aloud. Use the following instruction as you guide students to complete the tasks.

**1. Connect to Your Writing** If students decide they do not want to use the story they wrote for their presentation, have them brainstorm a hero whose story they want to tell.

**2. Plan Your Presentation** Help students become more aware of how to appeal to an audience. Write a two-column chart with + and - as headings. **Model** As I plan for a presentation I will use my voice to show what different characters are like. Write the idea below the +. As students plan their presentations, encourage them to add suggestions about appealing to the audience.

**3. Practice Your Presentation** Model reading a part of a narrative text aloud to demonstrate appropriate facial gestures, volume, and style of voice. **Ask:** Did I change my facial expressions? Did I speak loudly or softly in different parts? Did I emphasize parts with the style of my voice? Have students comment and use these techniques as they practice their presentations.

**4. Give Your Presentation** Preview the Presentation Checklist with students and provide time for them to make changes. Then have students present their stories.

### LISTENING TO APPRECIATE

Explain to students that one purpose for listening is to appreciate what another person says or thinks. Then read aloud the text with students. As students listen to presentations, have them use the sentence frames to record their reactions, and then share them with the speaker.

### Assess

Use the Presentation Checklist to assess students' narrative presentations.

- Spoke clearly and precisely in a style that fits the characters.
- Charged pace to fit with the story's events.
- Varied the tone and volume of voice to add interest.
- Made and held eye contact with the audience.

**CA ELA / ELD Standards**

**ELA** W 1.5, 1.6, 2.1a, 2.1b, 2.1c

**ELD** W B2, B5, EI2, EI4, I1, I5, I7, EA1, EA4, EA7

**ELA** LC 1.1

**ELD** LC B7, B8, B9, EI9, EI10, EI11, I11, EA11, EA12



# Speaking, Listening, and Viewing Workshop

## Narrative Presentation

### Activity

#### 1. Connect to Your Writing

Give an oral presentation of a short story narrative to your classmates. Use the short story you wrote for the Writing Workshop on pages 47-51.

#### 2. Plan Your Presentation

Reread your story. Mark the parts that you want to include in your presentation. Remember that the plot has a beginning, a middle, and an end. Write the important events, dialogue, and descriptive details on note cards.

#### 3. Practice Your Presentation

Practice your presentation in front of a mirror. Watch your facial expressions and gestures. Listen to the volume and style of your voice. Practice your narrative until you feel ready to give your presentation.

#### 4. Give Your Presentation

- Speak clearly.
- Say the dialogue the way the characters would speak.
- Speed up or slow down to tell important events.
- Change how soft or loud you speak to show emotions and suspense.

### LISTENING TO APPRECIATE

As you listen to another student's presentation, take notes. What did you like about the story? Why did you enjoy the way the student presented it? Share your ideas with the student. Use the sentence frames below.

- I liked how you moved when you spoke because \_\_\_\_.
- I could picture the story because \_\_\_\_.
- The character I liked best was \_\_\_\_ because \_\_\_\_.

### CA Content Standards

#### Listening and Speaking 2.1

Deliver narrative presentations:

- a. Establish a context, plot, and point of view.
- b. Include sensory details and concrete language to develop the plot and character.
- c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).

### Differentiated Instruction

#### Beginning / Early Intermediate

Have students use their own story or one that is more familiar to them for the presentation. To help students prepare, interview them about their story and have them record their responses on the note cards. Students can present to a small group.

#### Intermediate

Read part of a story aloud, making some mistakes in volume, facial expressions, and gestures. Have students respond with helpful advice. Then have one partner rehearse as the other suggests what is good and what can be improved. Students can incorporate the helpful suggestions when they present to the whole group.

#### Early Advanced

Help students set their own goals for their presentation. **Ask:** What do you want your audience to feel or understand? How will you do this? Have students answer the questions and then rehearse with that information in mind.