**Unit 6B  
Tom & Sherlock**

**“The Red   
Headed League”**

**LESSON 1**

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# Teacher Edition: Conversation & Collaboration

## Lesson 1: Produce Language

Lesson Notes:

The Conversation & Collaboration lessons focus on language acquisition. They include opportunities for students to practice speaking English through a variety of activities. The Teacher Edition provides suggestions for ways in which students might practice speaking English while working independently.



Students can complete the speaking, listening, and presenting activities in a variety of ways, depending on access to technology:

No tech: Students can write their answers and then speak with someone at home or with a friend.

Wi-Fi access: If students can access Wi-Fi, they can use an online app such as Vocaroo to record themselves or Screencastify to make a presentation and email it to you.

Smartphone access: Students can record audio or make a video presentation and email it to you.

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Description automatically generatedThis lesson includes opportunities for collaboration. If students have access to the necessary technology, they can complete all activities in this lesson with an assigned partner. Paired students should each fill out all sections of the lesson as they work with their partner. Each student should present their own paragraph in Activity 3 of the lesson.

If you are assigning partners, students should be paired with another student at least one proficiency level higher or lower than them (e.g., Emerging with Expanding; Expanding with Bridging, etc.), if possible.

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Description automatically generatedThis lesson offers speaking opportunities. Inform students in advance if they will use technology to complete these activities.

In this lesson, students discuss engaging and effective presentations, as well as active listening. They will present their summary in this lesson.

This is the end of the Teacher Lesson Notes. Please print the Student Edition starting on the next page.

# Student Edition: Conversation & Collaboration

## Lesson 1: Produce Language

**In this lesson, you will...**

* review how to be an effective presenter.
* reflect on how to improve your summary.
* present your summary.

### Materials:

Bilingual dictionary

Your summary of the text, *The Adventures of Tom Sawyer*, from Sub-Unit 2, Lesson 1

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| --- |
| **A picture containing mirror  Description automatically generatedIcons**  **A close up of a logo  Description automatically generatedSpeaking activity**  **Pair activity**  **Wi-Fi and a Tablet, Computer, or Smartphone**  **A picture containing knife, drawing  Description automatically generated­Ideas**  **Vocabulary** |

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Description automatically generated Warm-Up: Reflect on your last presentation



1. Think about the last time you gave a presentation. What were some of the things that made the presentation effective and engaging? What are some of the things you want to improve about today’s presentation? Use the sentence frames and writing box to plan your speaking.

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**Vocabulary Tips:** Definitions

**effective**: successful or having the results you want

**engaging**: interesting enough to make you pay attention

**presentation**: an activity in which a person shows or explains something to a group of people

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| **Emerging** | I will focus on \_\_\_\_\_\_\_\_\_\_. |
| Expanding | I will focus on \_\_\_\_\_\_\_\_\_\_ to engage my audience and \_\_\_\_\_\_\_\_\_\_ to improve my presentation. |
| Bridging | Engaging the audience is important, so I will be focusing on \_\_\_\_\_\_\_\_\_\_. I will also focus on \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ to improve the quality of my presentation. |

1. Talk to someone. Tell someone how you will improve your presentation.
2. If you are working with a partner, listen carefully to your partner’s answer. Summarize their answer in the box.

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Activity 1: **Identify what makes an engaging and effective presentation**

During a presentation, a presenter wants to share information with the audience. The presenter wants the audience to understand the information and enjoy the presentation. In this activity, you will identify actions that will make your presentation effective   
and engaging.

1. Read the statements in the first column of the chart. Work with your partner to understand each statement. Act out the statement if that helps you or restate it in your own words.
2. Decide if each statement in the first column describes an effective and engaging presentation. Write “yes” or “no” in the second column of the chart. Explain your reasoning in the third column.

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**Vocabulary Tips:** Definitions

**brief**: lasting a short period of time

**concise**: including only necessary information

**audience**: the people who listen to a presentation

**feedback**: information that is given to someone to help improve a presentation

**content**: information in a presentation

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| --- | --- | --- |
| Statements | Does this describe an effective and engaging presentation? | Why or why not? |
| 1. The presenter includes the content required for the presentation of a summary. | Yes | We can see the presenter, and we feel like they want to talk to us. |
| 1. The presenter reads the summary in a clear, loud voice. |  |  |
| 1. The presenter holds their paper in front of their face, so the words can be seen clearly. |  |  |
| 1. The presenter stands up straight and looks at the audience often during the presentation. |  |  |
| 1. The presenter listens to the feedback from the audience on how to improve their next oral presentation. |  |  |
| 1. All important details are included. Less important details are not included. |  |  |
| 1. The presenter shows appreciation to the listener (says “thank you,” bows). |  |  |
| 1. Details are the speaker’s opinions presented in the same order as the original or adapted text. |  |  |
| 1. The presenter answers questions from the audience accurately and politely. |  |  |
| 1. The summary is brief and concise. |  |  |

1. Talk about it. Put a star next to the three actions you think are most important for an effective and engaging presentation. Talk about the actions you marked with someone.

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Description automatically generated Activity 2: **Identify characteristics of an active listener**



A great presentation needs an audience of good, or active, listeners. When listeners are also providing feedback to the presenter, active listening is very important.

1. Review the different actions listeners do during presentations. Place a check next to the ideas that are characteristics of good, active listeners.

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| * The listener writes thoughtful and helpful constructive feedback. | * The listener takes notes. | * The listener compares their notes with other listeners during the presentation. |
| * After the presentation, the listener shows appreciation by clapping or thanking the presenter. | * The listener raises their hand to ask questions during the presentation. | * After the presentation, the listener asks logical and thoughtful questions about the presentation. |
| * The listener takes notes on actions and strategies that they could borrow for a presentation. | * The listener thinks about what questions to ask the presenter. | * The listener sits up straight and listens respectfully. |

1. Talk about it. Talk to someone about the actions and characteristics you marked above. Use the sentence frames to guide your speaking.

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| **Emerging** | Good listeners \_\_\_\_\_\_\_\_\_\_ during a presentation. |
| Expanding | Active listeners \_\_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_\_. |
| Bridging | Characteristics of active listeners include \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_.  These actions are important because \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_. |

1. If you are working with a partner, listen carefully to your partner’s answer. Summarize their answer in the box.

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Description automatically generated Activity 3: **Present your summary**



In this activity, you will present your summary.

1. Prepare to Present. Review the Presenter Checklist and Comments form with someone.
   1. Presenter: Use the list to remember what you should do during the presentation.
   2. Listener (audience): Complete the checklist and write comments as you listen to the presenter.

**PRESENTER CHECKLIST   
AND COMMENTS**

### Summary of *The Adventures of Tom Sawyer*

Presenter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Audience Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CHECKLIST**

1. \_\_\_\_\_ The presenter stands up straight and looks at the audience often during the presentation.
2. \_\_\_\_\_ The presenter reads the summary in a clear, loud voice.
3. \_\_\_\_\_ The presenter includes the content required for a summary
4. \_\_\_\_\_ The summary is brief and concise.
5. \_\_\_\_\_ The presenter explains the topic well.
6. \_\_\_\_\_ All important details are included and less important details are excluded.
7. \_\_\_\_\_ Details are presented in the same order as the original text.
8. \_\_\_\_\_ The presenter uses facts not opinions.
9. \_\_\_\_\_ The presenter acknowledges appreciation shown by the listeners (says “thank you,” nods head, bows).
10. \_\_\_\_\_ The presenter answers questions from the audience accurately and politely.
11. \_\_\_\_\_ The presenter responds positively to the feedback from the audience on how to improve their next oral presentation.

**COMMENTS**

**Positive feedback for presenter:**

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**Constructive feedback for presenter:**

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1. Present your summary to someone.
2. Talk about it. After you have completed your presentation, your listener will give you feedback on your presentation. Complete the form with information your listener tells you.
3. Then, be an active listener for someone as they make a presentation. Use the checklist and feedback form to provide information to the presenter when they finish.

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Wrap-Up



At the beginning of the lesson, you shared your goals for making an effective and engaging presentation. Reflect on your work by answering the following question.

Were you able to meet your goals?

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