*English Instructional Plan – Action Research Project*

**Primary Strand: 6.2, 7.2, 8.2, 9.1 – Multimodal Presentations**

**Integrated Strand/s: The student will create multimodal presentations that effectively communicate ideas.**

**Essential Understandings:**

* understand that each member brings a unique viewpoint to the group
* understand paraphrasing and summarizing means restating the main points more succinctly than the original presentation
* understand nonverbal communication and its impact and use it purposefully
* understand that using more than one communication mode creates a more effective presentation.

**Essential Knowledge, Skills, and Processes:**

* create a presentation that uses two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language and written language)
* plan and deliver a multimodal presentation using the following steps:
  + determine topic and purpose
  + identify the intended audience
  + choose vocabulary appropriate to topic, purpose, and audience
* use strategies for summarizing, such as
  + deleting trivial and/or redundant information
  + substituting a general term for a list
  + creating a main idea statement
* demonstrate appropriate eye contact with listeners
* speak clearly at an understandable pace with appropriate tone and volume
* use acceptable posture according to the setting and the audience.

**Primary SOL:**

**6.2 a** Use effective verbal and nonverbal communication skills to deliver multimodal presentations.

**7.2 a** Select, organize, and create content to complement and extend meaning for a selected topic.

**8.2 a** Select, organize, and create multimodal content that encompasses opposing points of view.

**6.2 b, 7.2 c, 8.2 b** Use language and vocabulary appropriate to audience, topic, and purpose.,

**9.1a, c, j** Make strategic use of multimodal presentations and evaluate impact

**Reinforced (Related Standard) SOL:**

**6.1, 7.1, 8.1** The student will participate in, collaborate in, and report on small-group learning activities.

**6.2 c** Give collaborative and individual formal and informal interactive presentations.

**6.2 d, 7.2 d,** Paraphrase and summarize key ideas of a presentation.

**7.2 b, 8.2 c** Use effective verbal and nonverbal communication skills to deliver multimodal presentations.

**8.2 g** Evaluate presentations.

**6.6 c** Summarize supporting details.

**7.6 h, 8.6 i** Summarize the text, identifying supporting details.

**Academic Background/Language:**

Students will need to understand vocabulary related to analyzing media messages and vocabulary related to their topic choices.

## Materials

* Sample planning materials for students for different presentation types
* Feedback forms (possibly through a google form) for students to workshop presentations
* Evaluations for presentations

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Teacher will distribute group proposals from earlier in project (see below) and have students discuss their projects in groups.
* Teacher will review expectations for project.
* Teacher will instruct students to plan their projects before they start creating them. Depending on the level of the students, teacher may want to model several types of planning documents for different projects (for example: a storyboard for a video or a speech with slides). Teacher may also choose to lead a discussion about how students might plan for different project types instead.
* Teacher will instruct students to plan projects in groups.
* When groups are done planning, they will conference with the teacher before beginning the project.
* Students will then begin creating projects in groups, according to a timeline set by teacher. Teacher will circulate and coach/assist as needed.
* When done, teacher will give instructions for workshopping projects to get feedback. Students will have a “workshop” in which they present to another group informally in order to get constructive feedback on what went well and how to improve. Teacher will circulate and coach/assist as needed.
* Students will be given time to revise based on workshop feedback and time to practice for formal presentations. Teacher will circulate and coach/assist as needed.
* Teacher will review expectations for audience members and presenters during presentations. Teacher will explain and model an evaluation form designed by the teacher to fit student needs and abilities.
* Students will present their action research projects to the class.
* Audience members will evaluate presentations using a feedback form.

**Assessment (Diagnostic, Formative, Summative)**

* Teacher should confer with students as they plan and work on projects.
* Teacher will participate in feedback sessions for informal feedback and collect formative data about student progress towards dynamic presentations.
* Teacher will summatively evaluate student’s final project and presentation.

**Writing Connections:**

* Students will organize their information and evidence into their chosen project format. Students will plan before drafting and will revise based on feedback.

## Extensions and Connections (for all students)

* Students can use their research to write a persuasive essay individually arguing for the solution they researched.

## Strategies for Differentiation

* Teacher may need to model or provide tip sheets for technology that will be available for student use.
* Group students strategically to provide support for those who may struggle.
* Target specific groups of students for support during work for conferencing.
* Teacher will provide some sentence starters for feedback during informal and formal feedback:
  + I think the examples you gave \_\_\_.
  + I noticed that you \_\_\_\_.
  + I enjoyed \_\_\_\_\_ because \_\_\_\_\_.
  + The best part of your presentation was \_\_\_\_\_.
  + Did you consider \_\_\_\_.
  + One suggestion I have is \_\_\_\_\_.
  + I think you could add \_\_\_\_\_.
  + You might want to think about changing \_\_\_\_.

*Note: The following page is intended for classroom use for students as a visual aid to learning*

