

# ELA Newsletter

## March 5-16, 2018

*Important links and information from Mrs. Kirr...*

Class website: [Scholarsrm239.weebly.com](http://Scholarsrm239.weebly.com)

*Further Reading...*

*"What Teens Need Most from Their Parents"*

Day/Date

Class agenda written for students and parents...

Monday  
March 5

Book Talks  
Practice using PARCC computer test tools - see the links on Schoology  
Independent Reading  
LMC visit - book talks! (Grab a book for PARCC testing!)

Tuesday  
March 6

Grammar work  
Introduce / Explain "Teach Me Your Talent" w/Mrs. Field's class

2018 MARCH						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	1	2	3
4	5	6	7	8	9	10
Brainstorm & Get Feedback on Ideas						
11	12 TOPIC DUE	13 Practice Speaking Skills & prepare your own presentation	14	15	16 NOTES DUE	17
18	19 Presentations	20 Julie Jergens from AHML	21 Presentations	22 No School	23 No School	24
25	26	27	28	29	30	31
SPRING BREAK						

Brainstorm ideas (once you decide on your topic, [this sheet](#) will guide you)

<p>Wednesday March 7</p>	<p>Per 6, 8, &amp; 4 Grammar Work (pt 2 of simple, compound, complex) Sign up for short speaking practice (starting next week) Brainstorm "Teach Me Your Talent" ideas &amp; get feedback from peers Independent Reading</p> <p>Per 5 "Mystery Zoom Meeting"!!</p>
<p>Thursday March 8</p>	<p>Per 6 &amp; 8 (Per 5/6 - reflect on and get feedback from Mystery Meeting) Book Talks Brainstorm "Teach Me Your Talent" ideas &amp; get feedback from peers Independent Reading</p> <p>Per 9 "Mystery Zoom Meeting"!!</p>
<p>Friday March 9</p>	<p>(Per 8/9 - reflect on and get feedback from Mystery Meeting) Book Talks Share "Teach Me Your Talent" speaking help  <a href="#">How to Improve Your Presentation</a>  <a href="#">The Essentials of a Great Demonstration Speech</a>  <a href="#">Amy Cuddy - Your Body Language May Shape Who You Are</a> </p> <h2 style="text-align: center;">"Teach Me Your Talent"</h2> <p><b>WHAT?</b></p> <p>Starting Friday, students will be sharing their talents - 4-5 student presenters will set up around the room, and other students will be the participants. Each presenter will introduce their "talent" or "hobby" or... and proceed to explain, demonstrate, and then let the participants practice - all in a matter of 3-4 minutes!</p> <p><b>WHY?</b></p> <ul style="list-style-type: none"> <li>• Students don't often get a voice in the curriculum. We'd love for them to be able to bring their passions and talents in to school and help US learn what THEY love to do.</li> <li>• Skills we're practicing:             <ul style="list-style-type: none"> <li>◦ Speaking                 <ul style="list-style-type: none"> <li>■ Eye contact</li> <li>■ Poise</li> <li>■ Gestures</li> <li>■ Enunciation</li> <li>■ Volume</li> </ul> </li> <li>◦ Listening</li> <li>◦ Planning / Preparation</li> <li>◦ Providing valuable feedback &amp; receiving feedback</li> </ul> </li> <li>• It's FUN!</li> </ul> <p>Independent Reading / 1:1 Grade Conferences</p>

Monday March 12	<p>Book Talks</p> <p>Focus: Volume, Voice, Enunciation (<a href="#">slideshow here</a>)</p> <p>Video: <a href="#">7 Steps to Stop Mumbling</a> - stop at 10:30</p> <p>Practice as a group: Each technique is in the slideshow - stop the video and practice, or practice all at the end of the video.</p> <p>Practice with at least two volunteers: <a href="#">Volume &amp; enunciation practice</a></p> <p>Practice with at least two volunteers: 15 sec. conversation between child and adult</p> <p>Practice with their own individual presentations.</p> <p>On our <a href="#">help paper</a> - Fill in the topic, any special set-up, materials/equipment needed.</p> <p>Independent Reading / 1:1 Grade Conferences</p>
Tuesday March 13	<p>Book Talks</p> <p>Focus: Speed, Rate, Inflection (<a href="#">slideshow here</a>)</p> <p>Video: <a href="#">Public Speaking Tips: Slow down speed talking</a> - 2:19</p> <p>Practice as a group: "Life is too crazy..."</p> <p><a href="#">Baseball passage video</a></p> <p>Practice with at least two volunteers: <a href="#">Speed practice</a></p> <p>Video: <a href="#">These pretzels are making me thirsty - Seinfeld</a></p> <p>Practice with at least two volunteers: Small phrases said four different ways (<a href="#">pg 5</a>)</p> <p>Practice as a group/pairs: Small phrases said four different ways (in slideshow)</p> <p>Practice with their own individual presentations.</p> <p>Share hook / lead ideas with each other to get feedback.</p> <p>Independent Reading / 1:1 Grade Conferences</p>
Wednesday March 14	<p>Book Talks</p> <p>Focus: Eye Contact (<a href="#">slideshow here</a>)</p> <p>Video: <a href="#">Eye Contact and Honesty During Public Speaking</a> - 1:11</p> <p>Teacher example</p> <p>Video: <a href="#">How to Make Eye Contact with Audience</a> - 4:18</p> <p>Practice with at least two volunteers: 1 minute on any topic they love</p> <p>Practice as a group/pairs: Talk to each other for 2 minutes on any topic that's Familiar. More volunteers?</p> <p>Practice with own individual presentations, becoming familiar with words so we can make eye contact more easily.</p> <p>Share <a href="#">Rubric</a></p> <p>Independent Reading / 1:1 Grade Conferences</p>
Thursday March 15	<p>Book Talks</p> <p>Focus: Gestures, Poise (<a href="#">slideshow here</a>)</p> <p>Videos to show MUTED first: <a href="#">What's Wrong with Our Food System</a> - 5:07</p> <p>OR... <a href="#">Want to Be an Activist? Start with Your Toys</a> - 5:22</p> <p>What are gestures?</p> <p>Practice as a group/pairs: "There Are Several Things..." (<a href="#">pg 4</a>)</p> <p>Practice with at least two volunteers: <a href="#">"Tiny Man" &amp; "They Were Huge"</a></p> <p>Practice with at least two volunteers: Two minutes speaking about favorite movie, sport, activity, or pet</p> <p>What is poise? What poise is NOT - <a href="#">Video here</a> - tally how many times she says...</p>

Practice with at least two volunteers: Two truths and a lie

Practice with own individual presentations, becoming familiar with their own vices.

Record if possible - self-evaluate

Pair students for giving each other [feedback!](#)

Independent Reading / 1:1 Grade Conferences

Friday  
March 16

“Teach Me Your Talent” Presentations Begin

Provide feedback

	Proficient / Mastery	Developing	Needs Improvement
Lead/Hook	<ul style="list-style-type: none"> <li>lead missing or not attention-getting</li> </ul>	<ul style="list-style-type: none"> <li>lead is somewhat attention-getting</li> </ul>	<ul style="list-style-type: none"> <li>attention-getting lead</li> </ul>
Explanation of Ideas & Information	<ul style="list-style-type: none"> <li>instructions are unclear</li> <li>speech in not planned well</li> <li>too little or too much time for tasks</li> </ul>	<ul style="list-style-type: none"> <li>some step-by-step instructions and examples are unclear</li> <li>speech planned fairly well</li> <li>not enough time or too much time to complete some tasks</li> </ul>	<ul style="list-style-type: none"> <li>clear step-by-step instructions and examples</li> <li>speech planned well</li> <li>appropriate amount of time to complete each task</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li>concluding statement missing</li> </ul>	<ul style="list-style-type: none"> <li>concluding statement ineffective</li> </ul>	<ul style="list-style-type: none"> <li>concluding statement to wrap up session</li> </ul>
Eye Contact & Gestures	<ul style="list-style-type: none"> <li>keeps eye contact with group almost all of the time; only glances at notecards</li> <li>uses natural gestures and movements</li> <li>wears appropriate clothing</li> </ul>	<ul style="list-style-type: none"> <li>keeps eye contact with group most of the time; looks at notecards</li> <li>uses some natural gestures and movements</li> <li>wears appropriate clothing</li> </ul>	<ul style="list-style-type: none"> <li>keeps eye contact with group some of the time; looks at notecards frequently</li> <li>uses few natural gestures</li> <li>wears appropriate clothing</li> </ul>
Voice	<ul style="list-style-type: none"> <li>speaks clearly; not too quickly or slowly</li> <li>speaks loudly enough for everyone to hear; changes tone to maintain interest</li> <li>rarely uses filler words</li> <li>speaks appropriately for the context and task</li> </ul>	<ul style="list-style-type: none"> <li>speaks clearly most of the time; sometimes too quickly or too slowly</li> <li>speaks loudly enough for most of the group to hear, but may speak in a monotone</li> <li>occasionally uses filler words</li> <li>tries to speak appropriately for the context and task</li> </ul>	<ul style="list-style-type: none"> <li>hard to understand; often speaks too quickly or too slowly</li> <li>difficult to hear or speaks in monotone</li> <li>often uses filler words</li> <li>does not speak appropriately for context and task</li> </ul>
Presentation Aids	<ul style="list-style-type: none"> <li>well-prepared with effective materials/visual aids to enhance teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>somewhat prepared with materials/visual aids to enhance teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>unprepared with materials/visual aids to enhance teaching and learning</li> </ul>
Timing	<ul style="list-style-type: none"> <li>speech is within the 3:00-3:30 minute time frame</li> </ul>	<ul style="list-style-type: none"> <li>speech is over or under the 3:00-3:30 minutes time frame by 1-15 seconds</li> </ul>	<ul style="list-style-type: none"> <li>speech is over or under the 3:00-3:30 minutes time frame by 30 seconds or more</li> </ul>

Book Talks

Independent Reading / 1:1 Grade Conferences

Next week: MORE "Teach Me Your Talent" Presentations on Monday and Wednesday, with a visit from Julie Jergens (book talks!) on Tuesday. Please be sure your child has a book over break - let's not break the "reading everyday" habit we've tried so hard to instill IN class. Thank you for your help!