

# DELIVERING A SPEECH

## Subject

English

## Prepared By

[Instructor Name]

## Grade Level

5

## Overview

This lesson plan covers teaching content for;

1. Learning about the physical messages that a speaker can knowingly (or unknowingly!) convey to the audience through body language, eye contact, posture, voice inflection and gestures.

## Objectives

Students should be able to;

- Adapt a speech that is appropriate to the assigned purpose and audience.
- Use appropriate language and word choices in their speech appropriate to the assigned purpose and audience.
- Present a topic, main ideas, and supporting details in a focused and organized manner.
- Present a topic with sufficient and well-chosen details.
- Use appropriate eye contact when delivering their speech.
- Use effective pacing and appropriate body language and posture when delivering their speech.
- Speak audibly, pronounce words correctly, and utilize

## Activity Starter/Instruction

1. Before implementing this lesson, students should have an informative/explanatory, argumentative, or narrative essay they can adapt into a speech later in this lesson.
2. Students should be able to write a text with a clear beginning, middle, and end.
3. Students should be able to utilize at least basic transitions in their writing to connect points and make their ideas flow.

## Guided Practice

### Day 2/ Lesson 2: 15 Mins

1. Place students into pairs.
2. Have students refer to the first page of the rubric again, looking particularly at the two categories of voice and fluency and clarity.
3. Tell students that they will have an opportunity to practice reading aloud some provided lines using different emotions to work on their voice presentation
4. Tell them it would also help their fluency and clarity.

## Teacher Guide

### Day 1/ Lesson 1: 25 Mins

1. Show students the YouTube video of Ben Stein giving a lecture to his class or any other video.
  - What makes this teacher/lecture boring?
  - In what ways is his presentation ineffective?
  - What emotions is he conveying?
  - What could be done differently in his presentation or style to capture the audience?
2. After showing the clip, have students respond in writing in their notebooks or journals to the four questions on slide one.
3. Give students sufficient time to respond in writing and then allow time for students to verbally share out their responses.
4. Provide feedback as needed and point out any significant aspects from the video that they did not notice.
5. Before moving on, review the learning objectives for this lesson with the students.
6. Also, explain to students that later in this lesson, as their summative assessment.

## Materials Required

- YouTube video of Ben Stein giving a lecture to his class or any other video.
- Attached speech rubric

## Additional Resources

- <https://study.com/academy/lesson/delivering-a-speech-lesson-plan.html>
- <https://study.com/academy/topic/speech-delivery-lesson-plans.html>
- <https://www.common sense.org/education/plans/introduction-to-public-speaking>
- <http://teacheroffduty.com/teach-students-to-own-that-speech/>

## Additional Notes

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appropriate voice inflection to emphasize key points

### Assessment Activity

1. Use their presentation as a means of assessment

### Summary

1. Ask a volunteer to give a speech.
2. Erase the board while doing this

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5. Pass out the emotion cards or strips you have created from the attached emotions handout.

6. The same sentence is provided twice with two different emotions.

7. Depending on the needs of your students, you may want to provide each student pair several different examples to practice with.

8. The teacher will then give students instructions on delivering speech.

9. Show students a clip of someone giving a speech.

10. Afterward, discuss the clip with students and any qualities they saw about his speech (either in his delivery or content) that make it an inspiring or engaging speech.

11. Tell students that now they will get to practice in their pairs adapting the shown speech pattern.

12. Teachers have the option of collecting students' speeches to use as an assessment tool and providing written feedback on their work.

13. Teachers should also provide time for at least a collection of student pairs to present their adapted speeches to the class

14. Students should also any change in their speech and why

### Guided Practice

#### Day 3/ Lesson 3: 25 Mins

1. Students will adapt a previously written informative/explanatory, argumentative, or narrative essay and turn it into a speech.
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7. Also, they will be taking a written informative/explanatory, argumentative, or narrative essay and adapting it into a speech based on a new audience.

8. Tell students that to help them prepare for the summative assessment, you will present a PowerPoint to help them with their public speaking/presentation skills.

9. It is encouraged that students take notes in their notebooks to be able to refer to throughout the lesson.

10. Pass out to students just the first page of the attached rubric.

11. Go over the rubric with students to make sure they understand each section

12. Tell students that you will be delivering the same speech two different ways.

13. For each presentation/delivery, you want them to check off the different categories on the rubric and assign you a final score for each category.

14. Make sure to point out that they can write comments in the blank space at the bottom of the rubric during and after your presentation.

15. This will help them participate in a discussion about your two presentations after you are done.

16. After the first presentation, give students time to check off the rubric categories after you present.

17. Then, briefly discuss as a class what students filled out and why.

18. Make sure to provide corrective feedback if needed.

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2. This speech will be geared toward a new audience than the original essay was written for.
  3. Teachers will have the flexibility to choose/define the new audience based on their own curriculum.
  4. Teachers can use this rubric to assess students' delivery and content of their speech
  5. Teachers have the option of collecting students' adapted speeches and providing written feedback using page 2 of the rubric as a guide for their constructive comments.
  6. This way, students will have an opportunity to revise their content before formally presenting.
  7. Before students formally present their speeches, it is recommended they be allowed during class time to practice presenting their work to few classmates.
  8. Students can spread out to different locations in the room to practice delivering their speech.
  9. Students can then officially present in front of the whole class and the teacher can use the rubric to assess their delivery and the content of their speech.
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19. After the second presentation, give them time to discuss what they rated you and why.
  20. Provide corrective feedback if needed
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