**Lesson Title:** Oral Communication & Listening in the Middle School Classroom and Beyond (Grades 7-8)

**Standards Addressed:**

[CCSS.ELA-LITERACY.SL.7.1.A](http://www.corestandards.org/ELA-Literacy/SL/7/1/a/)  
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[CCSS.ELA-LITERACY.SL.7.4](http://www.corestandards.org/ELA-Literacy/SL/7/4/)  
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

[CCSS.ELA-LITERACY.SL.8.1.A](http://www.corestandards.org/ELA-Literacy/SL/8/1/a/)  
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[CCSS.ELA-LITERACY.SL.8.4](http://www.corestandards.org/ELA-Literacy/SL/8/4/)  
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**Objectives (*students will be able to*):**

-Express verbal thoughts in a clear and concise manner

-Conduct research in order to answer questions

-Gain confidence in speaking in front of a group

-Learn the characteristics of effective listening

**Lesson Agenda Days 1&2:**

-Warm Up

-Discussion

-Question Brainstorm

-Research and Planning Time

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-Discussion & Review of Listening

-Presentations

**Lesson Synopsis (60 minute class):**

***Day 1:***

**-*Warm Up/Do Now (10 minutes):***

*-*Students will be given a simple worksheet that will ask them to write down at least five qualities of what they believe makes a good speaker, or a good speech. They may reflect upon speeches they may have heard, scenes from movies, or other individuals whom have spoken throughout their lives (*see attached worksheet)*

**-*Class Discussion (10 minutes):***

*-*Students will be asked to share their responses, listing ideas that students verbalize on the board. At this point, discussion norms should be reviewed so that all students are aware of expectations. These may include:

-listening when others are speaking

-respecting others’ ideas

-not being afraid to share or be wrong.

-Students will list ideas, and respond to others’ thoughts as well.

**-*Question Brainstorm (10 minutes):***

*-*Students will brainstorm (and write down) questions that they might want to answer in a brief (1-2 minute) oral presentation. Topics could include, but not be limited to:

-Favorite sports team (and why)

-Favorite food (and why)

-Favorite school subject (and why)

-Students will be encouraged to come up with interesting relevant topics that they can discuss while presenting in front of the class.

-*Video of effective public speaking (5 minutes):*

<https://www.youtube.com/watch?v=3vDWWy4CMhE>

**-*Research and Planning Time (20 minutes):***

*-*Students will have time to independently utilize technology (Chromebooks) in order to get background information on their topics, and plan their discussions. They may wish to create a Google Slide or two in order to have visual information to present to the class. Students may also utilize a computer lab if one-to-one devices are unavailable.

*-Exit Ticket (3 minutes)*

*-*Students will write down their topic on a small sheet of paper and hand it in as they leave.

***Day 2:***

*Warm Up/Do Now & Discussion (10 minutes):*

*-*Students will be asked to write down (with honesty) in about 2-3 sentences why listening is important. Results of what students wrote down will be shared and jotted on the board.

*Preparation for Presentation of Student Speeches (5 minutes):*

*-*Students will be given about ten minutes to make notations on one 3” x 5” index card that may be used during their speech.

*Review of Effective Speech Characteristics (2 minutes):*

-The correct characteristics of a speech (eye contact, face the audience), as well as proper listening etiquette (eye contact, full attention, notetaking) will be quickly reviewed before students begin to make speeches to the class.

*Student Speeches:*

-Students will make speeches to class. Students listening will be asked to jot down notes during speeches.

*Closing:*

-Students will be reminded to reflect upon speeches made, and to save (or pass in if they are worried about losing them) their notes in order to utilize them for tomorrow’s lesson.