



Speech – Week (Sept. 14)

TEACHER:

GRADE:

**MRS. KELSEY
BUCHHOLZ**

SOPHOMORE

	Monday	Tuesday	Wednesday	Thursday	Friday
OBJECTIVE(S) (WHAT DO I WANT STUDENTS TO KNOW/)	Become more aware of filler words when speaking in front of a large group	How to prepare and organize a cohesive speech while finding proper support to strengthen the body of their speech. This is also a practice utilizing different types of attention getters.	How to prepare and organize a cohesive speech using proper introductory techniques and outline structure	How to integrate specific examples in the body of her speech and work on different attention getters. To fit the objectives and goals of its purpose while using the introductory techniques and outline structure learned previously	How to integrate specific examples in the body of her speech and work on different attention getters. To fit the objectives and goals of its purpose while using the introductory techniques and outline structure learned previously
INSTRUCTIONAL METHODS (HOW AM I GOING TO INSTRUCT/)	Repetitive practice, modelling, individual practice, and small group practice	Guided instruction, modelling, individual practice, group work	Guided instruction, modelling, individual practice, group work	Guided instruction, modelling, individual practice, group work	Guided instruction, modelling, individual practice, group work

<p>ASSESSMENT</p> <p>HOW WILL I ASSESS LEARNING</p>	<p>Students will present "mini-speeches" in an impromptu format, speaking as long as they can without using a filler word. These speeches will be done in small groups and I will walk around monitoring the progress.</p>	<p>Students will create an outline to correspond with their speech while giving specific examples to support the purpose of their speech. They will present their speech to the class.</p>	<p>Students will create an outline to correspond with their speech while giving specific examples to support the purpose of their speech. They will present their speech to the class.</p>	<p>Students will present their cliché speech and create an outline for the speech. They will present their speech to the class using informational techniques and varied attention getters.</p>	<p>Students will present their cliché speech and create an outline for the speech. They will present their speech to the class using informational techniques and varied attention getters.</p>
<p>CLOSURE</p>	<p>The "best" speakers for the day (those who were able to speak for the longest without using filler words) present one final time in front of the class. Prepare for a new speech tomorrow.</p>	<p>Converse about what went well and what the class struggled with to create goals for improvement before the next speech. Be prepared to speak tomorrow.</p>	<p>Converse about what went well and what the class struggled with to create goals for improvement before the next speech</p>	<p>Converse about what went well and what the class struggled with to create goals for improvement before the next speech</p>	<p>Converse about what went well and what the class struggled with to create goals for improvement before the next speech</p>