



Speech – Week (Oct. 26)

TEACHER:

GRADE:

**MRS. KELSEY
BUCHHOLZ**

SOPHOMORE

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|--|--|---------------|
| OBJECTIVE(S) (WHAT DO I WANT STUDENTS TO KNOW/) | <p>How to be able to use a manuscript while speaking but still maintaining eye contact.</p> <p>How to impact an audience through word choice and sentence structure.</p> <p>Using appropriate vocal tones and facial expressions to match the purpose of the speech.</p> <p>How to tailor a speech to fit the need including changes in voice, physical action, and supplementary materials.</p> | <p>How to be able to use a manuscript while speaking but still maintaining eye contact.</p> <p>How to impact an audience through word choice and sentence structure.</p> <p>Using appropriate vocal tones and facial expressions to match the purpose of the speech.</p> <p>How to tailor a speech to fit the need including changes in voice, physical action, and supplementary materials.</p> | <p>How to be able to use a manuscript while speaking but still maintaining eye contact.</p> <p>How to impact an audience through word choice and sentence structure.</p> <p>Using appropriate vocal tones and facial expressions to match the purpose of the speech.</p> <p>How to tailor a speech to fit the need including changes in voice, physical action, and supplementary materials.</p> | <p>How to be able to use a manuscript while speaking but still maintaining eye contact.</p> <p>How to impact an audience through word choice and sentence structure.</p> <p>Using appropriate vocal tones and facial expressions to match the purpose of the speech.</p> <p>How to tailor a speech to fit the need including changes in voice, physical action, and supplementary materials.</p> | No School |

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|---|--|--|--|--|-----------|
| | Work on being a good, attentive, audience member. | Work on being a good, attentive, audience member. | Work on being a good, attentive, audience member. | Work on being a good, attentive, audience member. | |
| INSTRUCTIONAL METHODS (HOW AM I GOING TO INSTRUCT/) | 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 | No School |
| ASSESSMENT HOW WILL I ASSESS LEARNING | Students will present their Newscast and run their commercials during the newscast to the audience. | Students will present their Newscast and run their commercials during the newscast to the audience. | Students will present their Newscast and run their commercials during the newscast to the audience. | Students will present their Newscast and run their commercials during the newscast to the audience. | No School |
| CLOSURE | Converse about what went well and what the class struggled with to create goals for improvement before the next speech | Converse about what went well and what the class struggled with to create goals for improvement before the next speech | Converse about what went well and what the class struggled with to create goals for improvement before the next speech | Converse about what went well and what the class struggled with to create goals for improvement before the next speech | No School |