



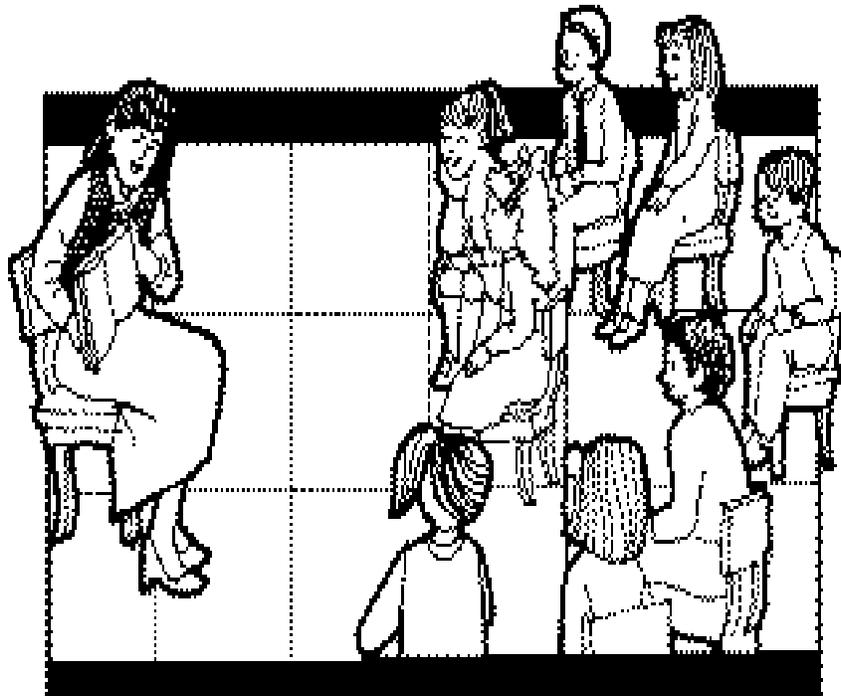
Sample Benchmark Speaking Activities

- ◎ Benchmark I
- ◎ Benchmark II
- ◎ Benchmark III
- ◎ CIM

Speaking Activities

Benchmark I

The following Speaking Activities were submitted by classroom teachers.
Please adapt them to fit the needs of your classroom and students.



General Ideas For Speeches

Often a speaking activity can be used across content area and grade levels. The following ideas can be adjusted to fit the needs of your topic of study or area of current focus (informative, persuasive, etc.)

Consider using these as “practice” activities in preparation for the speech you will score on the official scoring guide.

Shoebox Speech

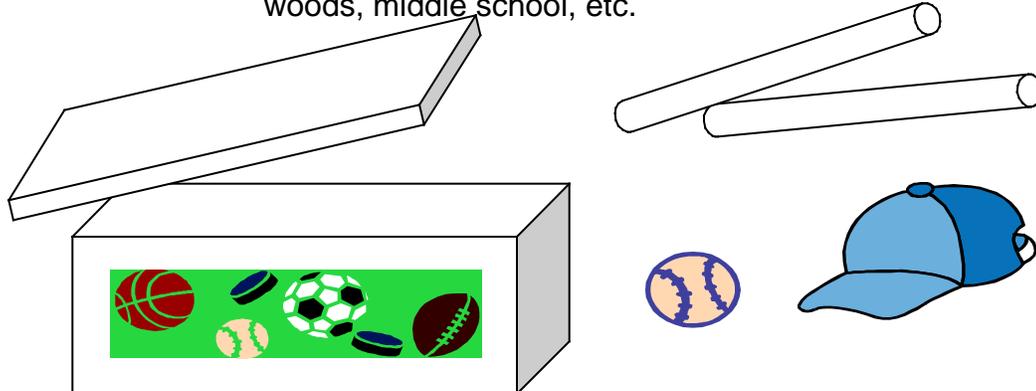
Students gather or create a predetermined number of objects that will fit into a shoebox. They take out the items in the box as they deliver their speech. This idea works well as an organizational tool for an initial speaking experience in K-12 settings as students often feel more comfortable holding something as they talk.

Variations

Personal Introduction: Students gather items that represent some aspect of their life – or serve as symbols.

Biography Report: Students read a biography and gather items that represent the life of that individual. (They could also act and dress as that person, if possible.)

Survival Speech: Students fill the box with items they would need to survive any occasion tied to a “fun topic” or current theme of study: vacation with their family, the first day of school, babysitting, homework, a day at the mall, lost in the woods, middle school, etc.



Demonstration or Expert Speech

The students select a topic on which they have prior experience – or consider themselves “an expert” (snowboarding, playing soccer, repairing bikes, etc.). They share the information with the class in an organized manner. If they are going to demonstrate a process, the students need to practice the speech many times before presenting to the class.

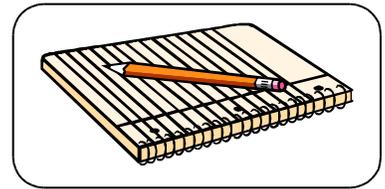


Variations

Demonstrate a science experiment, magic trick, hobby, sport, or favorite recipe.

Book Report

The students read a book on their own and prepare a written and oral book report. The teacher provides the required elements of the report with an opportunity for the students to personalize through a creative activity (make a visual aid, write a diary entry from a character’s viewpoint, dress-up as a character, write “the next chapter”, etc.)

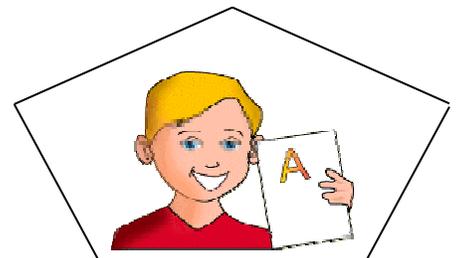


Memorable Moment Speech

The student chooses a memorable experience to share with the class. They must organize the content and use descriptive words to convey the event.

Variations

Students share an embarrassing moment, a time they were frightened, a time they felt proud, etc.



Speaking Activity

Title of Speech: My Treasure

Time Limit: 5 min.

Type of Speech: Informative

Grade Level: 3

Directions or Description of Activity:

- Read the book, *Wilfred Gordon McDonald Partridge*, by Mem Fox.
- Brainstorm writing ideas of "treasures" students have that bring them good memories.
- Students write about one "treasure" they have and explain why it's so special. They draw a picture to illustrate their own story.
- Students bring the "treasure" to school, if possible. If not, they share their picture.

Each child shows and tells their treasure as the teacher scores them with the Speaking Scoring Guide.

Submitted By: Jeneé Tilson, Winchester Elementary, Roseburg SD

Speaking Activity

Title of Speech: History of Community Interview
Project

Time Limit: 3-5 min.

Type of Speech: Informative

Grade Level: 3

Directions or Description of Activity:

This activity will give 3rd graders a chance to learn about the history of their community.

- Each student will have to interview someone who has been a member of the community for a long time.
- There is no rule about how long the person has to have lived in the area, but they should have seen enough changes in the area to make your presentation interesting.
- After interviewing the person, each student will prepare an oral presentation in which they will tell the other students what they learned.

(See attached interview questions)

Student handout follows →

Submitted By: Kristen Wold, Corbett Elementary, Corbett SD

Community History Interview Questions

1. How long have you lived in this area? (include name of your town)
2. What do you like most about living here?
3. What do you like least about living here?
4. Which buildings are new (or different) since you came here?
5. Is there anything that used to be in this town that isn't here anymore?
6. Are the people who live here different than they used to be (occupations, lifestyles, attitudes)?
7. What is one wish you have for our town?
8. What else would you like to tell me about changes you've seen?

STUDENTS: On the back, make up 3 more questions of your own.

Speaking Activity

Title of Speech: Animal Research Poster Research **Time Limit:** 5-7 min.
Type of Speech: Informative **Grade Level:** 3

Directions or Description of Activity:

- Students select an animal and then complete a report after doing research.
- Each student creates a poster about their animal.
- The poster includes photos, illustrations, and a world map to show the animal's habitat.
- Students write facts to go with the poster pictures and include:
 - * habitat
 - * physical characteristics
 - * fascinating facts, food, defense, etc.
- Students write a "cheat sheet" (5x7 index card) that includes what they want to include in their speech.

Submitted By: Cathy Irwin, Page Elementary, Springfield SD

Speaking Activity

Title of Speech: "When I Grow Up" **Time Limit:** 2-3 min.
Type of Speech: Informative **Grade Level:** 1-2

Directions or Description of Activity:

- As part of a unit on Community Helpers, each student chooses an occupation to research and prepares a 2-3 minute presentation.
- Students need to include information on what the job entails, the tools of the trade, and what they learned from an interview with someone in that occupation.
- Notecards may be used.
- Simple costumes are encouraged.

Each student will evaluate his or her presentation.

Student handout follows →

Submitted By: RoseAnn Garrett, Stayton Elementary, North Santiam SD

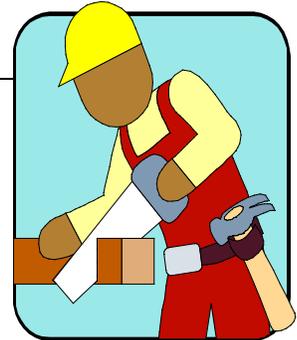
Community Helpers Presentation Evaluation



Student Name

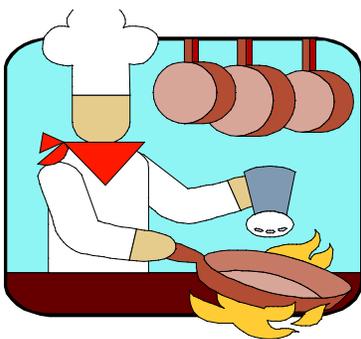
Occupation

This is how I would make my presentation better:

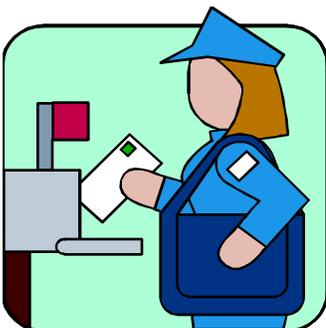


People could hear me.
People learned from me.

ME	CLASS



This is what my teacher says:



Speaking Activity

Title of Speech: A Place I'd Like To Go

Time Limit: 1-2 min.

Type of Speech: Persuasive

Grade Level: K-1

Directions or Description of Activity:

- Explain to students that they are going to select places they would like to visit from looking at pictures.
- Provide a collection of travel magazines/brochures for the students to look through.
- Have each student choose one place they would like to visit and cut out 3 or 4 pictures to paste on an 8" x 11" piece of construction paper.
- Introduce students to the idea of persuasion by asking them "What in the picture made you want to visit this place? Why do you think others should go there?"
- Students must think of 3 reasons they will use as they try to persuade the audience to visit the location they chose.
- The teacher should model this activity sharing pictures and a place he/she would like to visit.

Speaking Activity

Title of Speech: Newscast

Time Limit: 1-2 min.

Type of Speech: Informative

Grade Level: 1-2

Directions or Description of Activity:

- Each student picks an article to report about and then lists 3-4 main ideas about it.
- Students use a preprinted script outline to deliver their speech.

See attached script-outline.

Students are asked to work specifically on the skills of organization, ideas, and delivery in this speech.

Speaking Activity

Title of Speech: Buy My Dog!

Time Limit: 2 min.

Type of Speech: Persuasive

Grade Level: 2-3

Directions or Description of Activity:

In a unit on animals, the class studies dogs and their role in our world.

- Each student picks a different dog and uses research to compile data about their dog.
- Students learn how to organize their information into a persuasive speech.
- They create a poster showing the attributes of that breed.

The student's job is to sell their dog to a group of first graders. Each first grader has one dollar (play bill) to buy the dog of their choice. After all of the presentations, the first graders come up front and give the dollar to the best dog poster.

Submitted By: Sharon Gow, Green Primary, Douglas County SD

Speaking Activity

Title of Speech: Show & Tell

Time Limit: 1-2 min.

Type of Speech: Informative

Grade Level: 1-2

Directions or Description of Activity:

- Each student is allowed to bring something to show and tell. Limit a collection of items (ex. rocks, shells, pictures) to five of their favorites.
- They may do an experiment or demonstration, but it needs to be practiced at home first and cannot be longer than 5 minutes.
- Have students list three important facts about their item(s) to share with the class.
- Students then use a prepared script to deliver their speech.

Student handout follows →

SHOW AND TELL

When choosing for Show and Tell think about the following:

- You may bring stuffed animals, handmade items or educational toys.
- Limit a collection of items (ex. rocks, shells, pictures) to 5 of your favorite. Be sure the audience can see them at least 6 feet away.
- You may do an experiment or demonstration, but you need to practice it at home and it cannot be any longer than 5 minutes.
- ☆ Live animals are welcome. (If it is a small caged animal, it may stay all day.)

Hello. My name is _____.

Today for *Show and Tell* I brought _____
_____ to share with you.

Here are some important facts I'd like to share about my *Show and Tell*.

1. _____

2. _____

3. _____

Thank you for listening to my *Show and Tell*. I hope you now know more about _____

I have time for three questions.

Introduction

Be sure to look at the audience. You might want to memorize this part.

Body of Speech

This is the main part of the speech.

Write down three important facts you want to share with the class.

When presenting to the class, first you read a fact, then you tell about the fact. You do not need to write down everything you are going to say.

Conclusion

Speaking Activity

Title of Speech: Presidents' Day Speech

Time Limit: 2-3 min.

Type of Speech: Informative

Grade Level: 3

Directions or Description of Activity:

This activity will help students learn more about presidents prior to Presidents' Day. Each student will prepare a presentation for the class and will speak as if they are one of the presidents. Students choose which president they will research.

Sample Timeline for this project

WEEK ONE

Tuesday: Each student must tell the teacher which president they plan on studying.

Wednesday – Thursday: During reading time (and at home), students will go through their president books and write down interesting facts and information about the president they have chosen.

WEEK TWO

Monday: During reading time, the student will make up a comprehension worksheet with 3-5 questions that the audience can use while they are giving their presentation.

Tuesday: Students transfer their notes onto index cards and begin practicing for their presentation.

Wednesday – Thursday: Presentations are given to the class.



Submitted By: Kristin Wold, Corbett Elementary, Corbett SD

Speaking Activity

Title of Speech: Book Report in A Bag

Time Limit: 3-5 min.

Type of Speech: Informative

Grade Level: 3

Directions or Description of Activity:

"A Book Report in a Bag" is a great activity to "show and tell" about a book instead of writing about it.

- Each student decorates a paper bag with the title and author, as well as an illustration of something that happened in the book.
- Then they fill the bag with things that can help tell about the book.
- The students can draw items and characters on construction paper and cut them out.
- The students write the names of the characters or other important clues on the back of the items.
- As the student pulls out certain items (in sequence) they tell the book report.

This must be practiced before the actual presentation and is a great way to interest others in reading that book. Older students may be required to write a summary as well.

Speaking Activity

Title of Speech: RINGO Book Report
(Reading BINGO)

Time Limit: 3 min.

Type of Speech: Informative

Grade Level: 3

Directions or Description of Activity:

- Students read a book of their choice then prepare and practice a presentation to give to the class. (See "types of books" on RINGO game board that follows.)
- The following items will assist the student in planning what information to include in their report.

Title

Author

Other books by this author

Illustrator

Why do you think the author wrote the book?

How did the story end?

What was the problem in this story?

Should we read it? Why?

Tell us about your activity. (See attached list)

Who helped you and what did they do?

How did you make the items you are sharing?

How does this activity fit into the story?

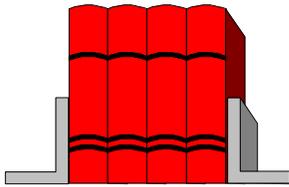
- After the presentation, have the student fill in the title, date, and activity name on his/her chart and then have the teacher initial that square. The student may now pick another book!

(See attached RINGO game board.)

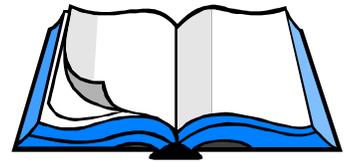
Student handouts follow →

Submitted Frank Leonard, Hartley Elementary, Reynolds SD

By:



Ringo



Mystery	Outdoor	Animal	Biography	Western
Fiction	Fantasy	Another Country	Adventure	Historical Fiction
Adventure	Science Fiction	FREE CHOICE	Poetry	Book about a state
Sports	Mystery	Science	Nonfiction	Humorous
Picture Book	Realistic Fiction	Book about a film	Mystery	Hobby Or Sport

Continued →

RINGO ACTIVITIES

Book Cover

Create a cover to look like the book you have just read. If the book you have read has a plain cover you may draw an exciting scene from the book. The cover should be made of heavy paper like a brown paper bag or heavy wrapping, construction or butcher paper.

Create a Poster

A poster is a large advertisement or notice that is designed to make those who see it want to read your book. Use butcher paper or tag-board that is at least 14" x 21". Use large lettering.

Model

A model is a small copy of something from the book. You may use any materials to model something that relates directly to your book (clay, wood, cardboard, etc.).

Mural

A mural is usually painted directly on the walls. Since that is not possible on our walls, you may use a long piece of butcher paper. On it draw characters, scenes, or objects from the story.

Character Interview

Write at least 10 interview questions for a chapter in your book. You need to supply an accurate answer to go with the questions. Have a friend interview you as that character during your speech.

Describe a Character

When you read a book that has an interesting character, write a paragraph that describes the character.

Mobile

A mobile hangs from the ceiling by one string and has one or more sticks from which pictures, symbols, or silhouettes are hung. Choose images, characters, or symbols from your story.

Scrapbook

People often keep a scrapbook filled with pictures and special items from their lives. For this activity, pretend you are one of the characters in your book and fill a scrapbook with the types of items that this person would collect. The scrapbook can be made from construction paper and should include at least 10 items. Please explain why the items are important.

Write a New Ending

If you can think of a better ending for your book, write a different ending chapter. You could also write an additional chapter to go along with the ending of your book.

RINGO ACTIVITIES

(Continued)

Vocabulary Words

For this activity, you write down any new word you come across as you read your book. As you come to a new word, look up the meaning in the dictionary and write down the definition for how it is used in your book. By the end of this activity, you will have at least twenty words on your list.

Write a Letter

For this activity, you will write a letter to a friend or the class telling them about and recommending your book.

Write About the Author

For this activity you will find out as much as you can about the author. Use the school media specialist as a resource to help you gather information. You could even write the author and tell how much you liked the book and ask for information for your report you will give to the class.

Build a Diorama

A diorama takes time to build, so plan ahead. Use a shoebox to create a 3-D scene from your book.

Can It

You will need a coffee can. Make a wrap-around cover of paper. This is the cover of your book. Tape it to the can. Next place 5 objects which have something to do with the story into the can. When you give your report, pull the items out and explain them to your audience.

Your Choice

Think of an activity on your own.

END

Speaking Activity

Title of Speech: Informative Speech

Time Limit: 3-4 min.

Type of Speech: Informative

Grade Level: 2-3

Directions or Description of Activity:

Schedule an afternoon research time. The students pick a topic.

Each topic is researched using:

- Internet
- Library books
- Magazines
- Etc.

** (Work is to be kept in a research notebook)

Steps in Project Presentations:

1. Read
2. Take notes
3. Create visuals
4. Gather all information to see how it looks
5. Add more information or begin to practice
6. Sign up for your presentation time

The children present individually or sometimes with a buddy or small group.

The audience listens and then scores based on the criteria of the Scoring Guide.

The criteria is on the recording sheet and read to the presenter before each presentation. (See attached.) The audience is reminded of scoring based on criteria. The best work is picked by the child and put in his or her CIM folder.

NOTE: This activity gives students freedom to study topics of their own choosing.

Student handout follows →

Speaking Criteria

Highly Successful 4

- ☆ The speaker stuck to the subject.
- ☆ Presented information in order.
- ☆ Kept good eye contact.
- ☆ Spoke in a clear, loud, slow voice.
- ☆ Used a visual that was neat and related to the topic.

Successful 3

- ☆ The speaker stayed on the topic most of the time.
- ☆ Most of the information was in order.
- ☆ There was some eye contact.
- ☆ Spoke in a clear voice most of the time.
- ☆ Visual could have been clearer.

Not as Successful 2

- ☆ The speaker did not stay on the topic.
 - ☆ Information was not in order.
 - ☆ Used little or no eye contact.
 - ☆ Speaking voice was hard to hear.
 - ☆ Did not use a visual.
-