



## *Sample Benchmark Speaking Activities*

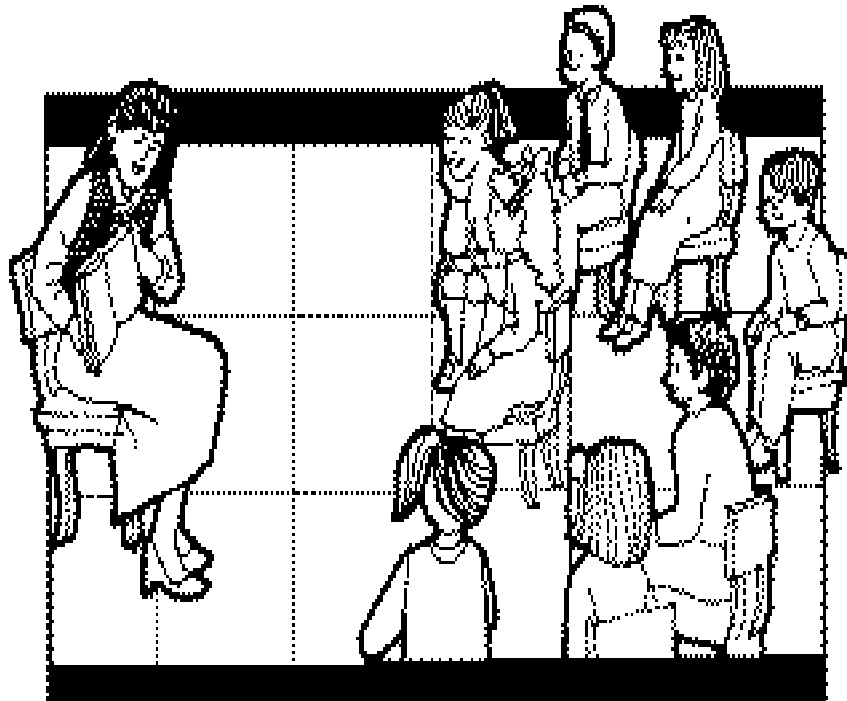
- ◎ Benchmark I
- ◎ Benchmark II
- ◎ Benchmark III
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# Speaking Activities

## 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

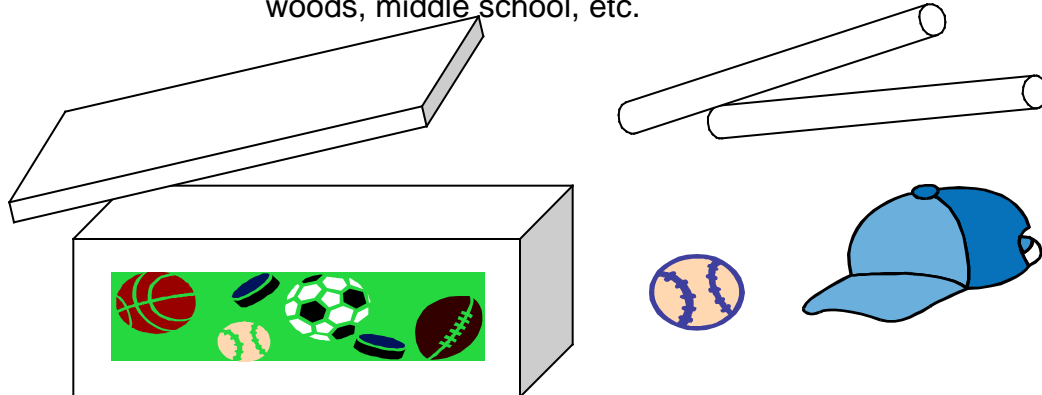
Students gather or create a predetermined number of objects that will fit into a shoebox. They take out the items in the box as they deliver their speech. This idea works well as an organizational tool for an initial speaking experience in K-12 settings as students often feel more comfortable holding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

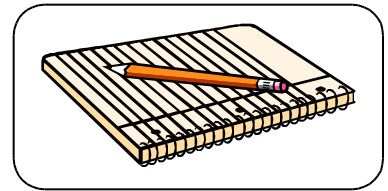


#### **Variations**

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.)

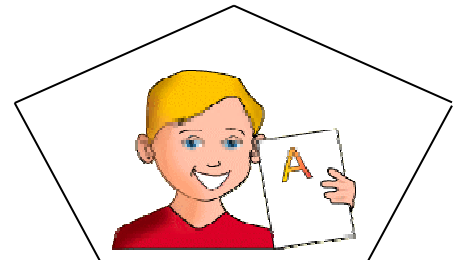


### **Memorable Moment Speech**

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 3<sup>rd</sup> 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:

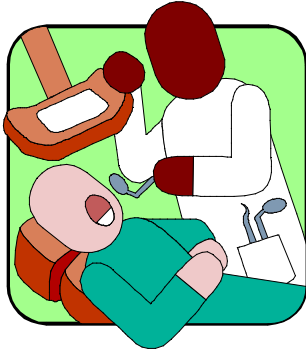
- As part of a unit on Community Helpers, each student chooses an occupation to research and prepares a 2-3 minute presentation.
- Students need to include information on what the job entails, the tools of the trade, and what they learned from an interview with someone in that occupation.
- Notecards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



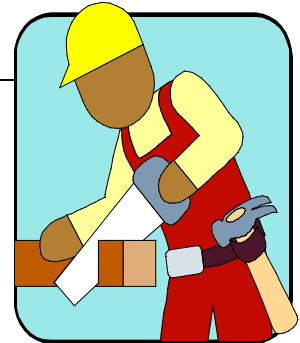
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*Student Name*

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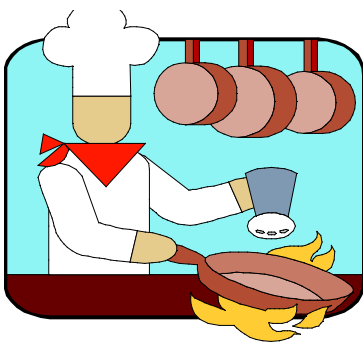
*Occupation*

*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:*

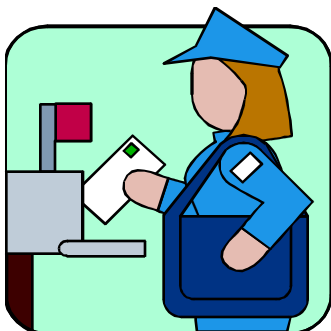
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## Speaking Activity

**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?

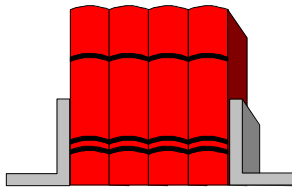
- After the presentation, have the student fill in the title, date, and activity name on his/her chart and then have the teacher initial that square. The student may now pick another book!

(See attached RINGO game board.)

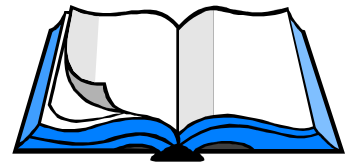
**Student handouts follow →**

Submitted Frank Leonard, Hartley Elementary, Reynolds SD

By:



# *Ringo*



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

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

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## 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.

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## 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.

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## 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.
-

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## Speaking Activities Benchmark II

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

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### Shoebox Speech

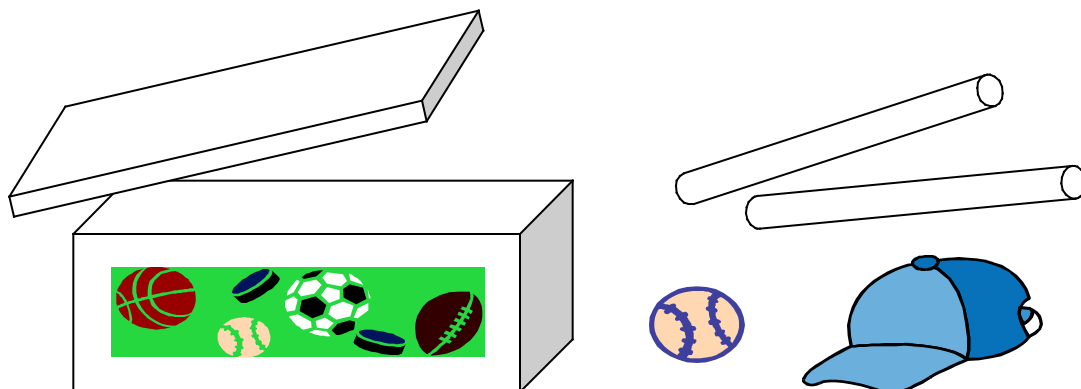
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#### **Variations**

**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.

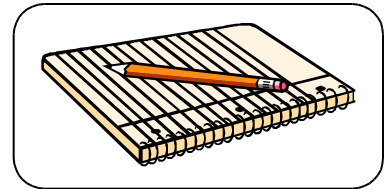


#### **Variations**

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.)

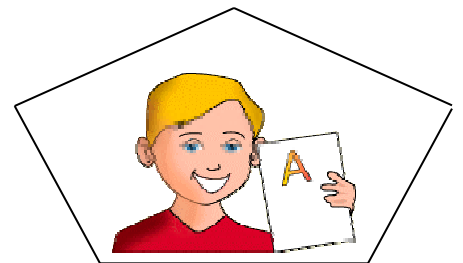


### **Memorable Moment Speech**

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:** A Computer for Roger

**Time Limit:** 3-5 min.

**Type of Speech:** Persuasive

**Grade Level:** 4-5

### Directions or Description of Activity:

- Provide the following information to your students:

Roger wanted a computer very badly but he certainly did not have the \$2,000 a good system would cost. He asked his father to buy a computer for the family but his father thought it was just an expensive toy. Roger explained how a computer would be used for schoolwork, not just games, and would help him improve his grades. His father still was not convinced.

What ideas can you come up with that would help Roger persuade his father to see the value of a computer? These ideas would have to show that spending \$2,000 on a computer would benefit both Roger and the family. Use some examples to support your ideas. On a separate piece of paper, write a persuasive paper that Roger could use when he talks to his dad again about the computer.

- Using these written ideas, students create a persuasive speech to present to the class. They should speak in first person as Roger and pretend to convince his father.

## Speaking Activity

**Title of Speech:** Science Experiment

**Time Limit:** 5-8 min.

**Type of Speech:** Informative

**Grade Level:** 4-5

### Directions or Description of Activity:

- Students select a simple science experiment that they will do and then demonstrate it to the class.
- They need to do some research on the science behind the experiment so that when they present the experiment they are explaining "why" and "how" and not merely demonstrating the steps involved.
- Students need to provide the teacher with a list of materials they need and an outline of the speech several days before the presentations.
- Encourage students to practice their demonstration 2-3 times before presenting to the class.

## Speaking Activity

**Title of Speech:** Solar System Report

**Time Limit:** 3-5 min.

**Type of Speech:** Informative

**Grade Level:** 4-5

### Directions or Description of Activity:

- Each student chooses and researches a component of space.
- After written tasks are scored and recorded in a grade book, students create a major model relevant to their topic.
- They become "Science Professors" and share the information they learned in a 3-5 minute speech.
- This is a great opportunity to share known and unknown facts in an enthusiastic manner.

Before the student presents his/her speech they will let the class know there will be questions at the end and that they need to "listen closely!"

## Speaking Activity

**Title of Speech:** Time Travel Biography Report

**Time Limit:** 2-3 min.

**Type of Speech:** Informative

**Grade Level:** 4-5

### Directions or Description of Activity:

- Students select a biography or autobiography of a famous person (in colonial times, an explorer, etc.).
- After reading the book, they record factual information about the individual.
- Building on that background, the students use their imagination to pretend that person has traveled in time to the present day. Students predict what the person would be like, what job and friends they might have, etc. (See attached outline.)
- Students are encouraged to be creative but must base their predictions on evidence they read in the biography or autobiography.
- The students will prepare this information for a speech to give to the class.

**Student handout follows →**



## GUIDESHEET – "IF YOU COULD SEE ME NOW..."

1. Name of individual \_\_\_\_\_
2. Facts about this person:
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_
  - E. \_\_\_\_\_
  - F. \_\_\_\_\_
  - G. \_\_\_\_\_
3. What the person is best known for: \_\_\_\_\_
4. When he/she lived: from \_\_\_\_\_ to \_\_\_\_\_
5. Some things he/she would want to do if he/she were here now:
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
6. What type of job he/she might have today? \_\_\_\_\_
7. Who might be his/her friends now? \_\_\_\_\_
8. Where do you think he/she would live now? \_\_\_\_\_
9. What do you think his/her favorite food, game, etc. would be? \_\_\_\_\_  
\_\_\_\_\_
10. Anything else you would like to project about this individual if he/she were here with you now? \_\_\_\_\_  
\_\_\_\_\_

## Speaking Activity

**Title of Speech:** My Vacation Spot

**Time Limit:** 3-5 min.

**Type of Speech:** Informative

**Grade Level:** 4-5

### Directions or Description of Activity:

- When studying states and capitals in the U.S., students choose a favorite vacation site they have visited or would like to visit.
- Students must research background information about their vacation spot and give three reasons why they chose it.
- Oral presentations may include location, travel time, climate, recreation ideas, cost, etc.
- Encourage students to include visuals in their presentation.

NOTE: Activity could easily be adapted to a persuasive speech.

## Speaking Activity

**Title of Speech:** Biography of a Famous Person

**Time Limit:** 5-7 min.

**Type of Speech:** Informative

**Grade Level:** 4-5

### Directions or Description of Activity:

- Students read a biography of a famous person in history.
- After reading the book, the student creates a 5-7 minute presentation in first person as the subject of the biography.
- Students may dress-up, use props, or create an enlarged paper doll in authentic dress to go along with their presentation. (They will "become" that famous person – or share an image using the doll.)

#### **Biography Paper Doll Directions**

1. Must be at least 12" long, no longer than 18".
2. Make the person's clothing as authentic as possible, i.e., use material, wallpaper samples, yarn, fur, etc.
3. Use details from your book to help describe the physical characteristics such as hair color, texture, eye color, clothing, props like books, glasses, dolls pets, etc.
4. Make it colorful, creative, and neat.

**Student handout follows →**

Submitted By: Kim DeVries & Bonnie Bradley, N. Douglas Elementary, North Douglas SD

# ***Biography Book Report***

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Date of Death: \_\_\_\_\_

Birthplace: \_\_\_\_\_

Interesting facts you learned about this person.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

What made this person famous? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is the most interesting thing you have learned about this person that has not been previously mentioned?

\_\_\_\_\_

\_\_\_\_\_

## Speaking Activity

**Title of Speech:** Flat Stanley

**Time Limit:** 5-7 min.

**Type of Speech:** Informative

**Grade Level:** 4-5

### Directions or Description of Activity:

- Read the book *Flat Stanley* to the class.
- Students will create/dress their own flat Stanley/Sally.
- They then choose someone they can send their character to for a "two-week vacation".
- The recipient takes Stanley/Sally to work, ball games, the beach, etc. and writes a short daily journal entry, takes pictures and/or gathers brochures/programs from their various visits.
- The information and Stanley/Sally return to the classroom. The students then present their Stanley/Sally adventures to the rest of the class.

Submitted By: Sue Egbers, Portland Public Schools

## Speaking Activity

**Title of Speech:** Pioneer Project

**Time Limit:** 3-5 min.

**Type of Speech:** Informative

**Grade Level:** 4-5

### Directions or Description of Activity:

- After studying pioneer times, students act as "experts" and create a product (replica) of something used on the Oregon Trail journey.
- They may build a model, re-create artifacts, sew sample clothing, make a three-dimensional map, write a diary, etc. (Ask the class to brainstorm possibilities.)
- Once they finish creating the product, students will prepare a speech to present to the class.

See student directions that follow.

**Student handouts follow →**

# Expert Project Presentation Guidelines

Congratulations for finishing an expert project. Your next step is to prepare to share your new learning experience with your classmates.

Note cards are really helpful when giving your presentation. Here are some ideas that should be written on note cards so that your presentation is easy to understand.

1. Begin with an introduction that tells the name of your project.
2. Tell about at least three ideas or facts that you learned while researching your product.
3. Tell about the steps you used to create your product.
4. Share your product with the class. How was it used? Why is it important?
5. Conclude your presentation by telling about your favorite part of this whole process.

Ask the audience if they have any questions about your research or your product.

Before you give your presentation, it is a good idea to practice at least three times. Practice in front of a pet or stuffed animal, practice in front of a mirror, and practice in front of a real person.

Good presenters stand tall, speak out so that everyone can hear, and occasionally make eye contact with audience members.



## **Project Presentation Requirements**

Write out a script that includes the following ideas:

1. The name of your project.
2. Why you chose to do this project.
3. How your project helps others know more about the pioneer times. This should include a written report that tells at least three important ideas about your project's place in history.
4. What your favorite part of the project is.
5. What you learned while working on this project.

### **EXAMPLE:**

1. My project is a pioneer dress, hat, and shawl.
2. I chose to do this project because I like to sew and I wanted to have a chance to dress up for our museum day.
3. My project helps others know about pioneer times by showing what the women wore while they were on the Oregon Trail.

### **Dressing for the Oregon Trail**

**Women on the Oregon Trail wore long dresses, bonnets, and shawls. They must have been hot and uncomfortable in the summer as they walked behind the dusty wagons in their long clothes.**

**The women's long dresses were made of a material called calico. It was a kind of cotton with little tiny flowers on it. The dresses had full skirts and long sleeves. They were hot, but they kept away insects and helped the women avoid insect bites.**

**The women also wore bonnets. The bonnets were sometimes called "poke bonnets." The bonnets kept the blistering, hot sun off of the women's faces. They made shade for the women and kept their hair protected from the dust.**

**Many of the women had shawls to wear when it was cold on the trail. The shawls were sometimes knitted and sometimes were made of calico to match the dresses.**

**The clothing that the women on the Oregon Trail wore included a long dress, a bonnet, and a shawl. They looked very colorful and pretty in books, but the dust of the wagons and the hot sun must have made them dirty and sweaty fast.**

4. My favorite part of this project was buying the material. I liked going to the fabric store and picking out material that looked like a teacher might wear it. It is blue and it has little tiny apples in the calico print.
5. I learned that it took lots of time to sew a long dress, hat, and shawl. I was able to sew my project on an electric machine, but it must have taken the pioneer women much longer! Sewing my dress by hand would take a really long time. I have seen a sewing machine that people used before they had electricity and it seems like it would be very hard to pedal the machine, guide that material, and not go too fast or too slow.

## Speaking Activity

**Title of Speech:** Personal Possession or Collection

**Time Limit:** 2-3 min.

**Type of Speech:** Informative

**Grade Level:** 4-5

### Directions or Description of Activity:

- At the start of the school year, each student is asked to bring in an important personal possession or collection to help their classmates get to know them. (Limit collection of items to five of their favorite.)
- Students are asked to tell why the item or collection is important and where they got it/them.
- Although they may use brief notes, students are encouraged to have an organized presentation that they deliver using a "conversational" tone.

## My Favorite Book Collection



Student handout follows →

# Personal Possession or Collection Speech

Possible topic ideas:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

Final topic choice: \_\_\_\_\_

## **GUIDELINES:**

1. Notes are allowed.
2. You must bring the possession or collection to class. (No weapons or live animals, please.)
3. Practice your speech several times.
4. Time: 2-3 minutes.

## **Areas to Cover in the Speech:**

### *Introduction*

What is it? Use descriptive words.

### *Body*

How and where did you get this?

How did your collection start and how do you add to it?

Include a special story or memory.

Why is this special to you?

### *Conclusion*

Why and where do you keep this item or collection?

**DUE DATE FOR YOUR SPEECH:** \_\_\_\_\_



## Speaking Activity

**Title of Speech:** Personality Poster/Speech

**Time Limit:** 2-3 min.

**Type of Speech:** Informative

**Grade Level:** 4-5

### Directions or Description of Activity:

- At the start of the school year, give each student a piece of 8" x 11" construction paper. (Allow them to choose the color.)
- Ask students to create a Personality Poster sharing likes/dislikes about themselves.
- They may include: photos of family and pets, magazine pictures of hobbies, sports, favorite foods, games, etc.
- The student must add their name to the front of the poster in a creative way.
- When posters are completed, each student is asked to prepare a short speech sharing items off of the poster, and thus, sharing information about themselves to the class.
- Encourage students to practice good delivery techniques while preparing and presenting their speech.

## Speaking Activity

**Title of Speech:** Book Talk

**Time Limit:** 2-3 min.

**Type of Speech:** Informative

**Grade Level:** 4-5

### Directions or Description of Activity:

- Students pick a mystery book from the library. The book needs to meet the following requirements:
  - be at their reading grade level
  - not made into a movie
  - no less than 175 pages long
- After each chapter, students summarize the main events and include what characters were involved.

Using the chapter summaries, they prepare an oral presentation to give the class.

## Speaking Activity

**Title of Speech:** No Homework!

**Time Limit:** 2-3 min.

**Type of Speech:** Persuasive

**Grade Level:** 4-5

### Directions or Description of Activity:

- Students write a paper persuading their teacher to not give homework for one week using good supporting ideas.
- They present their paper to the class in the form of a speech, using body language to complement their written work.
- 80% of the class must meet a '4' in both writing and speaking for the teacher to cancel homework for one week.

NOTE: This is a good activity to practice delivery techniques.

## Speaking Activity

**Title of Speech:** Oral State Report

**Time Limit:** 3-5 min.

**Type of Speech:** Informative

**Grade Level:** 4-5

### Directions or Description of Activity:

- Students research a U.S. State.
- Their report must include the state's natural resources, some history and a few activities people do in that state (such as skiing, etc.).
- Students also create a visual display about their state.
- This display can include both photocopied pictures and/or drawings of their choice.

---

## Speaking Activities

### Benchmark III

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

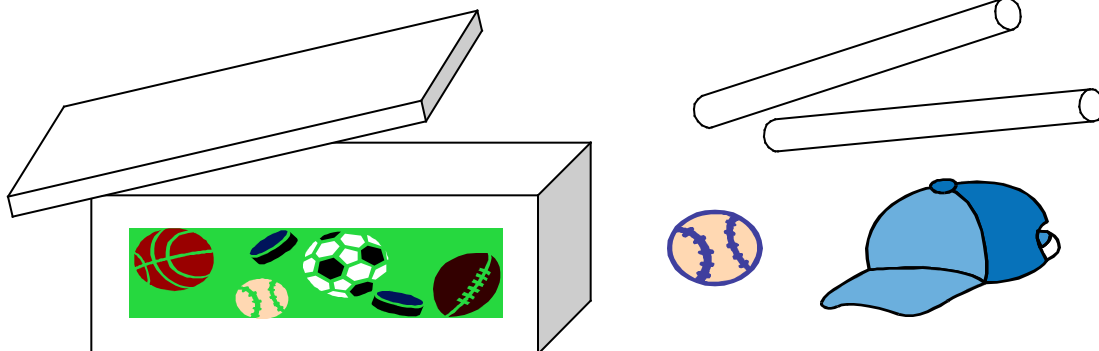
Students gather or create a predetermined number of objects that will fit into a shoebox. They take out the items in the box as they deliver their speech. This idea works well as an organizational tool for an initial speaking experience in K-12 settings as students often feel more comfortable holding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

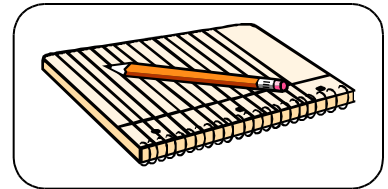


#### **Variations**

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.)

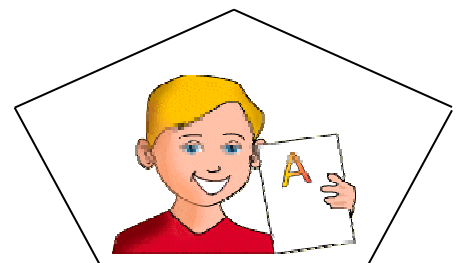


### **Memorable Moment Speech**

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 Favorite TV Show

**Time Limit:** 3-5 min

**Type of Speech:** Persuasive

**Grade Level:** 6-8

## Directions or Description of Activity:

During a unit on persuasion, students will develop a persuasive presentation about their favorite television program.

- Students will tell the audience why they like the show and develop a persuasive argument (3 reasons) why their classmates should watch it.
- Students are encouraged to practice their speech in front of classmates and peers before presenting to the class.

**NOTE:** This activity can be used as a practice speaking assignment for a variety of "favorites" (music, group, vacation spot, fashion statement, etc.)



**Student handout follows →**

# PERSUASIVE SPEECH

Name \_\_\_\_\_ Date \_\_\_\_\_

*Purpose:* To give a persuasive speech; to try to change someone's mind on an issue.

Opening statement

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First Reason

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---

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Second Reason

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---

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Third Reason

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Closing Statement

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## Speaking Activity

**Title of Speech:** It Was a Very Good Year

**Time Limit:** 5-7 min.

**Type of Speech:** Informative

**Grade Level:** 6-8

### Directions or Description of Activity:

- A cart of reference books from the library is brought into the classroom. This assortment includes history books, sports books, Guinness World Records, fashion books, books on music and movies, etc.
- The students then sign up for a year of their choosing between 1776 and the current year.
- They do research on what really stood out in their year. Who won the Superbowl? Was there a war? Who was president? What did people do for fun, fashion, music, movies, etc.
- Students make a poster to go with their research. They present the poster and information to the class in a speech.

NOTE: This speech can be adapted to fit specific content areas.

Submitted By: Kronser O. Schwendiman, Fremont MS, Lakeview SD

## Speaking Activity

**Title of Speech:** Job Reports

**Time Limit:** 3 min.

**Type of Speech:** Informative

**Grade Level:** 6-8

### Directions or Description of Activity:

- Students gather/research information on the job/career of their choice.
- Using this information they will prepare notecards, a speech, and bring 1-2 props that represent aspects of that job.

Attached is an outline of the activity and what information students should be gathering.

**Student handouts follow →**

Submitted By: Kate Thomas Keown, Fremont MS, Roseburg SD



Name \_\_\_\_\_

Period # \_\_\_\_\_

## STEPS FOR SUCCESS

**Title of Speech:** Job Report on: \_\_\_\_\_

**Type of Speech:** Informative

**Length of Speech** 3 min

**Note cards?** YES (You will hand these in)

**Written report?** NO

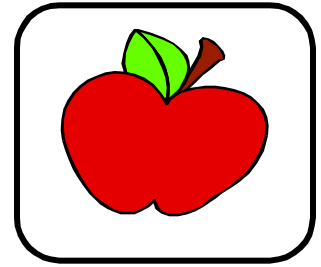
**Gather information** about the job/career of your choice.

**Draft speech.**

**Copy** onto note cards.

**Gather 1-2 props** that represent aspects of that job.

**Rehearse speech** with cards and props.



## Benchmark CIM TASK: Job Report Speech

### Job Research

#### Title

- Working
- Type of work done/Tasks involved
- Products/Services
- Aptitudes/strengths/talents
- Education/skills/certifications
- Where can you learn these skills?
- Associated clubs and activities
- Classes to take in high school
- Wages & benefits
- Related jobs
- Outlook
- Turnover?
- Rate of Growth
- Limitations
- Names of employers
- Why are you interested?
- Where could you go to get more information?
- References (Minimum of 3 types:  
1 book/magazine, 1 newspaper,  
1 Internet)

### Scoring Guides Criteria

#### DELIVERY

- Minimal use of note cards
- Having fun yet?
- Eye contact maintained
- Speak clearly, use words/grammar properly
- Volume: Can we hear you?

#### CONTENT/IDEAS

- Follow the criteria?
- Extras: above and beyond?
- Make sense to audience?

#### ORGANIZATION

- Beginning, middle, end
- Logical
- Strong conclusion
- Language: Original? Technical terms explained?

#### PROPS

- Original?
- Appropriate/easy to understand
- Help to make a point?

#### GOAL

4's or better in all categories to meet benchmark.  
5's or better in all categories to exceed benchmark.  
(See the back)

# Speaking Work Sample Entry Sheet

## Benchmark CIM

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Mode: \_\_\_\_\_

Date: \_\_\_\_\_

2<sup>nd</sup> rater (2<sup>nd</sup> rating is optional) \_\_\_\_\_

Circle the score earned:

<b>Ideas/Content</b> 1 2 3 4 5 6	<b>Organization</b> 1 2 3 4 5 6	<b>Language</b> 1 2 3 4 5 6	<b>Delivery</b> 1 2 3 4 5 6
<ul style="list-style-type: none"> <li>• Is clear</li> <li>• Is focused</li> <li>• Appropriate to audience and purpose</li> <li>• Support is present although it may be limited</li> <li>• Valid connections and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Makes sense</li> <li>• Is easy to follow</li> <li>• Contains beginning, middle, end</li> <li>• Uses transitions</li> <li>• An effective introduction</li> <li>• A planned conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Language is original, functional and appropriate to audience</li> <li>• Intended message is conveyed clearly</li> <li>• Competent practical use of technical language</li> <li>• Grammar and usage are correct</li> </ul>	<ul style="list-style-type: none"> <li>• Control of technique</li> <li>• Eye contact</li> <li>• Clear enunciation</li> <li>• Effective rate, volume, and tone</li> <li>• Generally fluent delivery</li> <li>• Appropriate use of non-verbal techniques</li> </ul>

Notes:

Task Context:

\_\_\_\_\_prepared and rehearsed

\_\_\_\_\_unrehearsed

Other notes:

### Performance Level Key

- 6 Exemplary: Exceeds standard; work is exceptional, distinctive, unusually sophisticated.
- 5 Strong: Exceeds standard; work shows a thorough effective application of knowledge and skills.
- 4 Proficient: Meets standard; work demonstrates application of essential knowledge and skills.
- 3 Developing: Work does not meet standard; shows basic, but incomplete application of knowledge and skills.
- 2 Emerging: Work does not meet standard; shows partial application of knowledge and skills.
- 1 Beginning: The work shows little application of knowledge and skills and contains many errors or omissions.

# Speaking Activity

**Title of Speech:** Demonstration Speech

**Time Limit:** 4-6 min.

**Type of Speech:** Informative

**Grade Level:** 6-8

## **Directions or Description of Activity:**

Students should choose to demonstrate something that is VERY FAMILIAR to them. They must narrow their topic to something SPECIFIC that they can show and explain in 4-6 minutes without feeling rushed.

## SET-UP

- Choose a topic (motorcycles, cats, baseball, etc.).
- Narrow the topic (safety, grooming, how-to)
- Write an introduction. Include an attention-getting opening sentence. State what you are going to tell the class and why.
- List EVERY step needed to show what you are demonstrating.
- Using the above, make a complete list of the materials you will need for your speech.
- Set out your materials and practice following your own directions in step 4. Think each step through but don't worry about the time at this point. Make corrections if necessary.
- Now, time yourself and make any adjustments/changes if needed. Remember to explain each step as you go along.
- Write a conclusion that summarizes what you have shown in your speech.
- Practice before an audience (parents, friends, neighbors, etc.) at least three times. Have them time you and record their observations on the "Practice Makes Perfect!" worksheet. Listen to their observations. Members of the audience are usually much more accurate in evaluating a speech than the speaker is.



**Student handouts follow →**

# Checklist for Demonstration Speech

Use this checklist to help you organize your outline. When you are finished, copy this information onto a sheet of paper. This will be the outline that you turn in when you give your speech. It should be typed or written neatly in cursive writing using blue or black ink.

\_\_\_\_\_ I. **Topic:**

\_\_\_\_\_ II. **Narrowed Topic:**

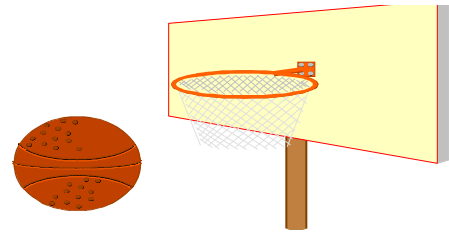
\_\_\_\_\_ III. **Introduction: (write this out)**

\_\_\_\_\_ IV. **Steps: (list steps needed to show what you are demonstrating)**

\_\_\_\_\_ V. **Materials: (list materials needed for speech)**

\_\_\_\_\_ VI. **Conclusion: (write this out)**

Continued →



I. Topic: Basketball

II. Narrowed Topic: Free-Throw Shooting

III. Introduction:

The free-throw is one of the most important shots in the game of basketball. Skilled players have been known to practice these shots for many hours at a time. Imagine this scenario: the game is on the line, time has expired, and you are at the free-throw line with one shot left, the game tied. This one shot could win it all or lose it all for your team. Through the course of a high scoring, fast-paced game it doesn't seem like a single point shot could have such a huge effect on the outcome. But as you have discovered, that one free-throw and every one before it has become very crucial. You step up to the line..... hold on minute, are you sure you know what you are doing? Maybe you should listen to these instructions and learn to perfect your free-throw and win that big game for your team. Just remember it is all about your state of mind. You can shoot like the NBA's Chris Dudley, a 45 percent free-throw shooter, or Mark Price, who shoots over 90 percent.

IV. Steps:

1. Catch the ball as the referee throws it to you.
2. Approach the foul line and place your right toe about half an inch behind the line.
3. Place your left hand on the side and your right hand on the top of the ball.
4. Raise your arms so the ball is directly in front of your right eye.
5. Bend your knees and as your legs straighten push the ball toward the basket.
6. After the ball leaves your hand leave your wrist hanging.

If you absolutely cannot shoot your free-throw this way do not despair. You can always resort to the underhand or granny shot. It worked for Rick Barry, who shot a career percentage of 90 at the line in the NBA. But most importantly, establish a routine that is right for you, doing the exact same thing and going through the same motions each time you approach the free-throw line.

V. Materials:

1. Basketball
2. Free-throw line (tape)

VI. Conclusion:

The coliseum is silent as your shot progresses towards the basket. Then, SWISH! The crowd erupts into a loud roar as your team jumps on you, still frozen at the free-throw line, amazed at your beautiful shot. Now, next time you find yourself at the line you will know exactly what to do.

# Practice Makes Perfect!

You need to practice your speech at least three times before presenting it to the class. Remember **don't memorize**, just tell what you know, using your outline as a guide. Have a member of your audience time you and make comments to affirm what you are doing right and to help you improve areas that are weak.

1. \_\_\_\_\_  
listener \_\_\_\_\_ time

+

+

+

☐

2. \_\_\_\_\_  
listener \_\_\_\_\_ time

+

+

+

☐

3. \_\_\_\_\_  
listener \_\_\_\_\_ time

+

+

+

☐

⊕ = *Good Points*

☐ = *Area for Improvement*

# Speaking Activity

**Title of Speech:** Outdoor School  
Dollars Well Spent?

**Time Limit:** 3-5 min.

**Type of Speech:** Persuasive

**Grade Level:** 6-8

## Directions or Description of Activity:

Upon returning from Outdoor School, students are briefed on the amount of taxpayer dollars used to provide this opportunity for all 6<sup>th</sup> graders in our district. Students figure the amount of money needed for each sixth grader (a little math). Then students brainstorm other ways that money could be spent to benefit the students – either in favor of continuing Outdoor School or spending the money in another way.

The vast majority of my students chose to continue Outdoor School. The format for this choice must include:

1. The academic benefits of ODS.
2. Social benefits of ODS.
3. How the student has grown personally from the experience.

In the past, I have had a few students choose to spend the money "for other programs". The format for this choice is to divide up the money in existing programs or develop a new program to benefit students. Rationale for allocation of dollars must be provided.

NOTE from teacher designing this activity:

Upon completion of this activity, students value Outdoor School even more knowing that this opportunity may not be there for students in the future. We have had some very passionate speeches in the past urging school board members to continue to provide this learning experience to each new class of sixth graders.



Submitted By: Chris LaFrenz, Reynolds MS, Reynolds SD

## Speaking Activity

**Title of Speech:** Famous Athlete Speech

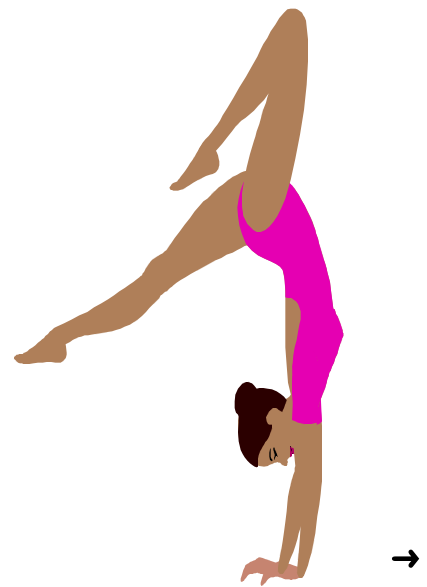
**Time Limit:** 3-5 min.

**Type of Speech:** Informative

**Grade Level:** 6-8

### Directions or Description of Activity:

- During a health or physical education unit (or class), students research the life of a famous professional athlete for an informative speech.
- The students deliver the speech in first person point of view as if they were that athlete.
- Visual aids, props and costumes are encouraged.





# Famous Athlete Speech

1. For this presentation, you will do research on a famous sports figure.

## Tell Us:

- Your name
  - When and where you were born
  - How you were inspired to become an athlete
  - The outstanding achievements of your athletic career
  - Whether you are still alive or deceased
2. Use first person point of view as if you are the athlete. ("I accomplished...." Or "One of my greatest moments was....")
  3. Explain how the person felt at different times of his/her life.
  4. You may choose any famous person in a sport as long as they are retired. Athletes who are currently competing should not be chosen for this project.
  5. We will discuss in class how to find information on sports personalities using a variety of resources. (In most cases, you will not have to read an entire book.)
  6. Your presentation must be 3-5 minutes long.
  7. You may use notes during your presentation. Please speak loudly, clearly, and expressively. Maintain eye contact with the audience.
  8. For added interest, you may dress as the athlete might have dressed, or bring in props that aid in telling the story. Visual aids are encouraged.
  9. Please practice your speech in front of friends and family members so that you will be ready on presentation day.



## Speaking Activity

**Title of Speech:** Personal Possession or Collection      **Time Limit:** 2-3 min.  
**Type of Speech:** Informative      **Grade Level:** 6-8

### Directions or Description of Activity:

- At the start of the school year, each student is asked to bring in an important personal possession or collection to help their classmates get to know them. (Limit collection of items to five of their favorite.)
- Students are asked to tell why the item or collection is important and where they got it/them.
- Although they may use brief notes, students are encouraged to have an organized presentation that they deliver using a "conversational" tone.

## My Favorite Book Collection



Student handout follows →

## Personal Possession or Collection Speech

Possible topic ideas:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

Final topic choice: \_\_\_\_\_

### **GUIDELINES:**

1. Notes are allowed.
2. You must bring the possession or collection to class. (No weapons or live animals, please.)
3. Practice your speech several times.
4. Time: 2-3 minutes.

### **Areas to Cover in the Speech:**

#### *Introduction*

What is it? Use descriptive words.

#### *Body*

How and where did you get this?

How did your collection start and how do you add to it?

Include a special story or memory.

Why is this special to you?

#### *Conclusion*

Why and where do you keep this item or collection?

**DUE DATE FOR YOUR SPEECH:** \_\_\_\_\_

## Speaking Activity

**Title of Speech:** "It's An Art" Speech

**Time Limit:** 3-5 min.

**Type of Speech:** Informative

**Grade Level:** 6-8

### Directions or Description of Activity:

Here is a new twist on the traditional demonstration speech.

Assign speech topics that are light, specific, and familiar. The "art of" topics suggested below require careful thought and organization, but they are not difficult.

### **IDEAS:** The art of....

eating spaghetti, ice cream, popcorn, pizza, watermelon, etc.

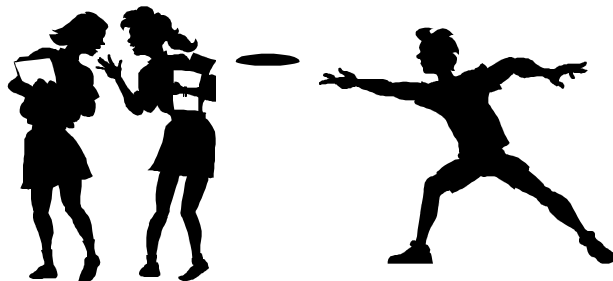
throwing a frisbee

talking to the opposite sex

making friends/enemies

impressing the teachers

overcoming fear



## Speaking Activity

**Title of Speech:** Personality Poster/Speech

**Time Limit:** 2-3 min.

**Type of Speech:** Informative

**Grade Level:** 6-8

### Directions or Description of Activity:

- At the start of the school year, give each student a piece of 8" x 11" construction paper. (Allow them to choose the color.)
- Ask students to create a Personality Poster sharing likes/dislikes about themselves.
- They may include: photos of family and pets, magazine pictures of hobbies, sports, favorite foods, games, etc.
- The student must add their name to the front of the poster in a creative way.
- When posters are completed, each student is asked to prepare a short speech sharing items off of the poster, and thus, sharing information about themselves to the class.
- Encourage students to practice good delivery techniques while preparing and presenting their speech.

## Speaking Activity

**Title of Speech:** Book Talk

**Time Limit:** 2-3 min.

**Type of Speech:** Informative

**Grade Level:** 6-8

### Directions or Description of Activity:

- Students pick a mystery book from the library. The book needs to meet the following requirements:
  - Be at their reading grade level.
  - Not made into a movie.
  - No less than 175 pages long.
- After each chapter, students summarize the main events and include what characters were involved.

Using the chapter summaries, they prepare an oral presentation to give the class.