

Teacher Notes



Spontaneous Speeches

Activity 3 Is Scripted Better?

Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Process Writing: Prewriting
- ◆ **Topic:** Spontaneous Speeches
- ◆ **Grade Level:** 6 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 100 minutes

Materials

- ◆ TI-83 Plus device
- ◆ NoteFolio™ and LearningCheck™ Applications
- ◆ NoteFolio™ file: **SPEECH.8xv**
- ◆ LearningCheck™ file: **Spontaneous Speeches.edc (section 2)**
- ◆ Student Work Sheet: **Peer Evaluation Form: Scripted Speech, Reflecting on What You've Done**

Activity Overview

Students will deliver polished, scripted versions of their spontaneous speeches.

Directions

Before the Activity Begins

Be sure students have printed out their work before class starts. You will need the entire period (maybe two) for student speeches.

Have the camera ready. Is it plugged in (or is the battery fully charged)? Do you have a blank videotape?

Direct students to open their NoteFolio™ file (**SPEECH.8xv**) to record their evaluations of their classmates. Each student will be responsible for evaluating three of his/her fellow speakers. (A paper-based version of this file is included in this activity.)

During the Activity

Students deliver their scripted speeches. The teacher (or perhaps a student camera operator) videotapes the speeches.

After the Activity

Take a class period to watch the scripted speeches. Briefly discuss with your students the experience. How did their scripted speeches compare to the spontaneous speeches?

Homework

Students complete the second portion of the LearningCheck™ file (**Spontaneous Speeches.edc**) *Reflecting On What You've Done*. This will be submitted by each student electronically. (A paper-based version of this file section is included in this activity.)

Student Work Sheet

Name: _____

Peer Evaluation Form: Scripted Speeches

Date: _____

Today you will be evaluating three students' scripted speeches. Your comments will be given to your peers after I remove your name from the top of this paper. Please find something positive to say about each student, and be respectful when describing weaknesses.

Student 1

Name of speaker: _____

What I liked about his/her speech:

Next time, the speaker should...

Student 2

Name of speaker: _____

What I liked about his/her speech:

Next time, the speaker should...

Student 3

Name of speaker: _____

What I liked about his/her speech:

Next time, the speaker should...

Student Work Sheet
Reflecting On What You've Done

Name: _____

Date: _____

What did you like about this activity?

What did you not like about this activity?

Is there anything you would have done differently if you were the teacher?

What was the most challenging part of this activity?

What was the easiest part of this activity?

How were your spontaneous and scripted speeches similar?

How were they different?

Which speech do you think was better? Do you prefer to speak spontaneously or to read a scripted speech?