Show & Share

Each week, one students will share during our Show & Share time. In addition to Show & Share being fun and helping to build classroom community, it is a great opportunity to work on speaking and listening skills. Please help your child practice for their Show & Share. **Students must complete the attached written component in order participate. Students are encouraged to use Office 365 to enhance their presentation with technology.** The skills we are working on are:

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| --- | --- | --- | --- | --- |
| Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Criteria** | **Exceeding****(E)** | Click to view**Meeting****(M)** | **Beginning****(B)** | **http://thumbs.gograph.com/gg65931348.jpg****Not Yet****(NY)** |
| I stayed on topic. | Consistently | Most of the time | Sometimes | Not Yet |
| I looked at the audience. | Consistently | Most of the time | Sometimes | Not Yet |
| I spoke loudly and clearly. | Consistently | Most of the time | Sometimes | Not Yet |
| I kept my hands and body still. | Consistently | Most of the time | Sometimes | Not Yet |
| I used technology to enhance my presentation. | Consistently | Most of the time | Sometimes | Not Yet |

Students who are not presenting will also be marked on their listening skills by demonstrating appropriate listening behaviours. Please see the attached rubrics. The Show and Share should last approximately 1-3 minutes, with time provided afterward for questions and comments.

Some possible topics are:

Share with the class something that you collect or is important to you –bring a sample of your collection to show and create a digital presentation with images! Here are some ideas: books, football cards, erasers, coins, crystals...

Say Cheese! Share a favourite photo from your childhood or vacation. Where was it taken? Why is it special to you?

Accomplishments – Bring a trophy or something that represents a special accomplishment.

Please see the last page for the schedule and the outline for the written component.

Thanks,

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

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| Speaking Rubric: **Speaking Behaviours** | **Excelling**  | Click to view**Meeting**  | **Beginning**  | **http://thumbs.gograph.com/gg65931348.jpg****Not Yet**  |
| I stayed on topic. | Consistently | Most of the time | Sometimes | Not Yet |
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| I spoke loudly and clearly. | Consistently | Most of the time | Sometimes | Not Yet |
| I kept my hands and body still. | Consistently | Most of the time | Sometimes | Not Yet |
| I used technology to enhance my presentation. | Consistently | Most of the time | Sometimes | Not Yet |
| I stayed on topic. | Consistently | Most of the time | Sometimes | Not Yet |

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| --- | --- | --- | --- | --- |
| Listening Rubric:  | **Excelling**  | Click to view**Meeting**  | **Beginning**  | **http://thumbs.gograph.com/gg65931348.jpg****Not Yet**  |
| **Listening Environment** |
| Listens effectively in whole-class activities | Consistently | Most of the time | Sometimes | Not Yet |
| Recognizes classroom cues for listening (e.g., signal to “focus” and listen) | Consistently | Most of the time | Sometimes | Not Yet |
| **Purpose for Listening** |
| Listens effectively to a presentation. | Consistently | Most of the time | Sometimes | Not Yet |
| Demonstrates understanding of what was heard (e.g., can retell and ask questions) | Consistently | Most of the time | Sometimes | Not Yet |
| **Listening Behaviours** |
| Looks at the speaker | Consistently | Most of the time | Sometimes | Not Yet |
| Uses appropriate body language (e.g., nodding head, leaning forward) | Consistently | Most of the time | Sometimes | Not Yet |
| When appropriate, responds by offering a relevant comment or question | Consistently | Most of the time | Sometimes | Not Yet |
| Identifies listening distractions and has strategies to deal with them. | Consistently | Most of the time | Sometimes | Not Yet |

Show & Share Paragraph

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| --- | --- | --- | --- | --- |
| Topic Sentence:

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 | <- Write a sentence describing your object. Keep it general. |
| Supporting Details:

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 | <- Write at least 3 sentences about your object* Where did you get it?
* Why is it special?
* How long have you had it for?
* How does it make you feel?
* Why did you want to share it with the class?
 |
| Concluding Sentence:

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 | <- Write a closing sentence, this should be similar to your topic sentence.  |