**Teaching P.V. LEGS K-6**

**The elements of speaking can be taught gradually by focusing on the components that are appropriate for each grade level.**

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| **Grade** | **Poise** | **Voice** | **Life** | **Eye Contact** | **Gestures** | **Speed** |
| **K** | Kinder students should focus on being comfortable speaking in front of the class or in a small group. This is still done with prompting and support. |  |  |  |  |  |
| **1** | First grade students can begin to work on preparation, practicing their presentations several times in small groups, working toward presentations in front of the class as part of a group. | Learning to speak “Loud and Proud” should be the goal for first grade students whether asking and answering questions, or presenting information. |  |  |  |  |
| **2** | In second grade, students are working toward making group presentations on their own in front of the class. Practice makes perfect! | Continuing to speak “Loud and Proud” whenever they speak in class, whether asking and answering questions or presenting information. | In second grade, students should begin to add life to their voice. They can participate in Reader’s Theater presentations, and practice saying short sentences or phrases with different inflections. |  |  |  |
| **Grade** | **Poise** | **Voice** | **Life** | **Eye Contact** | **Gestures** | **Speed** |
| **3** | Third graders transition to short, independent presentations by the end of the year. By practicing within a small group and gaining confidence, they will be able to transition to these short presentations. | By this time, third graders should be able to speak “Loud and Proud” in whole class and small group discussions, and when giving a presentation in front of the class. | Now that third graders have had a full year to focus on adding life to their speaking, they can take risks in small groups expressing passion about a subject, telling jokes, or practicing reading sentences or paragraphs to convey different meanings. | Begin encouraging students to make eye contact with others when they are in front of the group. If students find this difficult, encourage them to go slowly, and pick two or three people to make eye contact with, gradually moving to trying to make eye contact with everyone in the room. |  |  |
| **4** | As fourth graders, these students are much more comfortable in front of the class. They can start where they left off in third grade beginning with short presentations and transitioning to more involved projects which include visual aids and/or technology | Continue to encourage speaking up so that all can hear. | In fourth grade there are multiple opportunities to add life to a presentation. Allow experimentation through games and storytelling. Encourage students to add this kind of life to their presentations in front of the class. | By the end of fourth grade, students should be comfortable making eye contact with all members of the audience. | This is a great time to include gestures in the presentations and interactions with others in the class. View videos to show examples of gestures, and ask students to critique the speakers in the videos. Encourage students to try out some of the gestures in their presentations. | **Some critique of speed begins here, but students may not be ready for this aspect of speaking. Push what your students are ready for!** |
| **5** | Fifth graders are asked to create and present much more involved reports and activities. Their practice the last five years should give them confidence. | Loud and Proud – don’t get quiet now! | There are opportunities for fifth graders to expand their presentations to the greater student body, and to parents and teachers, and to practice new types of presentations. | Making eye contact with parents and teachers might be difficult. Encourage students to select a few people in each section of the room to make eye contact with. | Continue adding more gestures depending on the presentation and audience; practice gestures in class before presenting in front of a larger audience. | This is the year to focus on the speed of speech. Help students who speak too fast to slow down, and encourage students who are too laid back to pick up the pace. |
| **6** | Sixth graders will simply be honing their skills when presenting. | Make sure the students know when to speak louder or softer. | Students will begin presenting arguments; they need to express passion for their subject. | Eye contact will still be difficult for some students. Encourage practice as in fifth grade. | Presenting arguments will allow students to practice more gestures as they make their points. | Speed and pacing will always be a focus for students as they hone their skills a public speakers. |