

Writing & Presenting

DESCRIPTION

Objective

Students will be able to apply speaking and listening concepts from the student program to an oral presentation based on an independently written script.

Instructional Focus Areas


- Language purpose: identifying everyday objects and things
- Grammar: articles (a, an)
- Writing Genre: creative
- Oral Presentation: speaking about animals/items in a specific location

Prepare

- Create the following Anchor Charts with students beforehand (see [Anchor Charts](#) on page 5 in the **Implementation Guide** for instructions):
 - *What Good Presenters Do*
 - *TAG Feedback*

PART A: Grammar Practice

Step 1: Language Frames Anchor Chart


 You're going to write and present a creative script that identifies, or points out, animals and items that are found in a specific place. First we'll make an Anchor Chart with the language frames you've learned about. This will help you talk about the topic and draft a script for your presentation.

- ➔ Create and display the language frames anchor chart for students to refer to as they complete the activities.
- Example target language frames:
 - I am in **a/an** ____ (noun).
 - It is **a/an** ____ (noun).
 - I see **a/an** ____ (noun).

Step 2: Grammar Practice Activity



- ➔ Distribute the **Grammar Practice** activity page (Reproducible page 1).
- ➔ Review the definitions and examples at the top of the page for the articles *a* and *an* (see [Scaffolding Suggestions](#) on page 9 in the **Implementation Guide**).
- ➔ Have students complete the **Grammar Practice** activity page with the targeted grammar words/phrases.

Step 3: Review & Discuss


- ➔ Review student answers using the answer key provided in the **Teacher Reference** section.
-  *Later you'll write a script that identifies animals and items that are found in a specific place. You will use the words and phrases you've learned about in your presentation.*

PART B: Graphic Organizer

Step 1: Draw–Pair–Share

-  *Sometimes presenters use visual aids, pictures, or drawings to help their audience better understand their ideas. Think about what you'd like to write and speak about and take a moment to draw it on your graphic organizer.*
- ➔ Distribute the *Picture This* graphic organizer (Reproducible page 2).
-  *If you could go anywhere in the world, where would you like to go? Once you get there, look around. What do you see?*
- ➔ Have students draw a picture that represents what they see in a specific place.
- ➔ Place them in pairs and have them share their drawings, encouraging students to use the articles *a* and *an* as they describe their pictures.
- ➔ Remind students to use the sentences from the *Language Frames* Anchor Chart in their conversations.

Step 2: Graphic Organizer Brainstorm


-  *Now that you've had an opportunity to share your drawings, let's think about how to fill in the graphic organizer. Look at the box at the top: I am in a/an _____. Fill in the blank with the special place you'd like to visit and I'll share an example. Gabriela, from Lexia English, lives in Brazil. She would like to visit the Amazon rainforest. Part of the Amazon rainforest is in Brazil. In the rainforest, she sees a jaguar. She sees a sloth. She sees an anaconda.*
- ➔ Model how to complete the graphic organizer (there is a sample student graphic organizer in the **Teacher Reference** section).
- ➔ If appropriate, you could suggest that students think about places and landmarks that are special to their family and use this as an opportunity for students to build community and cultural consciousness.
- ➔ As needed, guide students through completing the remainder of the graphic organizer and offer help with spelling, especially with the beginning part of a word so that students can associate using the correct article (*a* or *an*) with the beginning sound of the noun.

Step 3: Write–Pair–Share

- ➔ Provide sufficient time for students to fill out all parts of the *Picture This* graphic organizer.
- ➔ Have students share their graphic organizers with a partner.
- ➔ Display the *TAG Feedback* Anchor Chart and remind students to use the questions on the poster to help them provide feedback to their partner.


PART C: Presentation Script

Step 1: Presentation Script Checklist


 You're going to write a first draft of your script. It's important for good writers and speakers to draft and edit their work. Use this checklist to make sure that you included all the necessary information in your script.

- ➔ Review the **Presentation Script** activity page (Reproducible page 3) and make sure students have a clear understanding of each item on the *Presentation Script Checklist*.
- ➔ Invite students to generate examples for each item from their graphic organizer (see the sample student script in the **Teacher Reference** section for a model).

Step 2: Write & Review

 Now you'll start writing your presentation script. Remember to use the *Presentation Script Checklist* and your graphic organizer to guide your writing.

- ➔ Provide sufficient time for students to engage in the writing process.*

 Before you share your draft with a partner, take a moment to review it using the checklist. Make sure all items on the checklist are included in your script and place a check mark next to each completed item in the **Self** column.

- ➔ Encourage students to highlight or circle the parts of their scripts that reflect each requirement from the checklist.


Step 3: Read–Pair–Share

- ➔ Have students read aloud their own scripts to a partner.
- ➔ Instruct the listening partner to place check marks in the **Partner** column of the checklist for all items that have been included in the script.
- ➔ Refer students to the *TAG Feedback Anchor Chart* to help guide their partner feedback.
- ➔ Provide time for students to edit their scripts based on feedback.

*While this process is focused on oral language development, feel free to modify this step for additional engagement in the writing process, using approaches students are familiar with.

PART D: Final Presentation Practice & Edits

Step 1: Presentation Delivery Checklist


 Now that you've completed your graphic organizer and had opportunities to improve your draft, it's time to practice your presentation skills. You'll also have an opportunity to finalize your script before you present it to your audience.

- ➔ Review the **Final Presentation** activity page (Reproducible page 4) and make sure students have a clear understanding of each item on the *Presentation Delivery Checklist*.
- ➔ Display the *What Good Presenters Do* Anchor Chart and remind students of what they brainstormed.

Step 2: Read–Pair–Share

- ➔ Have students read aloud their scripts to a partner.
- ➔ Instruct the listening partner to place check marks in the **Partner** column of the checklist for all items that have been included in the delivery of their partner's presentation.
- ➔ Remind students to use the *TAG Feedback* Anchor Chart to guide their feedback.

Step 3: Final Edits

 Take time now to finalize your script and make sure to include any items you missed from the *Presentation Delivery Checklist*.


- ➔ Make sure students have practiced how to incorporate any missing items from the checklist into the delivery of their presentations.
- ➔ Model, as needed, any presentation notes that will help students deliver their final scripts (see [Scaffolding Suggestions](#) on page 9 in the **Implementation Guide**).
- ➔ Provide sufficient time for students to write their final scripts and any presentation notes at the bottom of the **Final Presentation** activity page.

PART E: Final Presentation

Step 1: Teacher Prep


- ➔ Review [Oral Presentation Supports](#) on page 11 in the **Implementation Guide** for ideas on how to best support students in preparing to give their oral presentations, as well as options for presentation formats, groupings, and assessment of presentations.
- ➔ Select the appropriate [Oral Presentation Rubric](#) you will share with students from pages 12-14 of the *Implementation Guide*.

Step 2: Oral Presentation Rubric

 Before you deliver your final script, let's review how your presentation will be assessed.

- ➔ Provide students with the **Oral Presentation Rubric** and review the criteria for each category.
- ➔ Make connections from this criteria to the ideas brainstormed on the *What Good Presenters Do* Anchor Chart.

Step 3: Final Presentation

 You'll now have an opportunity to schedule your final presentations, present, and celebrate all the progress you've made!

- ➔ Provide students with additional time to practice before presenting their final scripts.

Teacher Reference

NAME: _____ DATE: _____

LEVEL 1
Creative Text
Articles

PART A: Grammar Practice

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We use the word **a** to talk about a person, place or thing that does NOT start with a vowel sound.

Example: I see **a** tree.

We use the word **an** to talk about a person, place or thing that starts with a vowel sound.

Example: I see **a** avocado.
I see **an** avocado.

Directions: Fill in the blanks with the words **a** and **an** to correctly complete each sentence.



1. I see a jaguar.
2. I see a sloth.
3. I see a tree.
4. I see an anaconda.
5. I see a parrot.
6. I see a butterfly.
7. I see an anteater.

Teacher Reference

NAME: _____ DATE: _____

LEVEL 1
Creative Text
Articles

PART B: Picture This–Graphic Organizer

Writing & Presenting

Oral Presentation Prompt:

If you could go anywhere in the world, where would you like to go? What do you see there?

Directions: First, draw a picture of a special place and at least 3 things to see there. Complete the sentences and make a line connecting the sentences to the items in your picture.I am in a/an rainforest .I see a/an jaguar .I see a/an sloth .I see a/an anaconda .

Teacher Reference

Use this **model** to help guide students' writing.

Have it visible to students and mark up the text so they can make connections to items from the checklist.

DATE: _____

LEVEL 1
Creative Text
Articles

PART C: Presentation Script

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Oral Presentation Prompt:

If you could go anywhere in the world, where would you like to go? What do you see there?

Directions: Write your presentation script in the space below. Use the checklist to help guide your drafting.

Presentation Script Checklist

Do you say where you are in the first sentence?

Do you include at least THREE items, using the word *a* or *an* correctly in front of them?

Do you remind the audience of your topic in the last sentence?

SELF

✓

PARTNER

✓

You can mark up the text and say: This is an example of how *a* and *an* are used.

I am in a rainforest.

I see a jaguar. I see a

sloth. I see an anaconda.

There is so much to see
in the rainforest.

You can mark up the text and say: This is an example of **summarizing your topic**.



NAME: _____ DATE: _____

PART A: Grammar Practice

We use the word **a** to talk about a person, place or thing that does NOT start with a vowel sound.

Example: I see **a** tree.

We use the word **an** to talk about a person, place or thing that starts with a vowel sound.

Example: I see **a** avocado.
I see **an** avocado.

Directions: Fill in the blanks with the words **a** and **an** to correctly complete each sentence.



1. I see a jaguar.

2. I see _____ sloth.

3. I see _____ tree.

4. I see _____ anaconda.

5. I see _____ parrot.

6. I see _____ butterfly.

7. I see _____ anteater.

NAME: _____ DATE: _____

PART B: Picture This–Graphic Organizer

Oral Presentation Prompt:

If you could go anywhere in the world, where would you like to go? What do you see there?

Directions: First, draw a picture of a special place and at least 3 things to see there. Complete the sentences and make a line connecting the sentences to the items in your picture.

I am in a/an _____ .

I see a/an _____ .

I see a/an _____ .

I see a/an _____ .

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If you could go anywhere in the world, where would you like to go? What do you see there?

Presentation Script Checklist

Presentation Script Checklist	SELF ✓	PARTNER ✓
Do you say where you are in the first sentence?		
Do you include at least THREE items, using the word <i>a</i> or <i>an</i> correctly in front of them?		
Do you remind the audience of your topic in the last sentence?		

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If you could go anywhere in the world, where would you like to go? What do you see there?

Presentation Delivery Checklist

PARTNER



My partner has a final script.



My partner talks about the topic.



My partner looks at me.



My partner's voice is loud, clear, and enthusiastic!