

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: explaining what to do with common things
- Grammar: prepositions (put on, take out)
- Writing Genre: informational
- Oral presentation: speaking about your favorite item in the world

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 an informational script that describes your favorite item in the world. 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 **put** ____ (favorite item) **on** the ____ (place).
 - I **take** ____ (favorite item) **out** of the ____ (place).

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 prepositions *put on* and *take out* (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 will write a script that will describe your favorite item in the world. 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 *Informational: Descriptive* graphic organizer (Reproducible page 2).


 Think about your favorite item in the world. Draw a picture that answers each question in the boxes.

→ Have students draw a picture that represents their favorite item.

→ Place them in pairs and have them share their drawings, encouraging students to use the prepositions *put on* and *take out* 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 titled "What is it?" Now, add a sentence to describe each of your drawings. For example, if you drew a red bike, you might say "This is my red bike."

→ Model how to complete the graphic organizer (there is a sample student graphic organizer in the **Teacher Reference** section).

→ As needed, guide students through completing the remainder of the graphic organizer. Point out that they can use the sentences in their presentation script.

Step 3: Write–Pair–Share


→ Provide sufficient time for students to fill out all parts of the *Informational: Descriptive* 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 3
Informational Text
Prepositions

PART A: Grammar Practice

Writing & Presenting

Directions: Fill in the blanks to correctly complete each sentence. Then circle the words you chose.

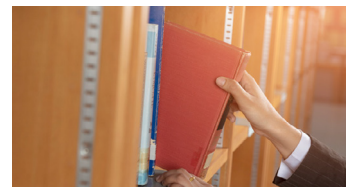
We use the words **take** and **out** to say that something or someone is moved away from the inside of a place.

Example: I **take** the cat **out** of the hat.

We use the words **put** and **on** to say that something or someone is moved to a certain place.

Example: I **put** the cat **on** the rug.

1. I put the book on the shelf. (take out/put on)



2. Put the band aid on the cut. (take out/put on)



3. Take the toy out of the box. (take out/put on)



4. I put the shoe on my foot. (take out/put on)



5. I take the cookie out of the jar. (take out/put on)



Teacher Reference

NAME: _____ DATE: _____

LEVEL 3
Informational Text
Prepositions

PART B: Informational: Descriptive-Graphic Organizer

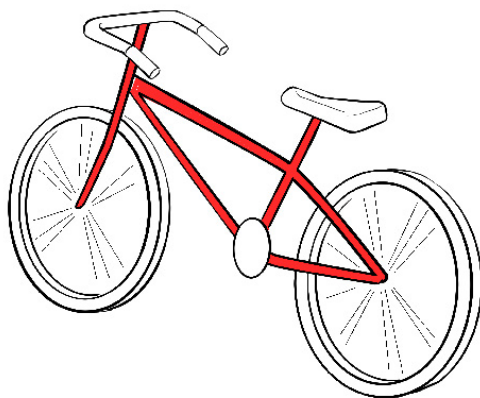
Writing & Presenting

Oral Presentation Prompt:

Think about your favorite item in the world. Draw a picture that answers each question in the boxes.

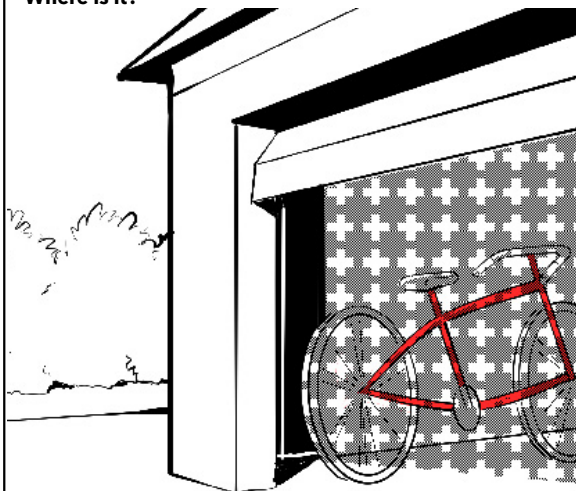
Directions: Write your answer to each question below to go along with the drawing you created.

What is it?



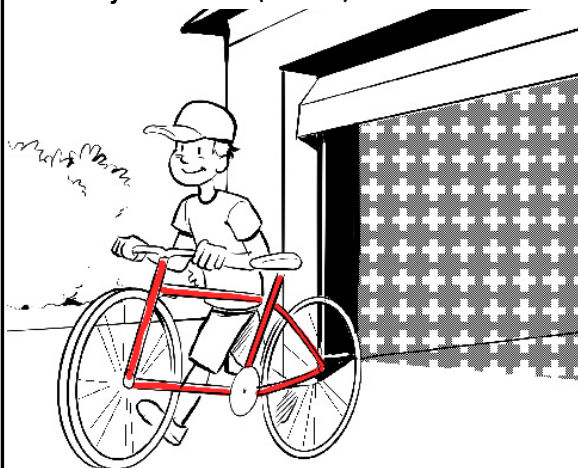
It is my red bike.

Where is it?



My bike is at home.

What do you do with it? (take out)



I take it out of the garage.

What do you do with it? (put on)



I put my bike on the rack.

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 3
Informational Text
Prepositions

PART C: Presentation Script

Writing & Presenting

Oral Presentation Prompt:

Think about your favorite item in the world. Draw a picture that answers each question in the boxes.

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

Presentation Script ChecklistSELF
✓PARTNER
✓

Do you say what you are going to talk about in the first sentence?

Do you say where the item is located?

Do you include *take out* and *put on*?

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

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

I am going to tell you about my favorite item in the world. It is my red bike. It is

fast! My bike is at home. I take my bike

out of the garage. I like to ride my bike

to school. I put it on the rack at school.

When I get out of school, I race home with

my friends. I love to ride fast! I feel like I

am flying. I love my red bike! Thank you for

listening to me talk about my item!

You can mark up the text and say: This is an example of how **take out** and **put on** are used.

NAME: _____ DATE: _____

PART A: Grammar Practice

Writing & Presenting

Directions: Fill in the blanks to correctly complete each sentence. Then circle the words you chose.

We use the words **take** and **out** to say that something or someone is moved away from the inside of a place.

Example: I **take** the cat **out** of the hat.

We use the words **put** and **on** to say that something or someone is moved to a certain place.

Example: I **put** the cat **on** the rug.

1. I put the book on the shelf. (take out/put on)



2. _____ the band aid _____ the cut. (take out/put on)



3. _____ the toy _____ of the box. (take out/put on)



4. I _____ the shoe _____ my foot. (take out/put on)



5. I _____ the cookie _____ of the jar. (take out/put on)



NAME: _____ DATE: _____

PART B: Informational: Descriptive–Graphic Organizer

Writing & Presenting

Oral Presentation Prompt:

Think about your favorite item in the world. Draw a picture that answers each question in the boxes.

Directions: Write your answer to each question below to go along with the drawing you created.

<p>What is it?</p>	<p>Where is it?</p>
<p>What do you do with it? (<i>take out</i>)</p>	<p>What do you do with it? (<i>put on</i>)</p>

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Think about your favorite item in the world. Draw a picture that answers each question in the boxes.

Presentation Script Checklist	SELF ✓	PARTNER ✓
Do you say what you are going to talk about in the first sentence?		
Do you say where the item is located?		
Do you include <i>take out</i> and <i>put on</i> ?		
Do you remind the audience of your topic in the last sentence?		

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid blue line at the top, a dashed blue line in the middle, and a solid red line at the bottom. The rows are evenly spaced across the entire page, providing a template for practicing letter formation and alignment.

Writing & Presenting

Think about your favorite item in the world. Draw a picture that answers each question in the boxes.

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!