

## Writing &amp; 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: informing an audience about an opinion
- Grammar: conjunctions (and, or)
- Writing Genre: opinion
- Oral presentation: speaking about the best restaurant or place to visit

**Prepare**

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

## PART A: Grammar Practice

**Step 1: Language Frames Anchor Chart**


***say** You're going to write and present an opinion script that you will present. An opinion is what you think about something. 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 like the \_\_\_\_ (noun 1) **and** I like the \_\_\_\_ (noun 2).
    - You could \_\_\_\_ (verb) \_\_\_\_ (noun 1) **or** \_\_\_\_ (noun 2).

**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 conjunctions *and* and *or* (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 about the best restaurant or place to visit where you live. 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 place you'd like to write and speak about and take a moment to draw it on the back of your graphic organizer.*
- ➔ Distribute the *Opinion Text Builder* graphic organizer (Reproducible page 2).
-  *In your opinion, what is the best restaurant or place to visit in your city? Describe two things it has that you like and suggest two things to eat or do there. You will draw a picture that represents the place you are writing a script about first.*
- ➔ Have students draw a picture that represents the place they are writing a script about.
- ➔ Place them in pairs and have them share their drawings, encouraging students to use the connecting word *and* when talking about two things they like, and or when suggesting two things to eat or do, 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 sentence with blanks at the top: "In my opinion, the best \_\_\_\_ in \_\_\_\_ is \_\_\_\_." This sentence tells others what your opinion is. I'll share an example. Do you remember the Lexia English character, Esther? Her family is originally from Haiti. Now she lives in Miami. Esther thinks the best restaurant in Miami is La Belle. How would Esther fill in this sentence?*
- ➔ 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 and 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 *Opinion Text Builder* 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 4  
Opinion Text  
Conjunctions

## PART A: Grammar Practice

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**Directions:** Circle the connecting word that correctly completes each sentence.The word **and** connects the two parts of a sentence.Example: He has a notebook, **and** he has a pencil.The word **or** is used to connect different choices.Example: You could play soccer **or** baseball.

1. I like the beach, and (and) but ) I like the nature center.
2. If you go, you could ride a bike or ( but (or) the carousel.
3. I like the vegetable stew, and (and) but ) I like the beef stew.
4. If you go, you could eat fried bananas or ( but (or) shaved ice for dessert.
5. I like the cool planet room, and (and) but ) I like the fun science lab.
6. If you go, you could make a car or ( but (or) a model of Mars.

## Teacher Reference

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

LEVEL 4  
Opinion Text  
Conjunctions

## PART B: Opinion Text Builder–Graphic Organizer

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**Oral Presentation Prompt:**

In your opinion, what is the best restaurant or place to visit in your city? Describe two things it has that you like. Then, suggest two things to eat or do there.

**Directions:** First, on the back of this page, draw an image of the place you are going to write about. Then, complete this graphic organizer by filling in the blanks with your own ideas.

In my opinion, the best

restaurantin Miami isLa Belle.I like the beef stew, andI like the vegetable stew.If you go, you could eat shaved iceor fried bananas for dessert.That's why I think the best restaurantin Miami is La Belle.

Student drawings on  
the back of the page

## 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 4  
Opinion Text  
Conjunctions

## PART C: Presentation Script

**Oral Presentation Prompt:**

In your opinion, what is the best restaurant or place to visit in your city? Describe two things it has that you like. Then, suggest two things to eat or do there.

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

**Presentation Script Checklist**

Do you have a clear introduction that tells your listener your opinion?

Do you give two reasons and connect them using the word *and*?Do you give two suggestions and connect them using the word *or*?

Do you have a clear closing that summarizes your presentation?

SELF  
✓PARTNER  
✓

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

In my opinion, the best restaurant in

Miami is La Belle. I like the healthy

vegetable stew, and I like the delicious

beef stew. If you go, you could eat fried

bananas or shaved ice for dessert.

That is why I think La Belle is the best

restaurant in Miami.

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

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**PART A: Grammar Practice**

**Directions:** Circle the connecting word that correctly completes each sentence.

The word **and** connects the two parts of a sentence.

Example: He has a notebook, **and** he has a pencil.

The word **or** is used to connect different choices.

Example: You could play soccer **or** baseball.

1. I like the beach, and (and / but ) I like the nature center.
2. If you go, you could ride a bike \_\_\_\_\_ ( but / or ) the carousel.
3. I like the vegetable stew, \_\_\_\_\_ ( and / but ) I like the beef stew.
4. If you go, you could eat fried bananas \_\_\_\_\_ ( but / or ) shaved ice for dessert.
5. I like the cool planet room, \_\_\_\_\_ ( and / but ) I like the fun science lab.
6. If you go, you could make a car \_\_\_\_\_ ( but / or ) a model of Mars.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**PART B: Opinion Text Builder–Graphic Organizer**

**Oral Presentation Prompt:**

In your opinion, what is the best restaurant or place to visit in your city? Describe two things it has that you like. Then, suggest two things to eat or do there.

**Directions:** First, on the back of this page, draw an image of the place you are going to write about. Then, complete this graphic organizer by filling in the blanks with your own ideas.

In my opinion, the best

\_\_\_\_\_ in \_\_\_\_\_ is \_\_\_\_\_.

I like the \_\_\_\_\_, and  
I like the \_\_\_\_\_.

If you go, you could \_\_\_\_\_  
or \_\_\_\_\_.

That's why I think the best \_\_\_\_\_  
in \_\_\_\_\_ is \_\_\_\_\_.

# Writing & Presenting

In your opinion, what is the best restaurant or place to visit in your city? Describe two things it has that you like. Then, suggest two things to eat or do there.

## Presentation Script Checklist

<b>Presentation Script Checklist</b>	<b>SELF</b> ✓	<b>PARTNER</b> ✓
Do you have a clear introduction that tells your listener your opinion?		
Do you give two reasons and connect them using the word <i>and</i> ?		
Do you give two suggestions and connect them using the word <i>or</i> ?		
Do you have a clear closing that summarizes your presentation?		

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 red line in the middle, and another solid blue line at the bottom. The rows are evenly spaced across the entire page, providing ample room for practicing letter formation and alignment.

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In your opinion, what is the best restaurant or place to visit in your city? Describe two things it has that you like. Then, suggest two things to eat or do 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!**