

## 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: describing information related to everyday topics
- Grammar: prepositions (behind, between, in front of)
- Writing Genre: narrative
- Oral presentation: speaking about a sporting event where you are the sports reporter

**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 narrative script where you are a sports reporter describing what happened at a sporting event. 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:
  - \_\_\_\_ (person 1) \_\_\_\_ (simple past verb) **behind** \_\_\_\_ (person 3).
  - \_\_\_\_ (person 1) \_\_\_\_ (simple past verb) **between** \_\_\_\_ (person 2) and \_\_\_\_ (person 3).
  - \_\_\_\_ (person 1) \_\_\_\_ (simple past verb) **in front of** \_\_\_\_ (person 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 prepositions *behind*, *between* and *in front of* (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.
- say* Later you'll write a script about a sporting event where you are the sports reporter. You will use the words and phrases you've learned about in your presentation.

## PART B: Graphic Organizer

### Step 1: Draw–Pair–Share

- say* Sometimes presenters use visual aids, pictures, or drawings to help their audience better understand their ideas. Think about what event you'd like to write and speak about and take a moment to draw the sequence of events on your graphic organizer.
- If students in your class aren't familiar with sporting events, familiarize them with videos, or if time permits, host a class sporting event such as a race or ring toss.
- Distribute the *Play by Play* graphic organizer (Reproducible page 2).
- say* You're a sports reporter for your local news station. Your job is to tell others about a sporting event.
- Have students draw a picture that represents the sporting event they will be reporting on.
- Place them in pairs and have them share their drawings, encouraging students to use the prepositions *behind*, *between* and *in front of* 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

- say* 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 "Headline" and I'll share an example. Ximena, from Lexia English, was at her school's track field. She reported about how her friend Jorge did during the class's relay race. She made sure to include details about what Jorge was doing during the race.
- 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. Remind them to use the words in the word bank to help complete it.

### Step 3: Write–Pair–Share

- Provide sufficient time for students to fill out all parts of the *Play by Play* 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

- say* 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

- say* 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.\*
- say* 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

## Writing &amp; Presenting

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

LEVEL 5  
Narrative Text  
Prepositions

## PART A: Grammar Practice

**Directions:** Fill in the blanks with the words **behind**, **between**, and **in front of** to correctly complete each sentence.

We use the word **behind** to say that someone or something is in the back of someone or something else.

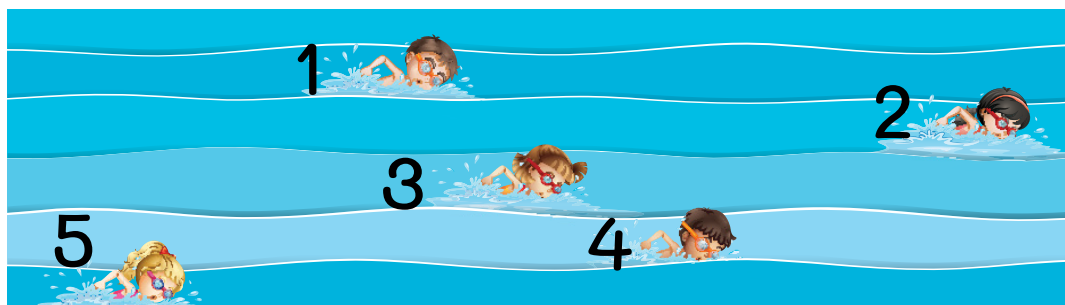
Example: The soccer ball was **behind** the goalie.

We use the word **between** to say that someone or something is in the middle of two people or things.

Example: The tennis net was **between** the players.

We use the words **in front of** to say that someone or something is ahead of someone or something else.

Example: The basketball was **in front of** me.



## Word Bank

behind

between

in front of

- Swimmer #2 was in front of everyone.
- Swimmer #3 swam between swimmers #1 and #4.
- Swimmer #5 was behind the other swimmers.
- Swimmer #3 was in front of swimmers #1 and #5.
- Swimmer #1 swam behind swimmer #3.
- Swimmer #4 swam between swimmers #2 and #3.

## Teacher Reference

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

LEVEL 5  
Narrative Text  
Prepositions

## PART B: Play by Play Graphic Organizer

## Writing &amp; Presenting

**Oral Presentation Prompt:**

You're a sports reporter for your local news station. Your job is to tell others about a sporting event.

**Directions:** Fill in each box of the graphic organizer. Make sure to use **behind**, **between**, and **in front of**.

**Headline**

*Introduce yourself and say what sports event you will be reporting on and where it took place.*  
This is Ximena reporting on our class relay race that took place at our school's track field.

**Body**

*Draw pictures to show the sequence of events. Next, write a sentence using sequence words (such as first, then, finally) to describe the order of the events.*

Beginning:



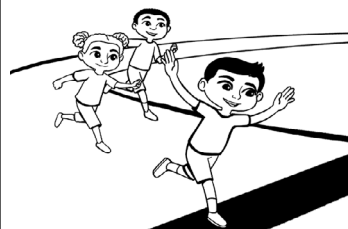
First, Jorge was behind the other runners.

Middle:



Then, he ran between the two runners.

End:



Finally, he ran in front of everyone. Jorge won the race!

**Conclusion**

*End your report with encouragement for everyone listening to your report.*  
Good job everyone! This is Ximena saying goodbye for today.

## 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 5  
Narrative Text  
Prepositions

## PART C: Presentation Script

Writing &amp; Presenting

**Oral Presentation Prompt:**

You're a sports reporter for your local news station. Your job is to tell others about a sporting event.

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

**Presentation Script Checklist**

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

Do you use sequence words to describe the order of the events?

Do you include *behind*, *between*, and *in front of*?

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 a **headline**.

This is Ximena reporting on our class relay race that took

place at our school's track field. First, Jorge was behind the

other runners. Then, he ran between the two runners. Finally,

he ran in front of everyone. Jorge won the race! Good job

everyone! This is Ximena saying goodbye for today.

You can mark up the text and say: This is an example of how to include a **sequence word**.

You can mark up the text and say: This is an example of how to include **behind**, **between**, and **in front of** are used.



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

## PART A: Grammar Practice

# Writing & Presenting

**Directions:** Fill in the blanks with the words **behind**, **between**, and **in front of** to correctly complete each sentence.

We use the word **behind** to say that someone or something is in the back of someone or something else.

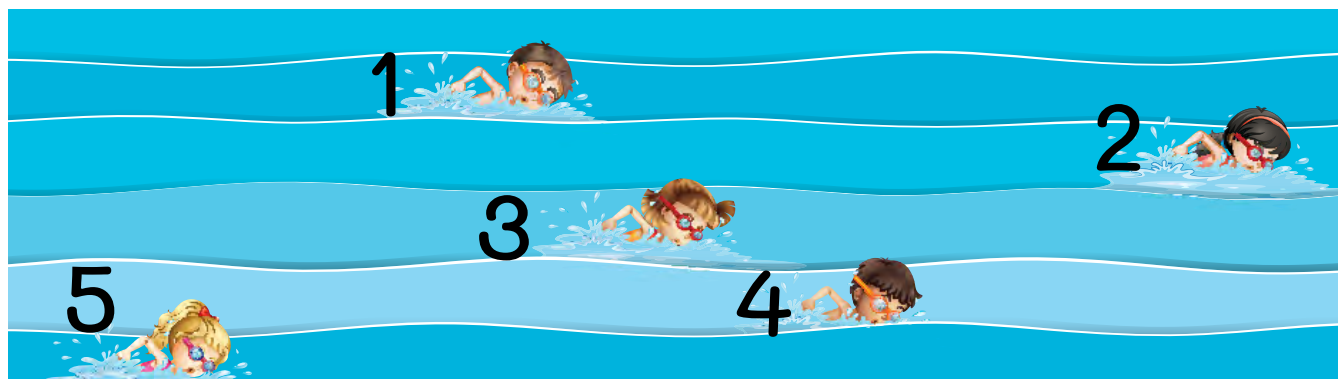
Example: The soccer ball was **behind** the goalie.

We use the word **between** to say that someone or something is in the middle of two people or things.

Example: The tennis net was **between** the players.

We use the words **in front of** to say that someone or something is ahead of someone or something else.

Example: The basketball was **in front of** me.



### Word Bank

behind

between

in front of

- Swimmer #2 was in front of everyone.
- Swimmer #3 swam \_\_\_\_\_ swimmers #1 and #4.
- Swimmer #5 was \_\_\_\_\_ the other swimmers.
- Swimmer #3 was \_\_\_\_\_ swimmers #1 and #5.
- Swimmer #1 swam \_\_\_\_\_ swimmer #3.
- Swimmer #4 swam \_\_\_\_\_ swimmers #2 and #3.

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

## PART B: Play by Play Graphic Organizer

### Oral Presentation Prompt:

You're a sports reporter for your local news station. Your job is to tell others about a sporting event.

**Directions:** Fill in each box of the graphic organizer. Make sure to use **behind**, **between**, and **in front of**.

### Headline

*Introduce yourself and say what sports event you will be reporting on and where it took place.*

### Body

*Draw pictures to show the sequence of events. Next, write a sentence using sequence words (such as first, then, finally) to describe the order of the events.*

Beginning:

Middle:

End:

### Conclusion

*End your report with encouragement for everyone listening to your report.*

# Writing & Presenting

You're a sports reporter for your local news station. Your job is to tell others about a sporting event.

Presentation Script Checklist	SELF ✓	PARTNER ✓
Do you say what you are going to talk about in the first sentence?		
Do you use sequence words to describe the order of the events?		
Do you include <i>behind</i> , <i>between</i> , and <i>in front of</i> ?		
Do you remind the audience of your topic in the last sentence?		

[illegible]





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

PART D: Final Presentation Practice & Edits

Oral Presentation Prompt:

You're a sports reporter for your local news station. Your job is to tell others about a sporting event.

**Directions:** Write a final draft of your presentation script. Practice delivering your presentation to a partner. Use the checklist to help guide your delivery.

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!	