

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 about everyday topics
- Grammar: adverbs (always, sometimes)
- Writing Genre: creative
- Oral presentation: speaking about a favorite animal

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 writing script that describes your favorite animal. 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:
 - ____ (plural noun) **sometimes** have ____ (plural noun).
 - ____ (plural noun) **always** have [a] ____ (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 adverbs *always* and *sometimes* (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 about your favorite animal. 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 animal you'd like to write and speak about and take a moment to draw it on your graphic organizer.*
- ➔ Explain what an acrostic poem is and review examples as needed. An acrostic poem is a poem in which the first letter of each line spells out a word, name, or phrase when read from top to bottom.
- ➔ Distribute the *Acrostic Poem* graphic organizer (Reproducible page 2).
-  *Write and talk about an acrostic poem that describes your favorite animal. Make sure to include the words always and sometimes.*
- ➔ Have students draw a picture that represents the animal they are writing a script about.
- ➔ Place them in pairs and have them share their drawings, encouraging students to use the adverbs *always* and *sometimes* 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 section titled "Acrostic Poem" and I'll share an example. Javier, from Lexia English, likes to go hiking with his family in the Andes Mountains in Peru where he is from. Sometimes he sees his favorite animal, the Andean Bear. He will create an acrostic poem to describe his favorite animal. Let's spell bear: B - E - A - R. Javier needs to start his poem with the letter B. He can say: Bears are big and beautiful.*
- ➔ 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. Review the acrostic poem format as needed. Remind students that the first word of each line must start with the letter in the box.

Step 3: Write–Pair–Share

- Provide sufficient time for students to fill out all parts of the *Acrostic Poem* 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

NAME: _____ DATE: _____

LEVEL 6
Creative Text
Adverbs

PART A: Grammar Practice

Writing & Presenting

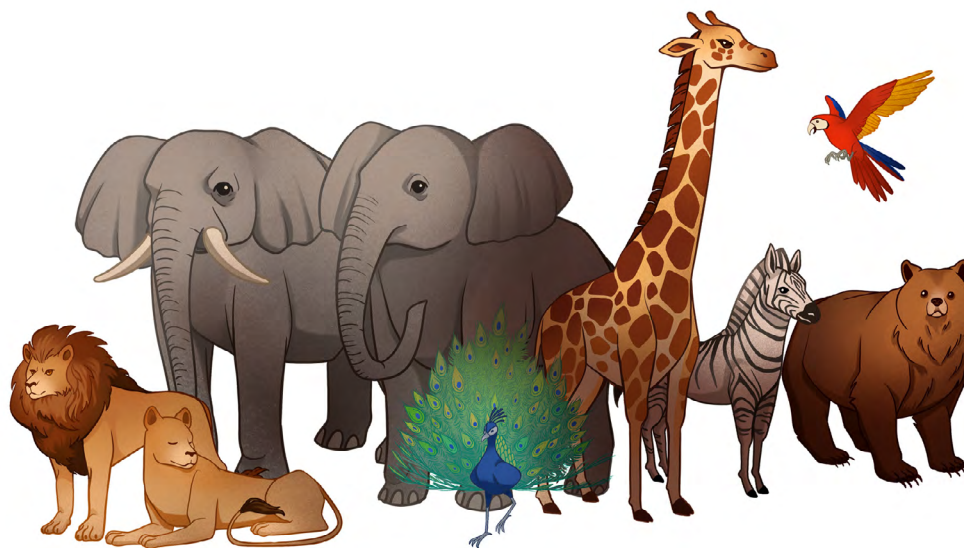
Directions: Circle and fill in the blanks with the word **always** or **sometimes** to correctly complete each sentence.

We use the word **always** to let others know that something happens all the time.

Example: Sharks **always** have gills.

We use the word **sometimes** to let others know that something happens every now and then.

Example: Pandas **sometimes** have red fur.



1. Giraffes always have long necks. (always / sometimes)
2. Birds sometimes have long feathers. (always / sometimes)
3. Lions sometimes have a mane. (always / sometimes)
4. Zebras always have stripes. (always / sometimes)
5. Bears always have claws. (always / sometimes)
6. Elephants sometimes have tusks. (always / sometimes)

Teacher Reference

NAME: _____ DATE: _____

LEVEL 6
Creative Text
Adverbs

PART B: Acrostic Poem – Graphic Organizer

Writing & Presenting

Oral Presentation Prompt:

Write and talk about an acrostic poem that describes your favorite animal. Make sure to include the words **always** and **sometimes**.

Directions: First, draw a picture of your favorite animal. Then, spell out the name of your animal to create an acrostic poem. Lastly, write a sentence or short phrase to describe your animal for each vertical letter.

ACROSTIC POEM

B

Bears are big and beautiful. The Andean bear is my favorite!

E

Eat fish and berries. The Andean bear is always hungry!

A

Always have fur. The Andean bear is brown and white.

R

Really good swimmers. Andean bears love to swim, but the

fastest swimmer is the polar bear!

S

Sometimes hibernate. Bears sometimes have to hibernate, but the

Andean bear never hibernates.

My Favorite Animal



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 6
Creative Text
Adverbs

PART C: Presentation Script

Oral Presentation Prompt:

Write and talk about an acrostic poem that describes your favorite animal. Make sure to include the words **always** and **sometimes**.

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 have an acrostic poem format?

Do you include always and sometimes?

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 **always** and **sometimes** are used.

I wrote my poem about my favorite animal the bear. B- is for big and beautiful! Bears are big and beautiful. The Andean bear is my favorite! E- is for eat fish and berries. The Andean bear is always hungry! A- is for always have fur. The Andean bear has brown and white fur. R- is for really good swimmers. Andean bears love to swim, but the fastest swimmer is the polar bear! S- is for sometimes hibernate. Bears sometimes have to hibernate, but the Andean bear never hibernates.

Bears are my favorite animals

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

Writing & Presenting

NAME: _____ DATE: _____

PART A: Grammar Practice

Writing & Presenting

Directions: Circle and fill in the blanks with the word **always** or **sometimes** to correctly complete each sentence.

We use the word **always** to let others know that something happens all the time.

Example: Sharks **always** have gills.

We use the word **sometimes** to let others know that something happens every now and then.

Example: Pandas **sometimes** have red fur.



- Giraffes always have long necks. (always / sometimes)
- Birds _____ have long feathers. (always / sometimes)
- Lions _____ have a mane. (always / sometimes)
- Zebras _____ have stripes. (always / sometimes)
- Bears _____ have claws. (always / sometimes)
- Elephants _____ have tusks. (always / sometimes)

NAME: _____ DATE: _____

PART B: Acrostic Poem – Graphic Organizer

Oral Presentation Prompt:

Write and talk about an acrostic poem that describes your favorite animal. Make sure to include the words **always** and **sometimes**.

Directions: First, draw a picture of your favorite animal. Then, spell out the name of your animal to create an acrostic poem. Lastly, write a sentence or short phrase to describe your animal for each vertical letter.

ACROSTIC POEM

My Favorite Animal

Writing & Presenting

Writing & Presenting

Write and talk about an acrostic poem that describes your favorite animal. Make sure to include the words **always** and **sometimes**.

Presentation Script Checklist	SELF ✓	PARTNER ✓
Do you say what you are going to talk about in the first sentence?		
Do you have an acrostic poem format?		
Do you include always and sometimes?		
Do you remind the audience of your topic in the last sentence?		

[illegible]

Writing & Presenting

Write and talk about an acrostic poem that describes your favorite animal. Make sure to include the words **always** and **sometimes**.

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!