

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 why or when someone did something
- Grammar: irregular past tense verbs (became, began, went)
- Writing Genre: informational
- Oral presentation: speaking about a special person

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 a special person. 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:
 - ____ (noun/pronoun) **became** a/an ____ (noun) because ____ (clause).
 - ____ (noun/pronoun) **began** ____ (verb phrase) after ____ (clause).
 - ____ (noun/pronoun) **went** to ____ (noun phrase) after ____ (clause).

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 targeted grammar words *became*, *began*, and *went* (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 a special person in your life. You are going to describe facts about that person's life. 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 who you'd like to write and speak about, and take a moment to draw them on your graphic organizer.*
- ➔ Distribute the *Informational: Descriptive* graphic organizer (Reproducible page 2).
- ➔ Have students draw a picture that represents the person they are writing a script about.
- ➔ Place them in pairs and have them share their drawings, encouraging students to use the irregular past tense verbs *became*, *began*, and *went* 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 boxes titled "Detail" and I'll share a personal example.*
- ➔ 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 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 *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 7
Informational Text
Verbs

PART A: Grammar Practice

Writing & Presenting

Directions: Fill in the blanks with the words **became**, **began**, and **went** to correctly complete each sentence.

The word **became** is used to talk about when someone or something already started to be something new in the past.

Example: She **became** a scientist because she wanted to study the stars.

The word **began** is used to talk about when someone or something started doing something new in the past.

Example: He **began** working as a teacher after he got his college degree.

The word **went** is used to talk about when someone or something moved from one place to another in the past.

Example: He **went** to study fine arts after he decided to become a dancer.

1. My mom became an engineer because she loves solving problems.
2. She began working as an engineer after she graduated from college.
3. Ramón became an artist because he loved creating new things.
4. Arash and Bahar went to college after they graduated from high school.
5. I went to summer camp after I finished third grade.
6. Amara went to medical school after she graduated from college.
7. My uncle began working on the movie after he got a job at the movie studio.

Teacher Reference

NAME: _____ DATE: _____

LEVEL 7
Informational Text
Verbs

PART B: Informational – Descriptive Graphic Organizer

Writing & Presenting

Oral Presentation Prompt:

Think of a special person in your life. You're going to write a script describing facts about that person's life. You should focus on what the person has done in the past that makes them special.

Directions: First, draw an image of the person you are going to write about. Then, fill in the detail boxes with your ideas. Make sure to use the words **became**, **began**, and **went**.

Topic *My father*

Drawing



Detail:

My father went to nursing school after he graduated from high school

Detail:

He became a nurse because he liked helping people.

Detail:

He began working as a nurse after he finished school.

Word Bank

became

went

began

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 7
Informational Text
Verbs

PART C: Presentation Script

Writing & Presenting

Oral Presentation Prompt:

Think of a special person in your life. You're going to write a script describing facts about that person's life. You should focus on what the person has done in the past that makes them special.

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

Presentation Script Checklist	SELF ✓	PARTNER ✓
Do you have a clear introduction that tells your listener who you're presenting about?		
Do you add details or facts to support your ideas?		
Do you have periods, commas, etc.?		
Do you include <i>became</i> , <i>began</i> , and <i>went</i> ?		
Do you have a clear closing that summarizes your presentation?		

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

My father is a very special person. He went to nursing school after he graduated from high school. He became a nurse because he liked helping people. He began working as a nurse after he finished school. He still loves his job. I hope I can help people too when I grow up!

You can mark up the text and say: This is an example of how to include **went**, **became**, and **began** are used.

NAME: _____ DATE: _____

PART A: Grammar Practice

Writing & Presenting

Directions: Fill in the blanks with the words **became**, **began**, and **went** to correctly complete each sentence.

The word **became** is used to talk about when someone or something already started to be something new in the past.

Example: She **became** a scientist because she wanted to study the stars.

The word **began** is used to talk about when someone or something started doing something new in the past.

Example: He **began** working as a teacher after he got his college degree.

The word **went** is used to talk about when someone or something moved from one place to another in the past.

Example: He **went** to study fine arts after he decided to become a dancer.

1. My mom became an engineer because she loves solving problems.
2. She _____ working as an engineer after she graduated from college.
3. Ramón _____ an artist because he loved creating new things.
4. Arash and Bahar _____ to college after they graduated from high school.
5. I _____ to summer camp after I finished third grade.
6. Amara _____ to medical school after she graduated from college.
7. My uncle _____ working on the movie after he got a job at the movie studio.

NAME: _____ DATE: _____

PART B: Informational – Descriptive Graphic Organizer

Writing & Presenting

Oral Presentation Prompt:

Think of a special person in your life. You’re going to write a script describing facts about that person’s life. You should focus on what the person has done in the past that makes them special.

Directions: First, draw an image of the person you are going to write about. Then, fill in the detail boxes with your ideas. Make sure to use the words **became**, **began**, and **went**.

Topic		
Drawing		
Detail:	Detail:	Detail:

Word Bank		
became	went	began

Writing & Presenting

Oral Presentation Prompt:







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

Presentation Script Checklist	SELF ✓	PARTNER ✓
Do you have a clear introduction that tells your listener who you're presenting about?		
Do you add details or facts to support your ideas?		
Do you have periods, commas, etc.?		
Do you include <i>became</i> , <i>began</i> , and <i>went</i> ?		
Do you have a clear closing that summarizes your presentation?		

[illegible]

Writing & Presenting

Think of a special person in your life. You're going to write a script describing facts about that person's life. You should focus on what the person has done in the past that makes them special.

Presentation Delivery Checklist		PARTNER ✓
	My partner is prepared for their presentation with a final script.	
	My partner has an introduction and conclusion.	
	My partner uses details or evidence to support their ideas.	
	My partner keeps eye contact with their audience.	
	My partner shows enthusiasm about the topic.	
	My partner's voice is loud and clear enough to understand.	