

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: analyzing information related to everyday topics
- Grammar: comparative adjectives
- Writing Genre: opinion
- Oral presentation: speaking about inventions that have helped people

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 opinion script where you will compare two inventions that have helped people. 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:
 - A ____ (noun 1) is ____ (**comparative adjective**) than a ____ (noun 2).
 - The ____ (noun 1) is ____ (**comparative adjective**) than the ____ (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 *comparative adjectives* (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 where you will compare two inventions that have helped people. 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 two inventions you'd like to write and speak about and take a moment to draw them on your graphic organizer.

→ Distribute the *Opinion Text Builder* graphic organizer (Reproducible page 2).

say Compare two inventions that have helped people. In your opinion, which of those inventions has helped people the most?

→ Have students draw two pictures that represent the inventions they are writing a script about.

→ Place them in pairs and have them share their drawings, encouraging students to use *comparative adjectives* 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 "Drawing and Opinion" and I'll share an example. Juan, from Lexia English, compared a cell phone and an airplane. He thinks the cell phone is the most helpful invention. He thinks this because his grandparents live far away and the invention of the cell phone allows him to communicate with them whenever he wants.

→ 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. Brainstorm inventions with students and encourage them to ask members of an older generation what life was like before said invention. It may be possible that not all families have access to inventions we consider common use. Provide visuals and examples as needed.

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 8
Opinion Text
Comparative Adjectives

PART A: Grammar Practice

Writing & Presenting

Directions: Fill in the blanks and circle the word or ending to correctly complete each sentence.

We add the ending **-er** to the end of a word when comparing two things to show how they are different.

Example: A refrigerator is **bigger** than a microwave.

1. The car is fast er than the bike. (er/ est)
2. A clothes hanger is cheap er than a dryer. (er/ ly)
3. Microphones are old er than headphones. (er/ en)
4. A remote is lighter than a computer. (lightest/ lighter)
5. The tablet is smaller than the television. (smaller/ small)
6. A ship is bigger than a boat. (biggest/ bigger)
7. The wifi is better than the radio. (best/ better)
8. A game console is cooler than a cell phone. (cooler than/ cooler then)
9. A robot vacuum is easier than a manual vacuum. (easy than/ easier than)
10. The airplane is heavier than the truck. (heaviest than/ heavier than)

Teacher Reference

NAME: _____ DATE: _____

LEVEL 8
Opinion Text
Comparative Adjectives

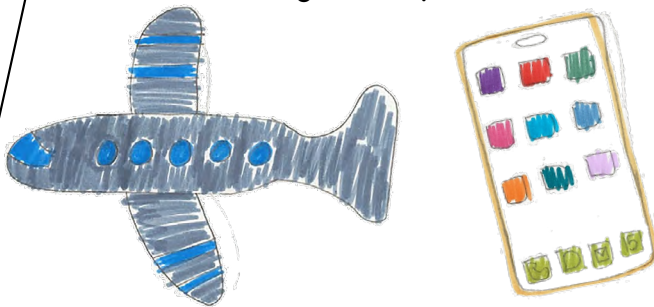
PART B: Opinion Text Builder Graphic Organizer

Writing & Presenting

Oral Presentation Prompt:

Compare two inventions that have helped people. In your opinion, which of those inventions has helped people the most?

Directions: First, draw pictures of the inventions you are going to write about. Then, complete this graphic organizer by filling in your reasons and examples. Make sure to include at least 2 ways the inventions are different.

Drawing and Opinion	
	
In my opinion, the cell phone is better than the airplane.	
Reason 1 & Example	
You can see and talk to your family faster with a cell phone. When you use a cell phone, you can talk to and see your family and friends right away. An airplane takes hours to land.	
Reason 2 & Example	
Another reason is that a cell phone is cheaper than an airplane. My grandparents live in Mexico. That's really far from Colorado. The plane tickets cost a lot of money. Thanks to the cell phone I can call or video chat with them every night.	
Conclusion	
A cell phone allows you to talk to your family faster. Also, a cell phone is cheaper than an airplane ticket. That is why I think the cell phone helps people the most.	

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 8
Opinion Text
Comparative Adjectives

PART C: Presentation Script

Writing & Presenting

Oral Presentation Prompt:

Compare two inventions that have helped people. In your opinion, which of those inventions has helped people the most?

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 what you'll present on?

Do you include 2 reasons to support your opinion?

Do you have periods, commas, etc.?

Do you include at least 2 ways the inventions are different?

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 a **comparative adjective**.

In my opinion, the cell phone is better than the airplane. You can see and talk to your family faster with a cell phone. When you use a cell phone, you can talk to and see your family and friends right away. An airplane takes hours to land. Another reason is that a cell phone is cheaper than an airplane. My grandparents live in Mexico. That's really far from Colorado. The plane tickets cost a lot of money. Thanks to the cell phone I can call or video chat with them every night. A cell phone allows you to talk to your family faster. Also, a cell phone is cheaper than an airplane ticket. That is why I think the cell phone helps people the most.

You can mark up the text and say:
This is an example of an **example that supports your reason**.

NAME: _____ DATE: _____

PART A: Grammar Practice

Writing & Presenting

Directions: Fill in the blanks and circle the word or ending to correctly complete each sentence.

We add the ending **-er** to the end of a word when comparing two things to show how they are different.

Example: A refrigerator is **bigger** than a microwave.

1. The car is fast er than the bike. (er/ est)
2. A clothes hanger is cheap _____ than a dryer. (er/ ly)
3. Microphones are old _____ than headphones. (er/ en)
4. A remote is _____ than a computer. (lightest/ lighter)
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9. A robot vacuum is _____ a manual vacuum. (easy than/ easier than)
10. The airplane is _____ the truck. (heaviest than/ heavier than)

NAME: _____ DATE: _____

PART B: Opinion Text Builder Graphic Organizer

Writing & Presenting

Oral Presentation Prompt:

Compare two inventions that have helped people. In your opinion, which of those inventions has helped people the most?

Directions: First, draw pictures of the inventions you are going to write about. Then, complete this graphic organizer by filling in your reasons and examples. Make sure to include at least 2 ways the inventions are different.

Drawing and Opinion	
Reason 1 & Example	
Reason 2 & Example	
Conclusion	

NAME: _____ DATE: _____

PART C: Presentation Script

Oral Presentation Prompt:

Compare two inventions that have helped people. In your opinion, which of those inventions has helped people the most?

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 what you'll present on?		
Do you include 2 reasons to support your opinion?		
Do you have periods, commas, etc.?		
Do you include at least 2 ways the inventions are different?		
Do you have a clear closing that summarizes your presentation?		

Writing & Presenting

NAME: _____ DATE: _____







PART D: Final Presentation Practice & Edits

Writing & Presenting

Oral Presentation Prompt:

Compare two inventions that have helped people. In your opinion, which of those inventions has helped people the most?

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 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.	
