

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: sharing information related to everyday topics
- Grammar: modals (would)
- Writing Genre: creative
- Oral presentation: speaking about an item you would take on a trip

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 script that describes an item you would take on a trip to Mars. 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 **would** like to ____ (verb) ____ (phrase).
 - I **would** rather ____ (verb) ____ (phrase).

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 phrases *would like* and *would rather* (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 an item you would take on your trip to Mars. You will use the words and phrases you've learned about in your presentation.

PART B: Graphic Organizer

Step 1: Draw–Pair–Share

→ Review the list of items (e.g. socks, toothbrush, book, headphones, fork, pizza, stuffed animal, french fries, cell phone) and have students brainstorm the importance of each.

say Sometimes presenters use visual aids, pictures, or drawings to help their audience better understand their ideas. Think about what item from the list you'd like to write and speak about and take a moment to draw it on your graphic organizer.

→ Explain what an ode is and review examples as needed. An ode is a poem that gives tribute or praise to a person, thing, or event. It can be serious or funny. It can rhyme but it doesn't have to.

→ This would be a great time to add cultural connections by reading aloud poems such as *Odes to Common Things* by Pablo Neruda or *Crown: An Ode to the Fresh Cut* by Derrick Barnes.

→ Distribute the *My Ode* graphic organizer (Reproducible page 2).

say You and your family have been chosen to live on Mars. What would you take? Pick **ONE** item from the list and write an ode about it.

→ Have students draw a picture that represents the item they are writing a script about.

→ Place them in pairs and have them share their drawings, encouraging students to use the phrases *would like* and *would rather* 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 first box in the graphic organizer and I'll share an example. The one item I need to take with me to Mars is my favorite food—pizza! I will fill in the first two blanks with pizza.

→ 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 ode poem format as needed.

Step 3: Write–Pair–Share

- Provide sufficient time for students to fill out all parts of the *My Ode* 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 9
Creative Text
Modals

PART A: Grammar Practice

Writing & Presenting

Directions: Fill in the blanks with **would like** and **would rather** to correctly complete each sentence.The phrase **would like** is used to tell what a person wants.Example: I **would like** to have an ice cream cone.The phrase **would rather** is used to tell when a person wants something different.Example: I **would rather** have a vanilla cone instead of a chocolate cone.

1. I would like to go to the zoo to see a llama.
2. Javier would like to learn how to paint murals.
3. They would rather see a flamingo instead of a dolphin.
4. Sara would rather visit the beach.
5. The day is so hot, I would like to swim in the pool.
6. Breanna would like to eat tacos, but I would rather eat Honduran food.
7. Cynthia would like to visit California.
8. I like playing tennis, but I would rather play soccer.
9. I would like to be an astronaut when I grow up.
10. I would rather be invisible than be able to fly.

Teacher Reference

NAME: _____ DATE: _____

LEVEL 9
Creative Text
Modals

PART B: My Ode – Graphic Organizer

Writing & Presenting

Oral Presentation Prompt:

You and your family have been chosen to live on Mars. What would you take? Pick ONE item from this list and write an ode about it:

socks	toothbrush	favorite book	music player	fork/spoon/knife	favorite food	stuffed animal	cell phone
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Directions: First, on the back of this page, draw an image of the item you have chosen. Then, fill in each box of the graphic organizer. Remember it can be funny and exaggerated!

Fill in the title to your ode. Then, fill in the blanks to describe your item.

ODE TO PIZZA

Oh, Pizza !

How I would like to take you to Mars!

List at least 2 adjectives to describe your item.

1. Your stretchy cheese!
2. Your crunchy crust so crisp and loud!
3. Your delicious taste makes my heart melt with joy!

Circle the sentence starter you will use. Then, fill in the blanks to describe your item using at least 3 of your senses.

You smell like/When I smell you(r) fresh tomatoes and warm dough.

You feel like/When I feel you(r) grease roll down my hands, my mouth starts to water.

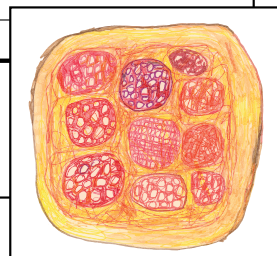
You taste like/When I taste you(r) pipin hot cheese and pepperoni, my taste buds explode!

You look like/When I look you(r) a little slice of happiness.

You sound like/When I sound you(r) Friday game nights with my friends.

Finish your ode with an exaggeration about your item.

I would rather be the last person on Earth than go to Mars without you !



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 9
Creative Text
Modals**PART C: Presentation Script**

Writing & Presenting

Oral Presentation Prompt:

You and your family have been chosen to live on Mars. What would you take? Pick **ONE** item from this list and write an ode about it:

socks	toothbrush	favorite book	music player	fork/spoon/knife	favorite food	stuffed animal	cell phone
-------	------------	---------------	--------------	------------------	---------------	----------------	------------

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

Presentation Script Checklist

Do you give praise to your item through an ode?

Do you describe your item using your senses?

Do you include *would like* and *would rather*?

Do you finish your ode with an exaggeration about your item?

You can mark up the text and say: When writing an **ode**, you don't need to fill each line completely.

ODE TO PIZZA

Oh, Pizza!

How I **would like** to take you to Mars!

Your stretchy cheese!

Your crunchy crust so crisp and loud!

Your delicious taste makes my heart melt with joy!

You smell like fresh tomatoes and warm dough.

When I feel your grease roll down my hands, my mouth starts to water.

When I taste your piping hot cheese and pepperoni, my taste buds explode!

You look like a little slice of happiness.

You sound like Friday game nights with friends.

I **would rather** be the last person on Earth than go to Mars without you!

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

NAME: _____ DATE: _____

PART A: Grammar Practice

Directions: Fill in the blanks with **would like** and **would rather** to correctly complete each sentence.

The phrase **would like** is used to tell what a person wants.

Example: I **would like** to have an ice cream cone.

The phrase **would rather** is used to tell when a person wants something different.

Example: I **would rather** have a vanilla cone instead of a chocolate cone.

1. I would like to go to the zoo to see a llama.
2. Javier _____ to learn how to paint murals.
3. They _____ see a flamingo instead of a dolphin.
4. Sara _____ visit the beach.
5. The day is so hot, I _____ to swim in the pool.
6. Breanna would like to eat tacos, but I _____ eat Honduran food.
7. Cynthia _____ to visit California.
8. I like playing tennis, but I _____ play soccer.
9. I _____ to be an astronaut when I grow up.
10. I _____ be invisible than be able to fly.

NAME: _____ DATE: _____

PART B: My Ode – Graphic Organizer

Oral Presentation Prompt:

You and your family have been chosen to live on Mars. What would you take? Pick ONE item from this list and write an ode about it:

socks	toothbrush	favorite book	music player	fork/spoon/knife	favorite food	stuffed animal	cell phone
-------	------------	---------------	--------------	------------------	---------------	----------------	------------

Directions: First, on the back of this page, draw an image of the item you have chosen. Then, fill in each box of the graphic organizer. Remember it can be funny and exaggerated!

Fill in the title to your ode. Then, fill in the blanks to describe your item.

ODE TO _____

Oh, _____ !

How I would like to take you to Mars!

List at least 2 adjectives to describe your item.

- _____
- _____
- _____

Circle the sentence starter you will use. Then, fill in the blanks to describe your item using at least 3 of your senses.

You smell like/When I smell you(r) _____

You feel like/When I feel you(r) _____

You taste like/When I taste you(r) _____

You look like/When I look you(r) _____

You sound like/When I sound you(r) _____

Finish your ode with an exaggeration about your item.

I would rather _____ !

Writing & Presenting

You and your family have been chosen to live on Mars. What would you take? Pick ONE item from this list and write an ode about it:

socks	toothbrush	favorite book	music player	fork/ spoon/ knife	favorite food	stuffed animal	cell phone
-------	------------	---------------	--------------	--------------------------	---------------	----------------	------------

Presentation Script Checklist

Presentation Script Checklist	SELF ✓	PARTNER ✓
Do you give praise to your item through an ode?		
Do you describe your item using your senses?		
Do you include <i>would like</i> and <i>would rather</i> ?		
Do you finish your ode with an exaggeration about your item?		

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Writing & Presenting

You and your family have been chosen to live on Mars. What would you take? Pick ONE item from this list and write an ode about it:

socks	toothbrush	favorite book	music player	fork/ spoon/ knife	favorite food	stuffed animal	cell phone
-------	------------	---------------	--------------	--------------------------	---------------	----------------	------------

Presentation Delivery Checklist



- _____
- _____
- _____



My partner's voice is loud and clear enough to understand.