

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 similarities between nouns
- Grammar: conjunctions (both...and, in addition)
- Writing Genre: informational
- Oral presentation: speaking about the similarities between two fruits

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 the similarities between two fruits. 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:
 - **Both** ____ (plural noun 1) **and** ____ (plural noun 2) ____ (verb phrase 1).
 - **In addition**, they both ____ (base verb/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 conjunctions *both* *than* and *in addition* (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 the similarities between two fruits. 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 two fruits you'd like to write and speak about and take a moment to draw them on your graphic organizer.*
- ➔ Distribute the *Descriptive Details* graphic organizer (Reproducible page 2).
-  *Think about the similarities between two fruits. Describe them using your five senses, as well as how they make you feel.*
- ➔ Have students draw a picture that represents the two fruits they will be writing a script about.
- ➔ Place them in pairs and have them share their drawings, encouraging students to use the conjunctions *both...and* and *in addition* 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. There are five boxes on the graphic organizer, one for each human sense: touch, smell, sight, hearing, and taste. There is a sixth box titled "Feel". We will use this box to write about how the fruits we have chosen make us feel. I'll share an example. Javier from Lexia English grew up in Lima, Peru. There was always passion fruit (maracuyá) or tamarind (tamarindo) in his grandmother's house. She always made juices and desserts with them for Javier.*
- ➔ 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.
- ➔ If possible, bring in examples of fruits to help showcase each sense. But first, make sure none of your students are allergic to the fruits you plan to bring in!

Step 3: Write–Pair–Share

- ➔ Provide sufficient time for students to fill out all parts of the *Descriptive Details* 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 10
Informational Text
Conjunctions

PART A: Grammar Practice

Writing & Presenting

Directions: Fill in the blanks with **both...and** and **in addition** to correctly complete each sentence.

We pair the word **both** with the word **and** when there are two people or things linked in one sentence.

Example: **Both** strawberries **and** apples are red.

We use the phrase **in addition** to show that more information is being included.

Example: Both watermelons and guavas have green skin. **In addition**, they are both reddish-pink inside.

1. Both apples and oranges have seeds inside them.
2. Kiwis and peaches are fuzzy. In addition, they both taste sweet.
3. Both tamarind and passion fruit taste really sour!
4. Both papayas and melons are heavy. In addition, they both have hard skins.
5. Coconuts and cantaloupes are hollow inside. In addition, they both make a loud sound when you tap on them.
6. Both salak fruit and bananas have peels that are easy to remove. In addition, they are both white inside.
7. Both strawberries and raspberries smell nice! In addition, they both grow fast.
8. Both lychees and açai berries are tropical fruits that remind me of home.

Teacher Reference

NAME: _____ DATE: _____

LEVEL 10
Informational Text
Conjunctions

PART B: Descriptive Details Graphic Organizer

Writing & Presenting

Oral Presentation Prompt:

Think about the similarities between two fruits. Describe them using your five senses, as well as how they make you feel.

Directions: First, draw an image of the person you are going to write about. Then, fill in the correct information in the boxes. Make sure to use **both...and** and **in addition**.



Feel

Passion fruit and tamarind grow in Peru, where I am from.

Whenever I eat them, I feel happy because they remind me of home.



Smell

Both passion fruit and tamarind smell like the trees they grow on.



Touch

In addition, they have thick shells that protect the fruit inside.

Fruit 1:



Fruit 2:



See

Both fruits contain little seeds, even though they aren't the same size.



Hear

When I think of these fruits, I hear my grandmother making a pitcher of juice in the summer. She used each to make us drinks—but not together!



Taste

Both passion fruit and tamarind taste so sour!

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 10
Informational Text
Conjunctions

PART C: Presentation Script

Writing & Presenting

Oral Presentation Prompt:

Think about the similarities between two fruits. Describe them using your five senses, as well as how they make you feel.

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

Presentation Script ChecklistSELF
✓PARTNER
✓

Do you have a clear introduction that tells your listener what you'll present on?

Do you include the 5 senses in your writing?

Do you have periods, commas, etc.?

Do you include *both...and* and *in addition*?

Do you have a clear closing that summarizes your presentation?

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

Passion fruit and tamarind are fruits that grow in Peru, where I am from. Both passion fruit and tamarind smell like the trees they grow on. In addition, they have thick shells that protect the fruit inside. The insides of both fruits contain little seeds, even though they aren't the same size. When I think of these fruits, I hear my grandmother making a pitcher of juice in the summer. She used each to make us drinks—but not together! Both passion fruit and tamarind taste so sour! Whenever I eat them, I feel happy because they remind me of home.

You can mark up the text and say: This is an example of how to include the **five senses**.

NAME: _____ DATE: _____

PART A: Grammar Practice

Writing & Presenting

Directions: Fill in the blanks with **both...and** and **in addition** to correctly complete each sentence.

We pair the word **both** with the word **and** when there are two people or things linked in one sentence.

Example: **Both** strawberries **and** apples are red.







We use the phrase **in addition** to show that more information is being included.

Example: Both watermelons and guavas have green skin. **In addition**, they are both reddish-pink inside.

1. Both apples and oranges have seeds inside them.
2. Kiwis and peaches are fuzzy. _____, they both taste sweet.
3. Both tamarind _____ passion fruit taste really sour!
4. _____ papayas and melons are heavy. In addition, they both have hard skins.
5. Coconuts and cantaloupes are hollow inside. _____, they both make a loud sound when you tap on them.
6. Both salak fruit _____ bananas have peels that are easy to remove. _____, they are both white inside.
7. _____ strawberries _____ raspberries smell nice! _____, they both grow fast.
8. _____ lychees and açai berries are tropical fruits that remind me of home.

Writing & Presenting

Directions: First, draw an image of the person you are going to write about. Then, fill in the correct information in the boxes. Make sure to use **both...and** and **in addition**.

 Feel	Fruit 1:	 See
 Smell	Fruit 2:	 Hear
 Touch		 Taste

NAME: _____ DATE: _____

PART C: Presentation Script

Writing & Presenting

Oral Presentation Prompt:

Think about the similarities between two fruits. Describe them using your five senses, as well as how they make you feel.

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 the 5 senses in your writing?		
Do you have periods, commas, etc.?		
Do you include <i>both...and</i> and <i>in addition</i> ?		
Do you have a clear closing that summarizes your presentation?		

NAME: _____ DATE: _____







PART D: Presentation Practice & Final Script Writing

Writing & Presenting

Oral Presentation Prompt:

Think about the similarities between two fruits. Describe them using your five senses, as well as how they make you feel.

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.	
