

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: explain information related to everyday topics
- Grammar: subordinating conjunctions (when)
- Writing Genre: narrative
- Oral presentation: speaking about a special event, celebration, field trip, or festival

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 narrative script where you will tell a story about a time that you participated in a special field trip, festival, event, or celebration. 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:
 - First, I ____ (past tense verb phrase) **when** I ____ (past tense verb phrase).
 - Then, **when** I ____ (past tense verb phrase) I ____ (past tense verb phrase).
 - Finally, I ____ (past tense verb phrase) **when** I ____ (past tense verb phrase).

Step 2: Grammar Practice Activity



- Distribute the **Grammar Practice** activity page (Reproducible page 1).
- Review the definition and example at the top of the page for the subordinating conjunction *when* (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 time that you participated in a special field trip, festival, event, or celebration. 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 you'd like to write and speak about and take a moment to draw your story on your graphic organizer.*
- Distribute the *Personal Narrative* graphic organizer (Reproducible page 2).
-  *Think about a special field trip, festival, event, or celebration that you have participated in. Tell the story of what happened that day, making sure to include the beginning, middle, and end.*
- Have students draw a picture that represents the beginning, middle, and end of their story.
- Place them in pairs and have them share their drawings, encouraging students to use the subordinating conjunction *when* 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 box titled "Beginning" and I'll share an example. Juan, from Lexia English, told a story about Toni Minthorn, a member of the Confederated Tribes of the Umatilla Indian Reservation in Oregon, and a special event that happens in her city called the Pendleton Round-Up. I'm going to use details from the story Juan shared about the Pendleton Round-Up as an example of how to tell a story with a beginning, middle, and end.*
- 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 adapting the transition words to those typically used in their writing activities.
- Encourage students to tell a story about an event that happened in their lives.

Step 3: Write–Pair–Share

- Provide sufficient time for students to fill out all parts of the *Personal Narrative* 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 11
Narrative Text
Conjunctions

PART A: Grammar Practice

Writing & Presenting

Directions: For each set, fill in the blanks with words from the bank that correctly complete each sentence.

We use the word **when** to show what happens after or because of something else.

Example: First, we bought our tickets **when** we arrived at the zoo.

visited

when

saw

1. First, when we walked through the gate, we saw a big fountain.
2. Next, we saw many different animals when we walked around the zoo.
3. Finally, when we finished seeing all the animals, we visited the gift shop.

watched

when

when

1. First, when I went to the Pendleton Round-Up, I watched the horse relay races.
2. Then, I heard stories about the Native People in Oregon when I watched the Happy Canyon Pageant.
3. Lastly, I bought a special craft when I shopped at the Native American Indian tables.

when

walked

finished

1. First, we saw lanterns everywhere when we walked through the streets during the Chinese lantern festival.
2. Next, we guessed the lantern riddles when we stopped to read the riddles written on the lanterns.
3. Later, when we finished watching the dragon dances, we ate sweet rice balls.

Teacher Reference

NAME: _____ DATE: _____

LEVEL 11
Narrative Text
Conjunctions

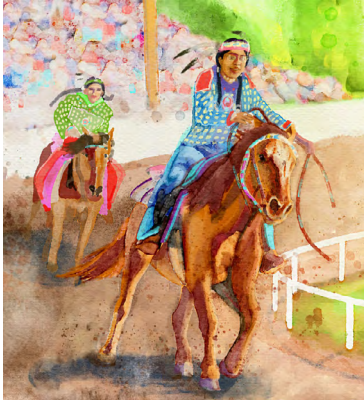

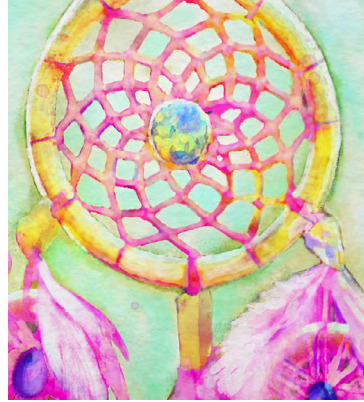
PART B: Personal Narrative Graphic Organizer

Writing & Presenting

Oral Presentation Prompt:

Think about a special field trip, festival, event, or celebration that you have participated in. Tell the story of what happened that day, making sure to include the beginning, middle, and end.

Directions: First, draw pictures to represent the beginning, middle, and end of your story. Then, write what happened in each part of the story. Make sure to use the word **when**.

Beginning	Middle	End
		
First,	Next,	Finally,
First, when I watched the horse relay races, I saw the fastest horse ever!	Next, I heard stories about the Native People in Oregon when I watched the Happy Canyon Pageant.	Finally, I bought a special craft when I shopped at the Native American Indian tables.

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 11
Narrative Text
Conjunctions

PART C: Presentation Script

Oral Presentation Prompt:

Think about a special field trip, festival, event, or celebration that you have participated in. Tell the story of what happened that day, making sure to include the beginning, middle, and end.

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

Presentation Script ChecklistDo you have a beginning, middle, and end that use the words *first*, *next*, and *finally*?

Do you add details or evidence to support your ideas?

Do you have periods, commas, etc.?

Do you include *when*?SELF
✓PARTNER
✓

You can mark up the text and say: This is an example of a beginning using the word **first**.

Last year, I went to a famous event in Oregon called the Pendleton Round-Up. First, when I watched the horse relay races, I saw the fastest horse ever! Next, I heard stories about the Native People in Oregon when I watched the Happy Canyon Pageant. Finally, I bought a special craft when I shopped at the Native American Indian tables. I had so much fun at the Pendleton Round-Up learning about the Native people of Oregon!

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

Writing & Presenting

NAME: _____ DATE: _____

PART A: Grammar Practice

Writing & Presenting

Directions: For each set, fill in the blanks with words from the bank that correctly complete each sentence.

We use the word **when** to show what happens after or because of something else.

Example: First, we bought our tickets **when** we arrived at the zoo.

visited

when

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1. First, when we walked through the gate, we saw a big fountain.
2. Next, we _____ many different animals when we walked around the zoo.
3. Finally, when we finished seeing all the animals, we _____ the gift shop.

watched

when

when

1. First, _____ I went to the Pendleton Round-Up, I watched the horse relay races.
2. Then, I heard stories about the Native People in Oregon when I _____ the Happy Canyon Pageant.
3. Lastly, I bought a special craft _____ I shopped at the Native American Indian tables.

when

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1. First, we saw lanterns everywhere when we _____ through the streets during the Chinese lantern festival.
2. Next, we guessed the lantern riddles _____ we stopped to read the riddles written on the lanterns.
3. Later, when we _____ watching the dragon dances, we ate sweet rice balls.

NAME: _____ DATE: _____

PART B: Personal Narrative Graphic Organizer

Oral Presentation Prompt:

Think about a special field trip, festival, event, or celebration that you have participated in. Tell the story of what happened that day, making sure to include the beginning, middle, and end.

Directions: First, draw pictures to represent the beginning, middle, and end of your story. Then, write what happened in each part of the story. Make sure to use the word **when**.

Beginning	Middle	End
First,	Next,	Finally,

Writing & Presenting

Think about a special field trip, festival, event, or celebration that you have participated in. Tell the story of what happened that day, making sure to include the beginning, middle, and end.

Presentation Script Checklist

SELF
✓

PARTNER
✓

Do you have a beginning, middle, and end that use the words *first*, *next*, and *finally*?







Do you add details or evidence to support your ideas?

Do you have periods, commas, etc.?

Do you include *when*?

Writing & Presenting

Think about a special field trip, festival, event, or celebration that you have participated in. Tell the story of what happened that day, making sure to include the beginning, middle, and end.

Presentation Delivery Checklist		PARTNER ✓
	My partner is prepared for their presentation with a final script.	
	My partner uses the words <i>first</i> , <i>next</i> , and <i>finally</i> .	
	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.	

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.