

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: summarizing something that happened
- Grammar: subordinating conjunctions (while)
- Writing Genre: opinion
- Oral presentation: speaking about the interesting things that can be done where you live

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 that describes the interesting things that can be done where you live in order to persuade others to visit. 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:

- _____ (pronoun 1) can _____ (verb phrase 1) **while** _____ (pronoun 2) are _____ (gerund).
- **While** _____ (pronoun 1) are _____ (prepositional phrase), _____ (pronoun 2) can _____ (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 subordinating conjunction *while* (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 where you will imagine that someone you care about who lives far away is thinking of moving to or visiting where you live. You will create a brochure that describes the interesting things that can be done where you live in order to persuade them to visit or move there. 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 things, places, or people you'd like to write and speak about and take a moment to draw them on your graphic organizer.
- As needed, provide students with the opportunity to research and find pictures of the things or places they will write about.
- Consider taking students on a virtual field trip that highlights where they live. Encourage them to think outside the box about what things make where they live special.
- Distribute the *Where I Live Brochure* graphic organizer (Reproducible page 2).
- say* Imagine that someone you care about who lives far away is thinking of moving to or visiting where you live. Create a brochure that describes the interesting things that can be done where you live in order to persuade them to visit or move there.
- Have students draw three pictures that represent the things/places/people they are writing a script about.
- Place them in pairs and have them share their drawings, encouraging students to use the subordinating conjunction *while* 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 "Where I Live" and I'll share an example. Sarika, from Lexia English, moved to Smethwick, England. She made a brochure for her Auntie. In the brochure, she drew pictures of three things she finds interesting about her town.

- ➔ 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.
- ➔ Remind students that the things they think are great about where they live can be unique to them, such as a person, special tree, or a restaurant.

Step 3: Write–Pair–Share

- ➔ Provide sufficient time for students to fill out all parts of the *Where I Live Brochure* 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.

*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.

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.

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 12
Opinion Text
Conjunctions

PART A: Grammar Practice

Writing & Presenting

Directions: Complete each sentence using **while** or a phrase that includes the word **while**.

We use the word **while** to say that one thing happened at the same time as something else. It can be used at the beginning or middle of a sentence.

Example: **While** we are at the zoo, we can feed the giraffes.
We can feed the giraffes **while** we are at the zoo.

1. You can see the fossils while you are at the museum.
 While you are at the museum, you can see the fossils.
2. While they are in Boston, they can watch a baseball game at Fenway Park.
 They can watch a baseball game at Fenway Park while they are in Boston.
3. She can eat delicious ribs while she is touring the Stockyards in Fort Worth
 While she is touring the Stockyards in Fort Worth, she can eat delicious ribs.
4. While you are walking through Riverfront Park in South Carolina, you can see three rivers meet.
 You can see three rivers meet while you are walking through Riverfront Park in South Carolina.
5. While you are in Milwaukee, you can go kayaking.
 You can go kayaking while you are in Milwaukee.
6. You can go hiking while you are visiting the park.
 While you are visiting the park, you can go hiking.
7. While we are at the movies, we can buy popcorn.
 We can buy popcorn while we are at the movies.
8. While she is in New York, she can visit Times Square.
 She can visit Times Square while she is in New York.
9. We can take a picture in front of the Bean while we are in Chicago.
 While we are in Chicago, we can take a picture in front of the Bean.

Teacher Reference

NAME: _____ DATE: _____

LEVEL 12
Opinion Text
Conjunctions



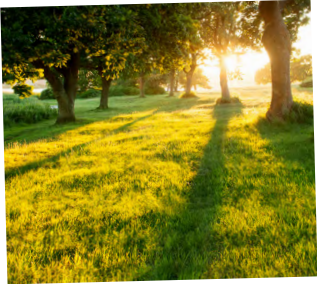
PART B: Where I Live Brochure – Graphic Organizer

Writing & Presenting

Oral Presentation Prompt:

Imagine that someone you care about who lives far away is thinking of moving to or visiting where you live. Create a brochure that describes the interesting things that can be done where you live in order to persuade them to visit or move there.

Directions: First, write the name of where you live. Then, draw or find a picture of each interesting thing, place, or person. Add a caption to describe the drawing or picture. Finish by writing a sentence that uses **while** to describe what you can do there.

Where I Live: Smethwick, England		
<p>Interesting thing/place/person #1</p>  <p>South Asian Statue</p> <p>While you are visiting Smethwick, you can see a beautiful South Asian statue.</p>	<p>Interesting thing/place/person #2</p>  <p>My neighbor Jamie</p> <p>You can meet my neighbor Jamie while you are visiting.</p>	<p>Interesting thing/place/person #3</p>  <p>Sunsets at Lightwoods Park</p> <p>While we are in the park, I can show you my favorite spot to see the sunset.</p>
<p>Supporting Detail #1</p> <p>This statue is special because it makes me feel close to my Indian culture even though I am far from my hometown.</p>	<p>Supporting Detail #2</p> <p>She dances bhangra with me! I can't wait for you to meet her.</p>	<p>Supporting Detail #3</p> <p>It's the perfect place to exercise, play or relax.</p>

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 12
Opinion Text
Conjunctions**PART C: Presentation Script****Writing & Presenting****Oral Presentation Prompt:**

Imagine that someone you care about who lives far away is thinking of moving to or visiting where you live. Create a brochure that describes the interesting things that can be done where you live in order to persuade them to visit or move there.

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 add details or evidence to persuade someone to move to or visit where you live?

Do you have periods, commas, etc.?

Do you use the word *while* at the beginning of and in the middle of a sentence?

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 how **while** is used.

Auntie, I am so excited that you are coming to visit me in Smethwick, England! I believe Smethwick is the best town to live in! I made you a brochure with all of the amazing things you can experience when you visit. **While** you are visiting me, you can see a beautiful South Asian statue. This statue is special because it makes me feel close to my Indian culture even though I am far from my hometown. Another great thing about Smethwick is the people that live here. You can meet my friend Jamie. She dances bhangra with me! I can't wait for you to meet her. The last thing I think that makes Smethwick incredible is Lightwoods Park. **While** we are in the park, I can show you my favorite spot to see the sunset. It's the perfect place to exercise, play, or relax. **I hope you love Smethwick as much as I do when you come visit!**

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

NAME: _____ DATE: _____

PART A: Grammar Practice

Writing & Presenting

Directions: Complete each sentence using **while** or a phrase that includes the word **while**.

We use the word **while** to say that one thing happened at the same time as something else. It can be used at the beginning or middle of a sentence.

Example: **While** we are at the zoo, we can feed the giraffes.
We can feed the giraffes **while** we are at the zoo.

- You can see the fossils while you are at the museum.
____ While _____ you are at the museum, you can see the fossils.
- While they are in Boston, they can watch a baseball game at Fenway Park.
They can watch a baseball game at Fenway Park _____ they are in Boston.
- She can eat delicious ribs while she is touring the Stockyards in Fort Worth
_____ she is touring the Stockyards in Fort Worth, she can eat delicious ribs.
- While you are walking through Riverfront Park in South Carolina, you can see three rivers meet.
You can see three rivers meet _____ you are walking through Riverfront Park in South Carolina.
- While you are in Milwaukee, you can go kayaking.
You can go kayaking _____.
- You can go hiking while you are visiting the park.
_____, you can go hiking.
- While we are at the movies, we can buy popcorn.
We can buy popcorn _____.
- While she is in New York, she can visit Times Square.
She can visit Times Square _____.
- We can take a picture in front of the Bean while we are in Chicago.
_____, we can take a picture in front of the Bean.

NAME: _____ DATE: _____

PART B: Where I Live Brochure – Graphic Organizer

Oral Presentation Prompt:

Imagine that someone you care about who lives far away is thinking of moving to or visiting where you live. Create a brochure that describes the interesting things that can be done where you live in order to persuade them to visit or move there.

Directions: First, write the name of where you live. Then, draw or find a picture of each interesting thing, place, or person. Add a caption to describe the drawing or picture. Finish by writing a sentence that uses **while** to describe what you can do there.

Where I Live:		
Interesting thing/place/person #1	Interesting thing/place/person #2	Interesting thing/place/person #3
Supporting Detail #1	Supporting Detail #2	Supporting Detail #3

Writing & Presenting







Imagine that someone you care about who lives far away is thinking of moving to or visiting where you live. Create a brochure that describes the interesting things that can be done where you live in order to persuade them to visit or move there.

Presentation Script Checklist	SELF ✓	PARTNER ✓
Do you have a clear introduction that tells your listener what you'll present on?		
Do you add details or evidence to persuade someone to move to or visit where you live?		
Do you have periods, commas, etc.?		
Do you use the word <i>while</i> at the beginning of and in the middle of a sentence?		
Do you have a clear closing that summarizes your presentation?		

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Writing & Presenting

Imagine that someone you care about who lives far away is thinking of moving to or visiting where you live. Create a brochure that describes the interesting things that can be done where you live in order to persuade them to visit or move there.

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 persuade their audience.	
	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.	

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