

## 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: comparing information related to everyday topics
- Grammar: conjunctions (even though, while)
- Writing Genre: narrative
- Oral presentation: speaking about an event from someone else's point of view

**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 that describes an event from someone else's point of view. 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:
    - **Even though** \_\_\_\_ (dependent clause), \_\_\_\_ (independent clause).
    - **While** \_\_\_\_ (dependent clause), \_\_\_\_ (independent 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 conjunctions *even though* and *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.
-  *Later you'll write a script about an event from someone else's point of view. 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 who you'd like to write and speak about, and an important event in their life. Take a moment to draw a picture that represents both on your graphic organizer.*
- ➔ Distribute the *Point of View* graphic organizer (Reproducible page 2).
-  *Write about an event from someone else's point of view. This means you will pretend you are this person and describe your thoughts and feelings about the event.*
- ➔ Have students draw a picture that represents the person and/or event they are writing a script about
- ➔ Place them in pairs and have them share their drawings, encouraging students to use the conjunctions *even though* and *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


-  *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 boxes under "Sensory Details" and I'll share an example. Since we are telling a story from one specific person's point of view, it is important that we bring as much detail into the story as possible. This includes things such as sight, sound, touch, smell, and taste. In Lexia English you learned about Chuck Yeager, who was the first pilot to break the sound barrier. Since I'm writing from the point of view of Chuck, I can include something he sees on his mission day: The sky was clear except for some small, white clouds. This will help your listener imagine your story in their head.*
- ➔ 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.

### Step 3: Write–Pair–Share

- ➔ Provide sufficient time for students to fill out all parts of the *Point of View* 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 15  
Narrative  
Conjunctions

## PART A: Grammar Practice

## Writing &amp; Presenting

**Directions:** Fill in the blanks with the conjunctions **even though** and **while** to correctly complete each sentence.

We use the phrase **even though** to say that something is surprising but true. It can be used at the beginning or in the middle of a sentence.

Examples: **Even though** it was hot, she didn't turn on the air conditioner.

Deserts can get cold at night, **even though** they're hot during the day.

We use the word **while** to show how two things are different from one another. We can also use it to show that two things happened at the same time.

Examples: **While** valley farms often rely on rain, desert farms do not.

The phone rang **while** I was doing dishes.

1. He decided to become a teacher, even though he studied to be a lawyer.
2. She managed to escape capture, even though she had been detained.
3. I fell down while I was walking the dog.
4. While I was waiting at the bus stop, three buses went by.
5. Even though it rained a lot, I enjoyed the holiday.
6. They won the race while running barefoot!
7. I don't want to give up, even though it's really hard.
8. While there wasn't much for us to do, we still had a fun time at the cabin.
9. While I was flying in the sky, a crowd was watching on the ground.
10. He decided to finish his school project, even though he was tired after soccer practice.

## Teacher Reference

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

LEVEL 15  
Narrative  
Conjunctions

## PART B: Point of View –Graphic Organizer

## Writing &amp; Presenting

**Oral Presentation Prompt:**

Write about an event from someone else's point of view. This means you will pretend you are this person and describe your thoughts and feelings about the event.

**Directions:** First, draw a picture that represents the person and event. Then, write your ideas in the boxes below. Make sure to use **even though** and **while**.



Title: My Big Day

## Sensory Details

See	Hear	Feel	Smell	Taste
the clear sky	the loud boom	the hard control wheel	the tires on the runway	the dark coffee to wake me up

**Beginning:** I almost didn't make it to work today. My ribs were still taped up from my horseback riding accident yesterday. Even though I was in a lot of pain, I couldn't disappoint my team. I had a cup of coffee to wake me up. While it was warm, it tasted very bitter.

**Middle:** When I finally arrived on the runway, all I could smell were the tires from the previous flight that had just landed. I jumped into the X-1 jet and took control of the wheel. I was both nervous and excited at the same time. The sky was clear except for some small, white clouds. I flew the plane faster than I ever had before.

**End:** While I could see the sonic boom, I actually couldn't hear it. I learned from the control tower that my mission had been successful. I feel proud of what I accomplished and excited to be part of flying history.

## 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 15  
Narrative  
Conjunctions

## PART C: Presentation Script

**Oral Presentation Prompt:**

Write about an event from someone else's point of view. This means you will pretend you are this person and describe your thoughts and feelings about the event.

**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 beginning, middle, and end to your narrative?		
Do you add sensory details to help your listener imagine your story?		
Do you have periods, commas, etc.?		
Do you include <i>even though</i> and <i>while</i> ?		

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

I almost didn't make it to work today. My ribs were still taped up from my horseback riding accident yesterday.

Even though I was in a lot of pain, I couldn't disappoint my team. I had a cup of coffee to wake me up. While it was warm, it tasted very bitter. When I finally arrived onto the runway, all I could smell were the tires from the previous flight that had just landed. I jumped into the X-1 jet and took control of the wheel. I was both nervous and excited at the same time. The sky was clear except for some small, white clouds. I flew the plane faster than I ever had before. While I could see the sonic boom, I actually couldn't hear it. I learned from the control tower that my mission had been successful. I feel proud of what I accomplished and excited to be a part of flying history.

You can mark up the text and say: This is an example of how *even though* and *while* are used.

Writing &amp; Presenting



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## PART A: Grammar Practice

# Writing & Presenting

**Directions:** Fill in the blanks with the conjunctions **even though** and **while** to correctly complete each sentence.

We use the phrase **even though** to say that something is surprising but true. It can be used at the beginning or in the middle of a sentence.

Examples: **Even though** it was hot, she didn't turn on the air conditioner.

Deserts can get cold at night, **even though** they're hot during the day.

We use the word **while** to show how two things are different from one another. We can also use it to show that two things happened at the same time.

Examples: **While** valley farms often rely on rain, desert farms do not.

The phone rang **while** I was doing dishes.

1. He decided to become a teacher, even though he studied to be a lawyer.
2. She managed to escape capture, \_\_\_\_\_ she had been detained.
3. I fell down \_\_\_\_\_ I was walking the dog.
4. \_\_\_\_\_ I was waiting at the bus stop, three buses went by.
5. \_\_\_\_\_ it rained a lot, I enjoyed the holiday.
6. They won the race \_\_\_\_\_ running barefoot!
7. I don't want to give up, \_\_\_\_\_ it's really hard.
8. \_\_\_\_\_ there wasn't much for us to do, we still had a fun time at the cabin.
9. \_\_\_\_\_ I was flying in the sky, a crowd was watching on the ground.
10. He decided to finish his school project, \_\_\_\_\_ he was tired after soccer practice.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**PART B: Point of View –Graphic Organizer**

**Oral Presentation Prompt:**

Write about an event from someone else's point of view. This means you will pretend you are this person and describe your thoughts and feelings about the event.

**Directions:** First, draw a picture that represents the person and event. Then, write your ideas in the boxes below. Make sure to use **even though** and **while**.



Title:

**Sensory Details**

See

Hear

Feel

Smell

Taste

Beginning:

Middle:

End:

## Writing & Presenting

### Oral Presentation Prompt:

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

<b>Presentation Script Checklist</b>	<b>SELF</b> ✓	<b>PARTNER</b> ✓
Do you have a clear beginning, middle, and end to your narrative?		
Do you add sensory details to help your listener imagine your story?		
Do you have periods, commas, etc.?		
Do you include <i>even though</i> and <i>while</i> ?		







This image shows a single 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

### Oral Presentation Prompt:

Write about an event from someone else's point of view. This means you will pretend you are this person and describe your thoughts and feelings about the event.

**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 a beginning, middle and end.	
	My partner uses sensory details.	
	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.	

[illegible]