

## 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: evaluating information related to everyday topics
- Grammar: prepositions (despite, rather than)
- Writing Genre: informational
- Oral presentation: speaking about a person who has overcome a challenge

**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*
  - *Peer Feedback Statements*

## PART A: Grammar Practice

**Step 1: Language Frames Anchor Chart**


 You're going to write and present an informational script that describes a person who has overcome a challenge. 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:
    - **Rather than** \_\_\_\_ (gerund phrase) he/she \_\_\_\_ (verb phrase).
    - **Despite** feeling \_\_\_\_ (adjective), he/she \_\_\_\_ (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 propositions *rather than* and *despite* (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 will write a script about how you, someone you know, or a character from Lexia English, has overcome a challenge. 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 take a moment to draw them on your graphic organizer.
- Distribute the *Be the Character* graphic organizer (Reproducible page 2).
- Think about the different challenges people face. Write about how you, someone you know, or a character from Lexia English, has overcome a challenge.
- Have students draw a picture that represents the person they are writing a script about.
- Place them in pairs and have them share their drawings, encouraging students to use the prepositions *rather than* and *despite* 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 "What challenges did your person face?" and I'll share an example. Do you remember Nadia from Lexia English? She does not have any contact with her father. It has been difficult for Nadia not to have her father in her life.
- 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 (some items may bring up sensitive issues—make sure students are comfortable sharing any personal information).

### Step 3: Write–Pair–Share

- Provide sufficient time for students to fill out all parts of the *Be the Character* graphic organizer.
- Have students share their graphic organizers with a partner.
- Display the *Peer Feedback Statements* 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 Presentation* 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 *Peer Feedback Statements* 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 *Peer Feedback Statements* 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 16  
Informational Text  
Prepositions

## PART A: Grammar Practice

## Writing &amp; Presenting

**Directions:** Fill in the blanks with the prepositions **despite** and **rather than** to correctly complete each sentence.

We use the phrase **rather than** to say that a person did something different from what was expected.

Example: **Rather than** giving up, she asked for help.

We use the word **despite** when a person is in a difficult or negative situation but acts in a positive or good way.

Example: **Despite** feeling shy, she asked for help.

1. Rather than giving up on the test, she concentrated on what she knew.
2. Rather than going to the party, he stayed home to study instead.
3. She asked for help despite feeling embarrassed.
4. Rather than getting mad at her for dropping the ice cream, she helped her little sister clean up the mess.
5. Despite the long car ride, they had a great time driving to grandma's house.
6. Despite losing the game, I had a great time playing soccer!
7. We should carpool to school rather than taking separate cars.
8. Despite both being rodents, hamsters and rats do not look the same.
9. He should text his friend back, rather than ignore his messages.
10. Despite not knowing English when she started school, she became school president!

## Teacher Reference

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

LEVEL 16  
Informational Text  
Prepositions

## PART B: Be the Character–Graphic Organizer

## Writing &amp; Presenting

## Oral Presentation Prompt:

Think about the different challenges people face. Write about how you, someone you know, or a character from Lexia English has overcome a challenge.

**Directions:** First, draw an image of the person you are going to write about. Then, write your answers to each question. Make sure to use the prepositions **despite** and **rather than**.

## Describe your person:

Nadia is a first generation French-American girl who lives in Philadelphia.



**What challenge did this person face?**

Nadia's mother, grandmother, and father moved to the United States together, but he decided to move back to France. Nadia does not have any contact with her father.

Nadia's family is low income.



**What kind of support did this person receive?**

Nadia's mother has taught her to see herself as an equal to others and not buy into other people's judgements of her.



**How did this person feel because of this challenge?**

It can be difficult to do or buy certain things because of Nadia's family budget.

Nadia sometimes feels like she's missing out.

Nadia sometimes feels sad for not having her father in her life.



**What did this person learn/do because of this challenge?**

Rather than feeling sorry for what she can't afford, Nadia is always looking for free events around Philadelphia.

Nadia feels lucky to have such a supportive extended family, despite not having her father in her life.

## What did you learn about this person?

Even big challenges can be overcome. Nadia may not have her father in her life but she has a big, supportive network of family and friends.

## 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 16  
Informational Text  
Prepositions

## PART C: Drafting Process

## Writing &amp; Presenting

**Oral Presentation Prompt:**

Think about the different challenges people face. Write about how you, someone you know, or a character from Lexia English, has overcome a challenge.

**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 add details or evidence to support your ideas?		
Do you have periods, commas, etc.?		
Do you include despite and rather than?		
Do you have a clear closing that summarizes your presentation?		

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

Nadia is a first generation French-American girl who lives in Philadelphia. Her mother, grandmother, and father moved to the United States together, but he decided to move back to France. Nadia does not have any contact with her father, and she sometimes feels sad for not having him in her life. She feels lucky to have such a supportive extended family, despite not having her father in her life. Nadia's family is also living on a budget, which makes it difficult to do or buy certain things. Nadia sometimes feels like she's missing out. Rather than feeling sorry for what she can't afford, she is always looking for free events around Philadelphia. Thankfully, Nadia's mother has taught her to see herself as an equal to others and not buy into other people's judgements of her.

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



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

## PART A: Grammar Practice

**Directions:** Fill in the blanks with the prepositions **despite** and **rather than** to correctly complete each sentence.

We use the phrase **rather than** to say that a person did something different from what was expected.

Example: **Rather than** giving up, she asked for help.

We use the word **despite** when a person is in a difficult or negative situation but acts in a positive or good way.

Example: **Despite** feeling shy, she asked for help.

1. Rather than giving up on the test, she concentrated on what she knew.
2. \_\_\_\_\_ going to the party, he stayed home to study instead.
3. She asked for help \_\_\_\_\_ feeling embarrassed.
4. \_\_\_\_\_ getting mad at her for dropping the ice cream, she helped her little sister clean up the mess.
5. \_\_\_\_\_ the long car ride, they had a great time driving to grandma's house.
6. \_\_\_\_\_ losing the game, I had a great time playing soccer!
7. We should carpool to school \_\_\_\_\_ taking separate cars.
8. \_\_\_\_\_ both being rodents, hamsters and rats do not look the same.
9. He should text his friend back, \_\_\_\_\_ ignore his messages.
10. \_\_\_\_\_ not knowing English when she started school, she became school president!

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

## PART B: Be the Character–Graphic Organizer

### Oral Presentation Prompt:

Think about the different challenges people face. Write about how you, someone you know, or a character from Lexia English has overcome a challenge.

**Directions:** First, draw an image of the person you are going to write about. Then, write your answers to each question. Make sure to use the prepositions **despite** and **rather than**.

### Describe your person:



What challenge did this person face?



How did this person feel because of this challenge?



What kind of support did this person receive?



What did this person learn/do because of this challenge?

What did you learn about this person?

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

PART C: Drafting Process

Writing & Presenting

Oral Presentation Prompt:

Think about the different challenges people face. Write about how you, someone you know, or a character from Lexia English, has overcome a challenge.

**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 add details or evidence to support your ideas?		
Do you have periods, commas, etc.?		
Do you include despite and rather than?		
Do you have a clear closing that summarizes your presentation?		

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# Writing & Presenting

Think about the different challenges people face. Write about how you, someone you know, or a character from Lexia English, has overcome a challenge.

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.	