

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: identifying feelings and observations during certain experiences
- Grammar: subordinating conjunctions (whenever, wherever)
- Writing Genre: creative
- Oral presentation: speaking from the point of view of 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*
 - *TAG Feedback*

PART A: Grammar Practice

Step 1: Language Frames Anchor Chart

 You're going to write and present a creative script from the point of view of 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:
 - **Whenever/wherever** ____ (noun/pronoun) ____ (verb phrase 1),
____ (noun/pronoun) ____ (verb phrase 2).
 - ____ (pronoun) ____ (verb phrase 1) **whenever/wherever** ____ (verb phrase 2).

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 conjunctions *whenever* and *wherever* (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 from the point of view of someone who 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

(say) 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 *Journal Entry* graphic organizer (Reproducible page 2).

(say) Think about someone in your life or in Lexia English who has overcome a challenge. Write a journal entry from their point of view in which you talk about this 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 subordinating conjunctions *wherever* and *whenever* 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 "Introduction" and I'll share an example. Annie is a Vietnamese-American character from Lexia English. She lost her right leg when she was a baby and has had to face some major challenges in her life. I decided to write about a day in which she trips at school. Since this is a journal entry, I wanted to help our listeners create a picture in their heads. I started with "Today was a very dark and rainy day in Westminster. Everything and everyone was soaked, especially the school's front entryway." By describing the setting to my listener, it helps them imagine what is going on.

→ 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. This prompt may bring up sensitive topics for students. Make sure to check in with each to ensure they are comfortable sharing out.

Step 3: Write–Pair–Share

- ➔ Provide sufficient time for students to fill out all parts of the *Journal Entry* 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 18
Creative Text
Conjunctions

PART A: Grammar Practice

Writing & Presenting

Directions: Correctly rewrite the following sentences with **whenever** or **wherever** in the beginning or the middle of the sentence.

We use the word **whenever** to say that something happens every time. It can be used at the beginning or in the middle of a sentence.

Example: **Whenever** I go surfing, my friends cheer me on.

My friends cheer me on **whenever** I go surfing.

We use the word **wherever** to say that something happens every place. It can be used at the beginning or in the middle of a sentence.

Example: **Wherever** she went, she made friends.

She made friends **wherever** she went.

1. Crowds gathered wherever we went surfing.
Wherever we went surfing, crowds gathered.
2. Whenever I feel sad, I talk to my best friend.
I talk to my best friend whenever I feel sad.
3. I look for people from my country wherever I move.
Wherever I move, I look for people from my country.
4. Wherever he travels, he always finds a nice gift shop.
He always finds a nice gift shop wherever he travels.
5. I read a book whenever I feel lonely.
Whenever I feel lonely, I read a book.
6. Whenever I try something new, I feel brave.
I feel brave whenever I try something new.
7. I dance whenever I hear music playing.
Whenever I hear music playing, I dance.
8. Wherever she goes, she always takes her lucky charm.
She always takes her lucky charm wherever she goes.

Teacher Reference

NAME: _____ DATE: _____

LEVEL 18
Creative Text
Conjunctions

PART B: Journal Entry –Graphic Organizer

Writing & Presenting

Oral Presentation Prompt:

Think about someone in your life or in Lexia English who has overcome a challenge. Write a journal entry from their point of view in which you talk about this challenge.

Directions: First, draw an image of the person you are going to write about on the back of the page. Then, fill out the boxes below from their point of view. Make sure to include the words **wherever** and **whenever**.

Person that overcame challenge: **Annie**Challenge the person overcame: **falling down the school's front stairs**Location: **Westminster, CA**Weather: **dark and rainy****Introduction:**

Today was a very dark and rainy day in Westminster. Everything and everyone was soaked, especially the school's front entryway.

My feelings:

Whenever it rains, I get excited because I know there will be some delicious pho at home. Dad loves to make his famous pho, a Vietnamese soup, on rainy days.

What happened?

I was so excited to head home after school that I tripped going down the stairs. A crowd started to surround me.

My feelings:

I am used to people staring at my prosthetic leg wherever I go. But sometimes I still get sad or angry when it happens.

Conclusion:

My friend Della saw and ran to help me. She fell down too and we both laughed! I invited her over for some pho.

My feelings:

It's nice to know that I have a best friend to support me whenever I feel sad.

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 18
Creative Text
Conjunctions

PART C: Presentation Script

Writing & Presenting

Oral Presentation Prompt:

Think about someone in your life or in Lexia English who has overcome a challenge. Write a journal entry from their point of view in which you talk about this 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 grabs your listener's attention?		
Do you add details or evidence to support your ideas?		
Do you have periods, commas, etc.?		
Do you include <i>whenever</i> and <i>wherever</i> ?		
Do you have a clear closing sentence?		

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

From the Journal of: **Annie**

Today was a very dark and rainy day in Westminster. Everything and everyone was soaked, especially the school's front entryway. Whenever it rains, I get excited because I know there will be some delicious pho at home. Dad loves to make his famous pho, a Vietnamese soup, on rainy days. I was so excited to head home after school that I tripped going down the stairs. A crowd started to surround me. I am used to people staring at my prosthetic leg wherever I go. But sometimes I still get sad or angry when it happens. My friend Della saw and ran to help me. She fell down too and we both laughed! I invited her over for some pho. It's nice to know that I have a best friend to support me whenever I feel sad.

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

NAME: _____ DATE: _____

PART A: Grammar Practice

Writing & Presenting

Directions: Correctly rewrite the following sentences with **whenever** or **wherever** in the beginning or the middle of the sentence.

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Example: **Whenever** I go surfing, my friends cheer me on.

My friends cheer me on **whenever** I go surfing.

We use the word **wherever** to say that something happens every place. It can be used at the beginning or in the middle of a sentence.

Example: **Wherever** she went, she made friends.

She made friends **wherever** she went.

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2. Whenever I feel sad, I talk to my best friend.

3. I look for people from my country wherever I move.

4. Wherever he travels, he always finds a nice gift shop.

5. I read a book whenever I feel lonely.

6. Whenever I try something new, I feel brave.

7. I dance whenever I hear music playing.

8. Wherever she goes, she always takes her lucky charm.

NAME: _____ DATE: _____

PART B: Journal Entry –Graphic Organizer

Oral Presentation Prompt:

Think about someone in your life or in Lexia English who has overcome a challenge. Write a journal entry from their point of view in which you talk about this challenge.

Directions: First, draw an image of the person you are going to write about on the back of the page. Then, fill out the boxes below from their point of view. Make sure to include the words **wherever** and **whenever**.

Person that overcame challenge:

Challenge the person overcame:

Location:

Weather:

Introduction:

My feelings:

What happened?

My feelings:

Conclusion:

My feelings:

Writing & Presenting







Think about someone in your life or in Lexia English who has overcome a challenge. Write a journal entry from their point of view in which you talk about this challenge.

Presentation Script Checklist

From the Journal of:

Writing & Presenting

Think about someone in your life or in Lexia English who has overcome a challenge. Write a journal entry from their point of view in which you talk about this 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.	

[illegible]