

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: modals (can, must, have to, should)
- Writing Genre: informational
- Oral presentation: speaking about the steps required to accomplish a task

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 informational script that describes the necessary steps required to accomplish a specific task. 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:
 - You **can** ____ (verb phrase 1) to ____ (verb phrase 2).
 - You **must/have to** ____ (verb phrase 1).
 - You **should** ____ (verb phrase 1) when ____ (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 modals *can*, *must*, *have to* and *should* (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 that describes the necessary steps required to accomplish a specific task. 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 a craft, sport, recipe, or life skill you'd like to write and speak about and take a moment to draw what it will take to complete this task in four steps on your graphic organizer.*
- ➔ Distribute the *My How-To Guide* graphic organizer (Reproducible page 2).
-  *You will write an instructional guide that will help others through each of the necessary steps toward accomplishing the task you've chosen. It should be easy enough to follow that anyone should feel that they can accomplish the goal in four steps.*
- ➔ Have students draw four pictures that represent each step of the task.
- ➔ Place them in pairs and have them share their drawings, encouraging students to use the modals *can*, *must*, *have to*, and *should* 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 "Introduction" and I'll share an example. Javier from Lexia English is from Peru. His favorite Peruvian appetizer is Papa a la Huancaína, a dish made up of potatoes in a spicy yellow chili sauce. Since our guides need to have four steps, Javier can start by saying "First, you have to boil the potatoes and eggs." This tells listeners what to do first.*
- ➔ 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. Make sure students first organize the four steps needed to complete their tasks before filling in the boxes. Use the student sample to support their process.

Step 3: Write–Pair–Share

- ➔ Provide sufficient time for students to fill out all parts of the *My How-To Guide* 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.*
- ➔ As needed, provide additional paper for students to draft their scripts.

***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 19
Informational Text
Modals

PART A: Grammar Practice

Writing & Presenting

Directions: Fill in the blanks with **can**, **must**, **have to**, or **should** to correctly complete each sentence.We use the word **can** to talk about what is possible.Example: You **can** get a job to earn money for college.We use the word **must** and the phrase **have to** to talk about something that someone needs to do.Examples: You **must** look for jobs that you find interesting.You **have to** look for jobs first.We use the word **should** to give advice.Example: You **should** consider jobs that pay well and that you find interesting.

1. You can use lime juice to substitute for lemons.
2. You must/have to mix the ingredients together before you bake the cake.
3. You should look both ways when crossing the street.
4. You can donate old clothes to support tornado victims.
5. You must/have to/should head home before it gets too dark.
6. You must/have to put the car in park before you get out of it.
7. You can use a whisk or an electric beater to combine the ingredients.
8. You can/should take the pizza out of the oven when the crust is golden brown.
9. You must/have to/should finish your chores if you want to get an allowance.
10. You can/should use cardboard to hold up the plaster volcano.

Teacher Reference

NAME: _____ DATE: _____

LEVEL 19
Informational Text
Modals

PART B: My How-To Guide –Graphic Organizer

Writing & Presenting

Oral Presentation Prompt:

Think about a craft, sport, recipe, or life skill you are good at. Write an instructional guide that will help others through each of the necessary steps toward accomplishing the task. It should be easy enough to follow that anyone should feel that they can accomplish the goal in four steps.

Directions: First, draw a picture for each of the four steps to accomplish the task. Then, fill in each box with the necessary information. Make sure each of the four steps are in the right order. Make sure to use **can**, **must**, **have to**, and **should**.

Introduction: Today I'm going to tell you how to make my mother's famous Papa a la Huancaína, my favorite appetizer on the planet. This dish comes from Peru and is made up of potatoes in a spicy yellow chili sauce.



First, you have to boil and peel potatoes and eggs. You can make enough to feed your entire family. I usually make two potatoes and one egg per person.



Next, I make the delicious Huancaína sauce. While the potatoes and eggs are cooking, I wash and cut yellow chilis. You should take out most of the seeds. Otherwise it will be too spicy!



Then, you have to add them to a blender, along with some olive oil, evaporated milk, queso fresco, soda crackers, and a pinch of salt. This is how you create the sauce!



Lastly, you must stick a knife into the potatoes to make sure they're cooked. If it comes out clean and smooth, the potatoes are ready to serve! Peel and cut the potatoes and eggs and arrange them on a bed of freshly washed and dried lettuce. Pour the Huancaína sauce over everything and garnish with some kalamata olives!

Conclusion: You can make this delicious Peruvian appetizer to impress your family and friends. I make it whenever I miss my family back in Peru!

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 19
Informational Text
Modals

PART C: Presentation Script

Oral Presentation Prompt:

Think about a craft, sport, recipe, or life skill you are good at. Write an instructional guide that will help others through each of the necessary steps toward accomplishing the task. It should be easy enough to follow that anyone should feel that they can accomplish the goal in four steps.

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 the instructions follow a logical sequence in four steps?

Do you have periods, commas, etc.?

Do you include *can*, *must*, *have to* and *should*?

Do you have a clear closing statement?

SELF
✓**PARTNER**
✓

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

Today I'm going to tell you how to make my mother's famous Papa a la Huancaína, my favorite appetizer on the planet. This dish comes from Peru and is made up of potatoes in a spicy yellow chili sauce. First, you have to boil and peel potatoes and eggs. You can make enough to feed your entire family. I usually make two potatoes and one egg per person. Next, I make the delicious Huancaína sauce. While the potatoes and eggs are cooking, I wash and cut yellow chilis. You should take out most of the seeds. Otherwise it will be too spicy! Then, you have to add them to a blender, along with some olive oil, evaporated milk, queso fresco, soda crackers, and a pinch of salt. This is how you create the sauce! Lastly, you must stick a knife into the potatoes to make sure they're cooked. If it comes out clean and smooth, the potatoes are ready to serve! Peel and cut the potatoes and eggs and arrange them on a bed of freshly washed and dried lettuce. Pour the Huancaína sauce over everything and garnish with some kalamata olives! You can make this delicious Peruvian appetizer to impress your family and friends. I make it whenever I miss my family back in Peru!

You can mark up the text and say: These are examples of how **should**, **have to**, **must**, and **can** are used.

Writing & Presenting

NAME: _____ DATE: _____

PART A: Grammar Practice

Writing & Presenting

Directions: Fill in the blanks with **can**, **must**, **have to**, or **should** to correctly complete each sentence.

We use the word **can** to talk about what is possible.

Example: You **can** get a job to earn money for college.

We use the word **must** and the phrase **have to** to talk about something that someone needs to do.

Examples: You **must** look for jobs that you find interesting.

You **have to** look for jobs first.

We use the word **should** to give advice.

Example: You **should** consider jobs that pay well and that you find interesting.

1. You can use lime juice to substitute for lemons.
2. You _____ mix the ingredients together before you bake the cake.
3. You _____ look both ways when crossing the street.
4. You _____ donate old clothes to support tornado victims.
5. You _____ head home before it gets too dark.
6. You _____ put the car in park before you get out of it.
7. You _____ use a whisk or an electric beater to combine the ingredients.
8. You _____ take the pizza out of the oven when the crust is golden brown.
9. You _____ finish your chores if you want to get an allowance.
10. You _____ use cardboard to hold up the plaster volcano.

NAME: _____ DATE: _____

PART B: My How-To Guide –Graphic Organizer

Writing & Presenting

Oral Presentation Prompt:

Think about a craft, sport, recipe, or life skill you are good at. Write an instructional guide that will help others through each of the necessary steps toward accomplishing the task. It should be easy enough to follow that anyone should feel that they can accomplish the goal in four steps.

Directions: First, draw a picture for each of the four steps to accomplish the task. Then, fill in each box with the necessary information. Make sure each of the four steps are in the right order. Make sure to use **can**, **must**, **have to**, and **should**.

Introduction:

First,

Next,

Then,

Lastly,

Conclusion:

NAME: _____ DATE: _____

PART C: Presentation Script

Writing & Presenting

Oral Presentation Prompt:

Think about a craft, sport, recipe, or life skill you are good at. Write an instructional guide that will help others through each of the necessary steps toward accomplishing the task. It should be easy enough to follow that anyone should feel that they can accomplish the goal in four steps.

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 the instructions follow a logical sequence in four steps?		
Do you have periods, commas, etc.?		
Do you include <i>can</i> , <i>must</i> , <i>have to</i> and <i>should</i> ?		
Do you have a clear closing statement?		

Writing & Presenting

Oral Presentation Prompt:

Think about a craft, sport, recipe, or life skill you are good at. Write an instructional guide that will help others through each of the necessary steps toward accomplishing the task. It should be easy enough to follow that anyone should feel that they can accomplish the goal in four steps.

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 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.	

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.