Sounds That Matter

Choose recordings that help an audience understand an idea.

4.LF.29 "Add audio recordings to presentations, when appropriate, to enhance the development of main ideas or themes."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline where the presenter plans to play a recording, circle the idea the sound supports, and put an X beside a sound the presenter decides not to use.

A Pond Presentation

1. At the edge of our town, a pond fills with sound after sunset. For my class presentation, I want to show why this pond matters to frogs. My first slide shows the pond at dusk and names the main idea: frogs need places with water and plants. I will speak this part myself so my listeners can hear that idea clearly before any other sounds begin.

2. Next, I explain that male frogs call to attract mates. I will play a short recording of frogs calling beside a pond while I show the slide about their calls. The sound lets my classmates hear that the calls are not all alike. I recorded several frogs, so I cannot say which kind made each call. After ten seconds, I will stop the audio and explain the idea again.

3. On my final slide, I explain that pond plants give frogs places to hide from predators. I thought about adding a splash recording, but a splash would not show how plants help frogs. Instead, I will read one clear sentence about hiding places and leave this slide quiet. I want my classmates to think about the plants, not guess what made a splash in the water.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the presenter wait to play audio until after the first slide?

2. When will the frog recording play, and what will it help listeners notice?

3. Why might stopping the frog recording after ten seconds help the presenter?

4. Why does the presenter decide not to use the splash recording?

3 YOUR TURN

Your own words

Plan a presentation on a topic other than frogs or ponds. In four or five sentences, name its main idea, describe two recordings you would play and when each would play, explain how each sound supports the idea, and name one part you would keep quiet and why.

ANSWER KEY

Sounds That Matter

GRADE 4 · 4.LF.29

PART 1 · READ AND MARK

Underline where the presenter plans to play a recording, circle the idea the sound supports, and put an X beside a sound the presenter decides not to use. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the presenter wait to play audio until after the first slide?	**The presenter wants listeners to hear the main idea clearly before other sounds begin.**
2	When will the frog recording play, and what will it help listeners notice?	**It will play during the slide about frog calls and help listeners hear that the calls are not all alike.**
3	Why might stopping the frog recording after ten seconds help the presenter?	**Stopping the recording gives the presenter a chance to explain the idea again without sound playing.**
4	Why does the presenter decide not to use the splash recording?	**A splash would not show how plants help frogs hide and might distract listeners.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My presentation's main idea is that making bread takes several steps. During the slide about mixing dough, I will play a short recording of a mixer so listeners can hear that step. During the slide about baking, I will play an oven timer ringing to show when baking is done. I will keep the ingredients slide quiet so everyone can focus on the amounts.

Accept other reasonable explanations of how each audio choice helps listeners follow the presentation. For the open task, look for two recordings tied to specific parts and a clear reason for leaving one part quiet.