

Record and Reveal

Plan a smooth audio story or poem with a helpful visual.

GRADE 3 • SL.3.5

CCSS.ELA-Literacy.SL.3.5 "Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Take turns speaking.

2 Play a card only after you use its starter.

3 Listen for clear, smooth reading.

4 Build on your group's ideas.

HOW TO PLAY Teams of 3 or 4

1. Choose one Topic card and plan a short story or poem plus one visual.
2. Each player takes one Role card and reads the job.
3. Deal each player four Move cards. Use duplicated card sets as needed.
4. Take turns using a Move card starter naturally, then place that card in the middle.
5. When all cards are in the middle, rehearse and make a 30 to 60 second recording with your visual.

AFTER THE ROUND Check what you did

- ☐ I used a clear, smooth reading pace.
- ☐ I chose a voice that fit the story or poem.
- ☐ I planned a pause or slower part for listeners.
- ☐ I helped choose a visual that added a detail.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Rainy Day Surprise Create a short audio story about a surprise on a rainy day, then choose one visual that makes an important detail clearer.	Animal Help Tale Create a short audio story about an animal that needs help, then choose one visual that makes an important detail clearer.	Known Place Poem Create a short audio poem about a place you know, then choose one visual that adds to a detail in the poem.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Pace Keeper Listen for words that are rushed or too slow, and suggest one place to pause.	Voice Coach Listen for a voice that matches the feeling, and suggest one voice choice.	Visual Builder Help the group choose a visual that makes one detail clearer.	Order Scout Help the group put its lines in an order that listeners can follow.

MOVE CARDS · deal 4 to each player

MOVE CARD START STRONG “Our recording could begin with ____.”	MOVE CARD START STRONG “A good first line could be ____.”	MOVE CARD PACE PLAN “I would read ____ slowly because ____.”	MOVE CARD PACE PLAN “I would pause after ____ so ____.”
MOVE CARD VOICE CHOICE “I would use a ____ voice when ____.”	MOVE CARD VOICE CHOICE “I would make the word ____ sound ____.”	MOVE CARD VISUAL LINK “Our visual could show ____ so listeners understand ____.”	MOVE CARD VISUAL LINK “We could point to ____ when we say ____.”

Print one card sheet per team. Cards last longer on thick paper.

RUNNING THE ROUNDS

Give each group one Topic card and a different Role card for each player, then print enough Move-card sets so every player receives four cards. Let students rehearse their completed lines before recording, and if one student is quiet, assign that student the next unplayed card and have the group build on that idea.

WHAT A STRONG ROUND SOUNDS LIKE

Mia	Our recording could begin with, "Rain tapped my window, then I heard a tiny meow."
Leo	I would read "I heard a tiny meow" slowly because listeners need to notice the sound.
Ana	I would use a soft voice when I find the wet kitten.
Mia	Our visual could show the kitten under the porch so listeners understand where I find it.
Leo	I would pause after "I heard a tiny meow" so listeners can wonder what made the sound.

LISTEN FOR

- Smooth phrasing at an understandable pace
- Planned pauses at meaningful moments
- Voice choices that match mood or character
- Visuals that clarify a story or poem detail

There are no right answers to the topic cards. Score the moves students make, not their opinions.