

Speak to Fit

Notice how a speaker changes a message for each audience.

5.P.CP.2 "Presentation: Use presentation skills to tailor communication to target audiences for specific purposes."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline choices Maya makes for kindergarten students, and circle choices she makes for the town council. These marks show how she changes her presentation for different audiences and purposes.

Maya's Garden Message

On Friday, Maya will speak at two school events about the new community garden. Her first audience is kindergarten classes. Maya plans to show a photo of a bright red tomato and say, "Our garden is a place where plants grow. You can help by carrying water or pulling weeds with an adult." She will speak slowly and use simple words. Her purpose is to help young students feel interested and safe helping.

Later, Maya will give a one-minute update to the town council. These adults decide how to spend city money. She will begin, "The garden needs two rain barrels, which collect water from roofs." Maya will bring a chart showing that the barrels can reduce water use. She will use numbers, explain the cost, and ask the council to fund the barrels. Her purpose is to persuade the council to support the project.

Before each event, Maya practices in front of her brother. He reminds her to face the audience, hold the chart where everyone can see it, and pause after important ideas. Maya keeps her kindergarten talk cheerful and brief. For the council, she stands beside the chart and speaks in a clear, serious voice. She changes her words, details, and delivery so each group can understand her message and respond in the needed way.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** What is Maya's purpose when she speaks to the kindergarten classes, and what does she want the students to do?

- 2** Name two choices Maya makes for the town council that she does not use in her kindergarten talk.

- 3** Why would a bright tomato photo work better for kindergarten students than a chart about water use?

- 4** How does Maya change her delivery, not just her information, for the two audiences?

3 YOUR TURN

Your own words

Choose one pretend school improvement. Prepare and deliver two short messages about it: an invitation or explanation for younger students, and a persuasive request for the principal. Your partner acts as each audience. Use audience-appropriate words, details and delivery, then improve one message using real feedback.

1. Message for younger students

Write two or three sentences that explain the idea or invite participation. Note how you will use pace, voice or a gesture to help younger listeners.

2. Request to the principal

Write two or three sentences requesting support for the same idea. Include a reason and useful detail. Note a delivery choice that fits this purpose.

3. Present and improve

Deliver both messages to your partner acting as each audience. Ask what action they understood and how your delivery helped. Record their feedback and one change. Revise above and deliver the changed message again.

PART 1 • READ AND MARK

Underline choices Maya makes for kindergarten students, and circle choices she makes for the town council. These marks show how she changes her presentation for different audiences and purposes. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is Maya's purpose when she speaks to the kindergarten classes, and what does she want the students to do?	She wants young students to feel interested and safe helping. She wants them to help by carrying water or pulling weeds with an adult.
2	Name two choices Maya makes for the town council that she does not use in her kindergarten talk.	She uses numbers and explains the cost. She also asks the council to fund the rain barrels or uses a chart about water use.
3	Why would a bright tomato photo work better for kindergarten students than a chart about water use?	The photo is simple, concrete, and interesting for young students, while the chart gives information adults can use to make a funding decision.
4	How does Maya change her delivery, not just her information, for the two audiences?	For kindergarten, she speaks slowly and keeps her talk cheerful and brief. For the council, she stands beside the chart and uses a clear, serious voice.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Younger-student message

Would you like a shady place to read at recess? Tell our class where you would use a shade tent. We will collect your ideas. I would speak slowly, use an inviting voice and pause for listeners to think.

Principal request

Principal Lee, please consider a shade tent near the playground benches. It could give students a shaded reading place. Could we discuss a suitable location and cost? I would speak clearly and pause after the request.

Feedback and revision

I delivered both messages to my partner. She understood the younger-student invitation but did not know how to send an idea. I changed the last sentence to “Tell our class your idea at Friday’s recess meeting,” then presented it again with a pause after the meeting detail.

TEACHER ASSESSMENT NOTES

This is an actual speaking task: written scripts alone are incomplete. Partners act as younger students and the principal and listen to both deliveries. Assess whether words, details and delivery fit each audience and purpose, then whether the learner responds to listener feedback. Events and model feedback are fictional examples; each learner must obtain real feedback. The source is a story describing presentation tools; its questions do not require an attached photograph or data chart. Accept supported comparisons and practical audience adaptations without assuming all younger students or adults need identical styles.