

Show It, Hear It

Make a visual and recording, then use them to teach a clear routine.

CCSS.ELA-Literacy.SL.4.5 "Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle one detail in paragraph 1 that a visual could clarify. Underline a different detail in paragraph 2 that a recording could clarify. Be ready to explain how your choices help a new classmate.

Helping a New Classmate Choose a Book

- ① In a fictional classroom, a new student wants to use the reading corner. The class proposes a simple routine: choose a book from a basket, read in the reading spot, and return the book to its basket. The main idea is that clear steps can help a new classmate use the corner. Cards A and B are classroom models, not rules for every school.
- ② A visual display can show the three steps in order. A short recording can explain a helpful detail while the audience looks at the matching picture. For example, spoken words can explain how to use a basket label when returning a book. Unrelated music would not explain the routine. Pictures and recordings should work together to help a listener understand the main idea.
- ③ Create a one-minute presentation for a partner acting as the new classmate. Draw or make the three-step visual, record a short explanation, and show the visual while playing your recording. Ask the partner to explain the routine back to you. If a part is confusing, improve it and try again. A plan for a recording is only preparation; your audience needs to hear the actual recording.

A • Fictional class | proposed routine

Choose, read, return

1. Choose a book

2. Read in the reading spot

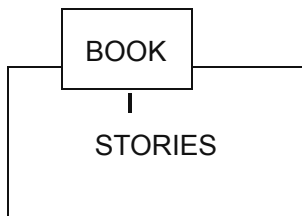
3. Return it to its basket

The numbered boxes show the order. Make your own clear display for the presentation; include labels or simple drawings that help a new classmate follow the steps.

Classroom model. A proposed routine for this activity.

B • Fictional class | return-step detail

Use the basket label



In this model, the basket is labeled STORIES. A book from that basket goes back there after reading. A short recording can explain this detail while the audience looks at the return picture.

Classroom model. Make and play your own recording.

2 ANSWER WITH EVIDENCE

Use the media and background

1 How does Card A help a new classmate understand the routine?

2 Which detail from Card B would be useful to record while showing the return step? Explain why.

- 3** Would unrelated music or a spoken step explanation better support the main idea here? Why?

- 4** A presenter uses tiny labels and a recording that is hard to hear. What two changes would help the audience follow the routine? Explain why.

3 YOUR TURN _____ Your own words

Required: drawing paper and pencils, a school-approved device with a microphone and speakers, and a partner audience. A teacher may run a shared recording station. Each student must create a visual and record and play their own explanation; finish those parts later if a device is not yet available.

Create and deliver a one-minute presentation that teaches the proposed reading-corner routine. Show your own visual and play a 10-20-second recording where it helps explain the main idea.

1. Plan what each part will teach

Choose the main idea and the detail your recording will explain. Decide which picture you will show when the recording plays.

Main idea and recording detail:

2. Make and try the media

Create a labeled three-step visual on paper or a slide. Record a 10-20-second explanation of a useful detail. Play it while showing the matching picture; check that words can be heard and pictures can be seen.

Visual made and recording saved as:

3. Present to a listener

Give your one-minute presentation. Show the visual and play the recording at the useful moment. Ask your partner to explain the steps back and name anything confusing. Switch so both people present.

What my partner actually said:

4. Improve and present again

Use the feedback to improve a picture, label or part of the recording. Show and play the changed part. Ask whether the routine is clearer. Record what the partner says.

My change and how it helped:

PART 1 • READ AND MARK

Circle one detail in paragraph 1 that a visual could clarify. Underline a different detail in paragraph 2 that a recording could clarify. Be ready to explain how your choices help a new classmate. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does Card A help a new classmate understand the routine?	Its numbered boxes show choosing, reading and returning in order.
2	Which detail from Card B would be useful to record while showing the return step? Explain why.	Explain that the basket label helps you return the book to the right place. The recording connects the label detail to the last picture.
3	Would unrelated music or a spoken step explanation better support the main idea here? Why?	A spoken explanation gives relevant information about using the reading corner. Unrelated music does not develop that idea.
4	A presenter uses tiny labels and a recording that is hard to hear. What two changes would help the audience follow the routine? Explain why.	Make the visual labels larger and make or play a clearer recording at a useful volume. The audience needs to see the steps and hear the matching explanation.

PART 3 • YOUR TURN (SAMPLE ANSWER)

A possible visual shows three numbered panels: choose a book, read, and return it to the labeled basket. A recording says, “When you finish, look at the basket label. Match your book to that label and put it back so the next reader can find it.” The presenter plays this while pointing to the return picture. The partner explains the steps back. If the partner misses the last step, the student enlarges its number or records a clearer explanation, then shows and plays the revision.

Observe the actual visual, audio playback and presentation. The sample is a model of a product; it is not evidence that the student has made a recording. Require each student to show the display and play the recording, even at a shared-device station. Judge whether both help develop the main idea. Accept different clear pictures or words. No internet search or real school policy knowledge is required.