

Invite the Audience

Plan interactions that help a real audience take part.

5.C.2.A.v "Report orally on a topic or text or present an opinion in an organized manner. This includes: Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement)."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the model. Underline the proposal and its reason. Circle the planned question and poll. Notice how the presenter uses the response.

Read and Use the Texts

Practice situation

Your class is choosing a quiet activity for indoor recess: a drawing table, a reading corner or a puzzle table. For this invented situation, paper, pencils, books and puzzles are already available. Choose one option and explain why it would help classmates. Your audience will be two or three classmates.

Model opening and question

Presenter: I propose a drawing table because classmates could create pictures during indoor recess. What would you enjoy drawing? [Wait and invite two answers.] Audience member: Animals. Presenter: I heard animals, so we could suggest an animal theme while letting everyone choose a subject.

Model poll and closing

Presenter: Raise your hand if you would try a drawing table. [Pause, count hands and report the actual number.] Presenter: Thank you. I still recommend a drawing table because it offers a quiet creative choice. Your ideas will help us plan it. This is a practice model; your audience may respond differently.

2 ANSWER WITH EVIDENCE Use the passage

1 How does the model question help the audience participate?

2 What must happen between asking the poll question and reporting its result?

3 If nobody raises a hand, how could the presenter respond respectfully?

3 YOUR TURN Your own words

Each student will plan, rehearse and deliver a short proposal with two planned audience interactions. Take turns so everyone presents.

Plan the proposal and interactions

Write an opening proposal and reason. Plan an open question and a hand-raise poll at useful points. Include pauses and a closing that can respond to what you hear.

Deliver and respond

Rehearse, then present to two or three classmates. Ask both planned prompts, wait, and use a real response. Record one answer, the actual poll count and how you responded. Ask your audience what helped them participate.

PART 1 • READ AND MARK

Read the model. Underline the proposal and its reason. Circle the planned question and poll. Notice how the presenter uses the response. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the model question help the audience participate?	It invites listeners to suggest drawing subjects. The presenter waits, hears real answers and uses the animal suggestion.
2	What must happen between asking the poll question and reporting its result?	The presenter must pause, let the audience respond and count actual hands. The result cannot be decided in advance.
3	If nobody raises a hand, how could the presenter respond respectfully?	For example: No hands this time. Which quiet activity would you prefer, and why? Listen to the answer and acknowledge it without inventing support.

PART 3 • YOUR TURN (SAMPLE ANSWER)**Possible speaking plan**

I propose a puzzle table because we could solve a challenge together. What kind of puzzle would you like? [Wait for answers and acknowledge one.] Raise your hand if you would try a puzzle table. [Pause and count.] I heard your ideas and counted your hands. I recommend trying a puzzle table and using your suggestions to choose puzzles.

Illustrative response record

One listener suggested an animal puzzle; two of three raised hands. I said we could try an animal puzzle. My audience said the pause gave them time to think. These are example responses, not results students should copy.

TEACHER ASSESSMENT NOTES

Observe every student presenting an organized proposal, not merely discussing in a group. Check for two interactions planned in the notes, pauses for participation, accurate reporting of actual responses and a respectful acknowledgment. A low or zero vote is valid; persuasive success is not the criterion. The presenter may revise the proposal after feedback. All classroom logistics are invented practice facts; no external research is needed.