

Introduce the Help Station

Turn accurate notes into a clear oral report.

4.C.2 "Speaking and Presentation of Ideas Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes: Using descriptive details and appropriate facts to support themes or central ideas..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the fictional class report. Underline two details that explain how the help station works.

Room 12: A Classroom Help Station

Room 12 has a help station with two labeled trays: Ready to Use and Needs Checking. The station holds shared pencils and crayons for writing time. Students borrow supplies from Ready to Use and return them after writing.

Two helpers check the supplies after writing time. First, they separate pencils from crayons. Next, they return usable supplies to Ready to Use. Finally, they put broken supplies in Needs Checking for the teacher. Students do not repair the broken supplies themselves.

The class is trying this routine for one week. The teacher hopes the labels will make supplies easier to find. At Friday's class meeting, students will describe what worked and suggest a change. The trial has not finished, so nobody knows its results yet.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1 Choose two accurate facts you would include in a report for a new student. Why would those facts help?

- 2 A speaker says, "The station has already solved every supply problem." Is that supported? Explain.

- 3 What question could invite a new student to respond during your report? Where would you pause?

3 **YOUR TURN** _____ Your own words

Each student will deliver a complete report to a partner acting as a new student. Plan, present, listen to feedback, then present again. Switch roles so both students speak.

Plan your report

Write brief notes: an opening, two or more accurate facts in a clear order, and a closing. Add one audience question and mark where you will wait for its answer.

Present, improve, repeat

Deliver the whole report aloud. Use an audible voice, steady pace, expression and words that fit classmates. Ask your question and wait. Your partner names one clear detail and one speaking improvement. Record that feedback below; then repeat your report using it.

PART 1 • READ AND MARK

Read the fictional class report. Underline two details that explain how the help station works. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Choose two accurate facts you would include in a report for a new student. Why would those facts help?	Answers vary: where to borrow and return supplies, the two tray labels, or the helpers' three steps help a new student use the station. Both facts must match the source.
2	A speaker says, "The station has already solved every supply problem." Is that supported? Explain.	No. The week-long trial has not finished. The source reports the teacher's hope, not proof that every problem is solved.
3	What question could invite a new student to respond during your report? Where would you pause?	For example: "Which tray would you use to borrow a pencil?" Pause after the question to hear the listener's answer before continuing. Other relevant questions are valid.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Planning example: Introduce the station and its two trays. Explain borrowing from Ready to Use, returning supplies, and the helpers' sorting/checking steps. Ask which tray holds supplies to borrow; wait for an actual answer. Close by saying the class will review its unfinished trial on Friday. Possible feedback after a real delivery: "I understood the two trays; please slow down during the steps." Repeat with clearer pauses. Actual audience answers and feedback will vary.

TEACHER ASSESSMENT NOTES

Assess the live report, not notes alone. Each student must deliver an organized opening, accurate supporting details and closing; speak audibly at a manageable pace with expression; use audience-appropriate language; and ask a question with response time. Source facts describe a fictional classroom, not a rule for all schools. Accept different supported details and questions. The trial has no reported results. Listener feedback must follow the actual talk and identify a specific success and improvement. The second delivery should demonstrate the chosen improvement. A written plan without oral delivery is incomplete.