

Media Match Up

Build and deliver a presentation that makes a lunchroom idea clear.

CCSS.ELA-Literacy.SL.6.5 "Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

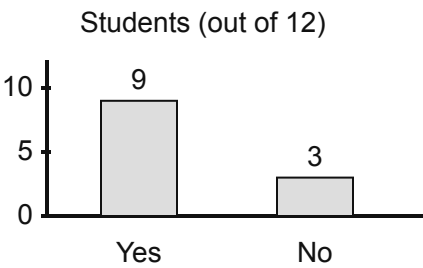
YOUR JOB Study the simulated survey and proposed routine. Mark what the information shows and one point a presenter must clarify.

A Clearer Tray Return

- ① In a fictional sixth-grade class, twelve students were asked whether picture labels would make the tray-return bins easier to use. Nine expected the labels to help; three did not. Source A shows their answers. This small survey measured expectations, not actual sorting accuracy. It does not tell us what everyone in the school thinks.
- ② A student proposes a three-step tray-return routine shown in Source B. The sketch is a plan, not a photograph or a record of a successful trial. A presentation could combine a labeled chart with a recorded explanation of the routine. The media should help listeners understand the information; unrelated music would only distract.
- ③ Create a one-minute presentation explaining the survey and proposed routine. Use a visual display and a short recording at the moment each helps the audience. Explain what has and has not been tested. After presenting, ask your partner which media choice made an idea clearer and which still needs improvement.

A • Class survey: 12 sixth graders

Would picture labels help?



Nine expected the labels to help; three did not. Each responded once. No change in sorting accuracy was measured.

Classroom simulation. Expectations in one small class.

B • Student proposal: tray-return sketch

Empty, sort, return

START: Empty drinks as directed

NEXT: Use picture-labeled bins

END: Return the empty tray

With teacher approval, empty drinks, use the labeled bins, then return the tray. Check the school's actual collection rules before any trial.

Classroom simulation. Proposed, not tested.

2 ANSWER WITH EVIDENCE ————— Use the media and background

1 What does Source A show, and what does it not measure?

2 How can Source B help an audience understand the proposed routine?

3 What should a recording add to a chart or diagram? Give one useful example.

4 After presenting, what did actual audience feedback tell you to keep or change?

3 YOUR TURN _____ Your own words

Required: a school-approved device with microphone and speakers, a slide or media editor that can play an audio recording with a visual, and a partner audience. Devices may be shared; each learner creates and delivers a presentation.

Create and deliver a 60-second presentation explaining the survey and proposed routine. Show your visual display and play your recording where they clarify the information.

1. Choose what to clarify

Identify the survey's main result and one limit. Decide which visual and recorded explanation will help your audience understand the proposed routine.

Main idea and media purpose:

2. Create and test

Make one or two slides with a zero-based chart of the 9 yes and 3 no responses and a labeled routine diagram. Mark the survey as simulated and the routine as proposed. Record 10-20 seconds of explanation. Arrange playback with its visual and test sound and readability.

Saved file and recording purpose:

3. Present and listen

Each learner delivers the presentation, showing the visuals and playing the recording. The partner repeats the main information and names a helpful or confusing media choice. Switch roles so each person presents and listens.

Actual partner feedback:

4. Revise for clarity

Improve a label, diagram order or recording using the feedback. Show and play the changed part. Explain how it is clearer, then answer Question 4.

Change and why it helps:

PART 1 • READ AND MARK

Study the simulated survey and proposed routine. Mark what the information shows and one point a presenter must clarify. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What does Source A show, and what does it not measure?	Nine of twelve students expected picture labels to help. It does not measure actual sorting accuracy or represent the whole school.
2	How can Source B help an audience understand the proposed routine?	The ordered boxes show what happens first, next and last. The presenter should label the routine as proposed rather than proven.
3	What should a recording add to a chart or diagram? Give one useful example.	It should explain a relevant detail, such as the order of the routine or the distinction between expectations and measured results, while the audience sees the related display.
4	After presenting, what did actual audience feedback tell you to keep or change?	Use the partner's actual response to identify a clear or confusing media choice and a relevant improvement.

PART 3 • YOUR TURN (SAMPLE ANSWER)

My chart shows 9 yes and 3 no responses out of 12. I explain that the answers describe expectations, not measured success. Then my diagram shows the proposed tray-return steps. While it is visible, I play my short recording explaining why the labels belong beside the bins. My partner confuses the proposal with a tested routine, so I add "Proposed" above the diagram and show the revised part again.

Require each learner to create media and deliver the presentation, including actual playback. A plan alone does not satisfy the task. Assess readable visuals, accurate labels, purposeful timing and a clear link between each component and the information. Devices may be shared. Question 4 follows the presentation. Use actual feedback; the teacher example is only one possible product.