

Media Matchup

Make a visual that strengthens a real presentation.

GRADE 5 • SL.5.5

CCSS.ELA-Literacy.SL.5.5 "Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes."

NAME _____

DATE _____

OUR GROUND RULES Read together first

1 Choose media that helps the audience understand the main idea.

2 Use large labels and explain what your visual shows.

3 Use sound only when it adds meaning; a paper visual needs no device.

4 Everyone helps make the display and speaks in the presentation.

HOW TO PLAY Teams of 3 or 4

1. Choose a Topic card. Your teacher supplies blank paper and pencils or markers for a display and feedback notes.
2. Take different Role cards. With three players, everyone jointly checks the unused role. Print two card sheets per team.
3. Give each player one of each Move label; put extra cards aside. Take turns using all four moves to plan your message and media.
4. Make a labeled paper visual for the topic. Practice a one-minute group presentation with a main idea, two supporting points and a closing; everyone speaks and refers to the display.
5. Present to another group. Listeners name what the visual helped explain and one improvement. Record their comments, revise the display and present the changed part. Check the reflection statements.

AFTER THE ROUND Check what you did

☐ I helped create a labeled visual and used it while presenting.

☐ I connected the visual to our main idea and supporting points.

☐ I explained whether sound would add meaning for this task.

☐ I used audience feedback to revise and show an improved part.

**TOPIC CARDS** · pick one per round

TOPIC	TOPIC	TOPIC
Safer Recess Propose a walking route that could make recess safer. Draw a labeled map of an imagined playground showing the route and two places to take care. Explain the map during your presentation; this is a proposal, not an approved safety plan.	Save School Water Encourage students to turn taps off fully after washing. Make a labeled sequence of drawings showing washing, turning the tap off and checking for drips. Explain how the display supports your message; do not invent water-saving statistics.	Kind Lunchroom Invite students to include others at lunch. Draw a labeled three-panel example: notice someone alone, offer an invitation, respect their choice. Use the panels to explain two ways the class can make lunch welcoming.

ROLE CARDS · one per player

ROLE	ROLE	ROLE	ROLE
Idea Keeper Check that the main idea and both supporting points match the topic.	Media Matcher Help turn the idea into a useful visual; explain whether sound adds meaning.	Audience Eyes Test that listeners can see the labels and understand what the display shows.	Turn Tracker Invite every player to make part of the display and speak during the presentation.

MOVE CARDS · deal 4 to each player

MOVE CARD VISUAL PICK “Our visual will show ____ so listeners can understand ____.”	MOVE CARD VISUAL PICK “A useful drawing or layout is ____ because ____.”	MOVE CARD MAIN LINK “This part of the display supports our main idea by ____.”	MOVE CARD MAIN LINK “While pointing to ____, we can explain ____.”
MOVE CARD SOUND CHECK “Sound would add meaning by ____, or is unnecessary because ____.”	MOVE CARD SOUND CHECK “Our audience can understand ____ with this visual; sound would ____.”	MOVE CARD IMPROVE MEDIA “To make ____ clearer, let us change ____.”	MOVE CARD IMPROVE MEDIA “From where listeners sit, we should check ____.”

Print 2 copies of this card sheet per team of 3 or 4. Use one set of topic and role cards; combine the move cards, deal 4 per player, and set extras aside. Cards last longer on thick paper.

RUNNING THE ROUNDS

Supply blank paper and pencils/markers; no device or outside source is required. Print two card sheets: 16 Move cards provide one of each label to four players; a trio uses 12. Jointly cover an unused role. Each learner must help make the display and speak, regardless of assigned role. The sample describes an invented planning and feedback sequence; classroom groups must actually perform these actions. Assess clarity and the link between media and meaning, not artistic polish or agreement with a proposal. Sound may be omitted with a reason; the useful paper visual is required for this focused practice. A one-minute target is approximate, not a speed test.

WHAT A STRONG ROUND SOUNDS LIKE

Maya	For our imagined playground, let us draw a walking route around the swings and label the two crossing points.
Noah	During the talk I will point to the crossings and explain where walkers should watch for others.
Ava	Sound is unnecessary here because the labeled route shows where we mean. I will help draw the labels.
Liam	After our presentation, the audience said they could not read the crossing labels. Let us make them larger and show that part again.
Maya	Here is the revised map. While Noah explains the route again, we can check that listeners can read and follow it.

LISTEN FOR

- An actual created display used and explained during an oral presentation
- Clear main idea and supporting points strengthened by relevant media
- A reasoned decision about optional sound, without distracting effects
- Every learner contributes, uses feedback and presents an improvement

There are no right answers to the topic cards. Score the moves students make, not their opinions.