Speak in Steps

Model a clear how-to presentation.

ELA.4.C.2.1 "Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the words that show the order of the directions. Circle each bracketed action cue that tells the speaker what to do.

A Pine Cone Bird Feeder

1. Today I will explain how to make a simple bird feeder from a pine cone. [Stand tall and look at listeners.] First, place a pine cone on a sheet of paper. Use a plastic spoon to spread sunflower-seed butter into the open spaces. Speak slowly and clearly when you say "pine cone," so listeners can understand the two words.

2. Next, sprinkle birdseed over the butter. [Point to the birdseed as you name it.] Press the seeds gently with the back of the spoon, so they stick. Then tie one end of a string around the top of the pine cone. Hold up the string for a moment. Use a medium volume for these directions, loud enough for everyone nearby to hear.

3. Last, hang the feeder from a tree branch with an adult's help. [Gesture upward when you say "tree branch."] Step back and watch quietly. Birds may need time to find the feeder, especially if the spot is new. Finish by facing your listeners and saying, "Now you know the steps." Pause after the final sentence so the ending sounds complete.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the first step in making the bird feeder?

2. What nonverbal cue should you use when you name the birdseed?

3. What volume should you use for the middle directions, and why?

4. Which two-word item should you say slowly and clearly?

3 YOUR TURN

Your own words

Write a three-step mini presentation that teaches a simple task. Use First, Next, and Last, add two bracketed nonverbal cues, tell where you will use a medium or louder volume, and mark one word you will say slowly and clearly. Then present your finished message aloud to a partner or small classroom audience. Actually use the planned nonverbal cues, an audible volume suitable for those listeners, and clear pronunciation. Your listener names the main message and its order and gives one specific clarity comment; record the comment below and retry a confusing part if needed.

ANSWER KEY

Speak in Steps

GRADE 4 · ELA.4.C.2.1

PART 1 · READ AND MARK

Underline the words that show the order of the directions. Circle each bracketed action cue that tells the speaker what to do. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the first step in making the bird feeder?	**Place a pine cone on a sheet of paper.**
2	What nonverbal cue should you use when you name the birdseed?	**Point to the birdseed.**
3	What volume should you use for the middle directions, and why?	**Use a medium volume so everyone nearby can hear.**
4	Which two-word item should you say slowly and clearly?	**"Pine cone."**

PART 3 · YOUR TURN (SAMPLE ANSWER)

First, [hold up a clean sheet of paper] say, "I will show how to draw a sun." Use a medium volume. Next, draw a large circle in the middle of the paper. [Point to the circle] Say "circle" slowly and clearly. Last, draw short lines around the circle for rays. Use a louder volume to say, "The sun is finished."

Accept answers that match the passage for the four questions. For the presentation, accept any logical three-step task with sequence words, two appropriate nonverbal cues, a stated volume choice, and one word marked for clear pronunciation. Arrange classroom partner turns and observe actual oral delivery, including logical order, purposeful nonverbal cues, suitable audible volume and clear pronunciation. Check the listener's main-message/order response and recorded clarity comment. A written plan alone does not complete the presentation; support rehearsal and clarification.