Say It Right

Choose fitting words and voice, then deliver a message to a listener.

1.P.CP.2 "Presentation: Use presentation skills to tailor communication to target audiences for specific purposes."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CHOOSE WORDS

a	**Hello**	**Later**	**Yo**
b	**Help**	**Please**	**Bye**
c	**Bye**	**Hello**	**Thanks**

2 CHOOSE VOICE

a	**soft**	**clear**	**fast**
b	**loud**	**fast**	**soft**

ANSWER KEY

Say It Right

HOW TO RUN THIS PAGE

Read all situations and choices aloud for the warm-up. Then use partners as supported classroom audiences: learners actually speak a message with the chosen style, and listeners report whether they understood it.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CHOOSE WORDS

SAY "Listen to each little story. I will read the words in the row. Which word fits who you are talking to and why?"

ROW	SAY	STUDENTS CIRCLE
a	You see the principal in the hall. I hear hello, later, yo. Which greeting sounds respectful?	**Hello**
b	You want your teacher to help you. I hear help, please, bye. Which word sounds polite?	**Please**
c	A friend helps you pick up your pencils. I hear bye, hello, thanks. Which word fits this time?	**Thanks**

PART 2 · CHOOSE VOICE

SAY "Listen to each speaking situation. I will read the voice words in the row. Which way of speaking fits the listener and the place? Now tell two classmates one idea for a class game in a clear voice they can hear. Next, make a polite request to a nearby partner in a soft but audible voice as if at quiet reading time. Listeners tell what they understood; try again if needed."

ROW	SAY	STUDENTS CIRCLE
a	You are sharing an idea with your class. I hear soft, clear, fast. Which voice helps classmates understand you?	**clear**
b	You are talking to one friend during quiet reading time. I hear loud, fast, soft. Which voice fits?	**soft**

WHAT TO ACCEPT

Accept the circled answers in this order: Hello, Please, Thanks, clear, soft. Students may explain their choices orally using their own words. Also hear both actual messages and check clear class delivery versus soft nearby delivery, purposeful wording and listener understanding. Support wording/retry; choosing the voice label alone is preparation.