Talks That Fit

Notice how speakers change choices for each audience and purpose.

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

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each audience. Circle the words or actions Jada and Eli choose to make each talk fit that audience and purpose.

Jada and Eli Share the Garden

1. On Monday, Jada and Eli planned a short talk about the school garden. First, they would speak to kindergarten classes. Their purpose was to invite younger students to help water plants. Jada chose bright photos of a sunflower, a tomato, and a watering can. Eli practiced using a warm voice and simple words, such as "Please help our garden grow."

2. Next, the pair would speak to the principal. They hoped to ask for three new garden tools. This time, they made a chart showing how many students used each old tool last week. Eli planned to stand tall, speak clearly, and explain the chart. Jada would say, "New tools will help more classes care for the garden safely."

3. Finally, Jada and Eli prepared for Family Garden Night. They wanted families to visit the garden and celebrate student work. They chose a friendly greeting, a large map, and a basket of vegetables to show. Because families had different ages, the pair planned to use clear words and pause for questions. They also thanked families for coming and invited them to taste a snap pea.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who was the audience for the talk with bright photos, simple words, and a warm voice?

2. What was Jada and Eli's purpose when they spoke to the principal?

3. How did the chart help Jada and Eli tailor their talk to the principal?

4. Why did Jada and Eli plan to use clear words and pause for questions at Family Garden Night?

3 YOUR TURN

Your own words

Choose an audience at school and a purpose. Write a 3-sentence mini-presentation that fits them, and name two choices, such as a visual, voice, words, or body position, that will help your audience. Give the mini-presentation to a partner playing your chosen audience. Actually use both choices; make any chosen visual or use a safe classroom object. The listener names the purpose and a choice that helped. Switch roles.

ANSWER KEY

Talks That Fit

GRADE 3 · 3.P.CP.2

PART 1 · READ AND MARK

Underline each audience. Circle the words or actions Jada and Eli choose to make each talk fit that audience and purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who was the audience for the talk with bright photos, simple words, and a warm voice?	**Kindergarten classes.**
2	What was Jada and Eli's purpose when they spoke to the principal?	**They wanted to ask for three new garden tools.**
3	How did the chart help Jada and Eli tailor their talk to the principal?	**It showed how many students used each old tool, giving the principal information about the need for new tools.**
4	Why did Jada and Eli plan to use clear words and pause for questions at Family Garden Night?	**Their audience included family members of different ages.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Audience: Second graders. Purpose: Invite them to the recycling club. Choices: Cheerful voice; show a clean plastic bottle.
"Join our recycling club on Friday. Bring clean plastic bottles to Room 12. Together we can sort them for recycling."
Listener check: I understood the invitation; seeing the bottle helped me know what to bring.

Accept equivalent answers that connect each presentation choice to the audience and purpose in the passage. For Part 3, accept any three-sentence presentation with a clear audience, purpose, and at least two fitting presentation choices. Arrange a supported actual partner delivery in the chosen audience role. Observe the learner using both audience/purpose choices, with any selected visual actually made or supplied. Check listener understanding and a helpful choice. Role-play is sufficient; no public event is needed.