Talk It Through

Notice how a speaker and audience build ideas together.

5.P.CP.2.d "Engage in dialogue with audiences by asking and answering questions. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline every question in the passage and circle each response to a listener's question to see how Jada and her audience build a dialogue.

A Garden Conversation

1 On Monday, Jada spoke to her class about a small garden planned beside the playground. "Why do we need a garden?" Mateo asked. Jada answered, "It can give bees and butterflies nectar, and students can observe living things." She paused so classmates could think. Then she asked, "What plants might help pollinators?" Several hands rose.

2 Lena said, "My family has extra tomato seeds." Jada replied, "Would you be willing to bring some?" Lena nodded. Mr. Cho asked, "Who will water the garden during summer?" Jada did not know yet. Instead of guessing, she said, "That is an important question. I will ask the school office and share what I learn." Her answer showed respect for the question.

3 After the talk, Nia asked, "Could the garden grow food for the cafeteria?" Jada answered, "That idea could work if the cafeteria staff agrees." Nia followed up, "How can students help?" Jada said, "You could make plant labels, pull weeds with an adult, or record which insects visit." Before class ended, Jada asked, "Which job would you choose, and why?" The audience discussed their choices.

2 ANSWER WITH EVIDENCE

Use the passage

1. What question did Mateo ask Jada?

2. How did Jada answer Mateo's question?

3. What did Jada say when Mr. Cho asked a question she could not answer yet?

4. What follow-up question did Nia ask, and how did Jada respond?

3 YOUR TURN

Your own words

Write a three-sentence mini dialogue about an idea for your school. Ask your audience one question, include an audience question, and answer that question clearly. Then share your idea with a partner audience and actually ask your question. Your partner replies and asks a related question; answer it clearly or honestly say what you need to find out. Record the real audience question and your answer below. Use speech, writing or your usual communication support.

Talk It Through

PART 1 · READ AND MARK

Underline every question in the passage and circle each response to a listener's question to see how Jada and her audience build a dialogue. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What question did Mateo ask Jada?	**"Why do we need a garden?"**
2	How did Jada answer Mateo's question?	**She said the garden could give bees and butterflies nectar and let students observe living things.**
3	What did Jada say when Mr. Cho asked a question she could not answer yet?	**She said she would ask the school office and share what she learned.**
4	What follow-up question did Nia ask, and how did Jada respond?	**Nia asked, "How can students help?" Jada named making plant labels, pulling weeds with an adult, or recording visiting insects.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

During a talk about a class compost bin, I asked, "What food scraps could we collect?" Ravi asked, "Will the bin smell?" I answered, "If we add dry leaves and turn it, the bin should stay less smelly."
Example exchange record: Ravi asked whether the compost bin might smell; I answered with the dry-leaves and turning plan.

Accept answers that accurately quote or clearly paraphrase the passage. For Part 3, accept any school-related dialogue with one speaker question, one audience question, and a clear response. Arrange an actual accessible audience exchange. Check that the learner asks, receives a related question and answers it, then records the actual exchange. A composed imaginary dialogue alone is preparation. Accept honest uncertainty and a sensible next step; no public event or oral-only requirement.