Questions Shape Plans

Read a presenter's exchange with an audience.

6.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 each direct question in the passage. Number each response that answers an audience question.

A Seed-Sharing Shelf

(1) At the town library, Maya presented a plan for a seed-sharing shelf. She began, "Have you ever wanted to grow a plant but did not know where to find seeds?" Several people raised their hands. Maya explained that gardeners could leave labeled seed packets and take packets they could use. Then she paused and asked, "What information would you need on each label?" A visitor answered, "The plant name and planting time." Maya repeated the idea so everyone could hear it.

(2) One child asked, "Could the shelf include seeds from native plants?" Maya answered, "Yes, if the packet says which plant it is and where the seeds came from." She added that native plants grow naturally in a region and can provide food or shelter for local animals. Another visitor wondered whether the library would give advice about gardening. Maya said, "The shelf will have basic planting guides, and library staff can help people find books." By answering both questions clearly, Maya helped the audience understand how the shelf would work.

(3) Before ending, Maya invited more questions. A man asked, "What happens if someone takes seeds but cannot leave any?" Maya replied, "They may still take a packet. The shelf depends on sharing, but it is open to anyone." She then asked the audience, "What could make this shelf easier for new gardeners to use?" People suggested picture labels and a small basket for donated tools. Maya thanked them and wrote down the suggestions. Their ideas could improve the plan before the shelf opened.

2 ANSWER WITH EVIDENCE

Use the passage

1. What question does Maya ask at the beginning, and how does the audience respond?

2. What does Maya do after the visitor answers her question about seed labels? Why is this useful during a presentation?

3. How does Maya answer the question about gardening advice?

4. What ideas does the audience give Maya at the end, and how could those ideas affect her plan?

3 YOUR TURN

Your own words

Write a 4 to 6 sentence mini-presentation about one improvement you want at school. Include one question you ask the audience, one audience question, and a clear answer you give to that question. Then share your idea with a partner audience and actually ask your question. Receive their reply; your partner then asks a related question and you answer it clearly, or explain honestly what you still need to find out. Record the actual audience question and answer. Use speech, writing or your usual communication support.

ANSWER KEY

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GRADE 6 · 6.P.CP.2.d

PART 1 · READ AND MARK

Underline each direct question in the passage. Number each response that answers an audience question. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What question does Maya ask at the beginning, and how does the audience respond?	**Maya asks whether people have wanted to grow a plant but did not know where to find seeds. Several people raise their hands.**
2	What does Maya do after the visitor answers her question about seed labels? Why is this useful during a presentation?	**She repeats the idea so everyone can hear it. This makes sure the whole audience receives the response.**
3	How does Maya answer the question about gardening advice?	**She says the shelf will have basic planting guides and library staff can help people find books.**
4	What ideas does the audience give Maya at the end, and how could those ideas affect her plan?	**They suggest picture labels and a basket for donated tools. The ideas could make the shelf easier for new gardeners to use.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I am proposing a quiet reading corner in the cafeteria. I would ask, "What kinds of books would students want there?" A student might ask, "Who will keep the books organized?" I would answer, "Student volunteers can sort the books each Friday, and a teacher can check the shelves." I would write down the audience's book ideas before choosing the first titles.
Example completed exchange record: I asked which books my partner wanted; they suggested mysteries. They asked who would organize the books; I answered that student volunteers could sort them on Friday with teacher support.

Accept equivalent wording for passage questions when students accurately identify the question and response. For Part 3, check that the student includes an audience-directed question, an audience question, and a relevant, clear answer. Arrange an actual accessible audience exchange. Check that the learner asks, receives a reply, receives a related audience question and answers it, then records that exchange. A hypothetical composed dialogue alone is preparation. Accept honest uncertainty and an appropriate next step.