Message Match

Notice how a speaker changes a presentation for different listeners.

6.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 words or details that tell who Maya is speaking to. Circle each choice she makes to fit that audience or her purpose.

One Cleanup, Three Audiences

1. At Jefferson Middle School, Maya plans a short presentation about a Saturday creek cleanup. Her purpose is to get people to join the event and to explain what they need to bring. Before making slides, she thinks about her audiences. Sixth graders may care about working with friends and earning service hours. Families may need safety details and a clear schedule. The town parks committee may want evidence that the cleanup will help the creek and use supplies wisely.

2. For students, Maya opens with a photo of litter beside the creek and says, "Bring a friend, choose a job, and earn two service hours." Her slide uses large pictures, few words, and a bright map of the meeting spot. These choices make the message quick and social. She does not begin with a long list of equipment costs. That information would not help students decide whether they want to come. The map also shows where bikes can be parked safely.

3. For families, Maya adds the start and end times, an adult contact number, and a reminder to wear closed-toe shoes. For the parks committee, she shows a simple chart from last year's cleanup: 34 volunteers collected 18 bags of trash. She explains that gloves and bags will be borrowed from the parks department. In both versions, Maya speaks clearly, faces the listeners, and pauses after important facts. She changes details and visuals, but her central message stays the same: join the cleanup to protect the creek.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which audience hears the message about bringing a friend and earning service hours? What does this message suggest that audience may care about?

2. Why does Maya avoid beginning the student presentation with equipment costs?

3. What information does Maya give families, and what evidence does she show the parks committee?

4. Name two presentation behaviors Maya uses with both audiences. What central message stays the same?

3 YOUR TURN

Your own words

Choose a school event or cause. Write a 3-4 sentence opening for a presentation to one specific audience. Name the audience and purpose, and include at least two details or presentation choices that fit that audience. Then actually deliver your opening to a partner acting as that audience. Use your chosen presentation behaviors; if you chose a visual, create a simple sketch or labeled display and show it. Your listener names the purpose, one key detail and a choice that helped. Record that feedback. A teacher may support the rehearsal.

ANSWER KEY

Message Match

GRADE 6 · 6.P.CP.2

PART 1 · READ AND MARK

Underline words or details that tell who Maya is speaking to. Circle each choice she makes to fit that audience or her purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which audience hears the message about bringing a friend and earning service hours? What does this message suggest that audience may care about?	**Sixth graders or students. The message suggests they may care about working with friends and earning service hours.**
2	Why does Maya avoid beginning the student presentation with equipment costs?	**Equipment costs would not help students decide whether they want to join the cleanup.**
3	What information does Maya give families, and what evidence does she show the parks committee?	**Families get the start and end times, an adult contact number, and a shoe safety reminder. The parks committee sees a chart showing that 34 volunteers collected 18 bags of trash last year.**
4	Name two presentation behaviors Maya uses with both audiences. What central message stays the same?	**She speaks clearly, faces listeners, and pauses after important facts. The central message is to join the cleanup to protect the creek.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

My audience is students who ride the bus, and my purpose is to get them to join our backpack supply drive. Bring one new pencil or notebook to the bus stop collection box this Friday. A bright slide will show how many supplies each donation can add to our classroom kits. You can help your friends start the school year ready to learn.
Example completed listener record: The speaker showed a sketch of the pencil collection box and paused on Friday. I understood that bus riders should donate a pencil or notebook on Friday.

Accept equivalent descriptions of the audiences, choices, and central message when they are supported by the passage. For Part 3, look for a named audience, a clear purpose, and at least two choices that fit that audience. Arrange actual supported audience-directed delivery and check the listener record for purpose, detail and a fitting presentation choice. If a visual was chosen, check that it was actually shown. Written preparation alone does not complete this task; no real public event is required.