Make Facts Pop

Use visuals to make a key detail stand out.

3SL5 "Include digital media and/or visual displays in presentations to emphasize certain facts or details."

NAME _____ DATE _____

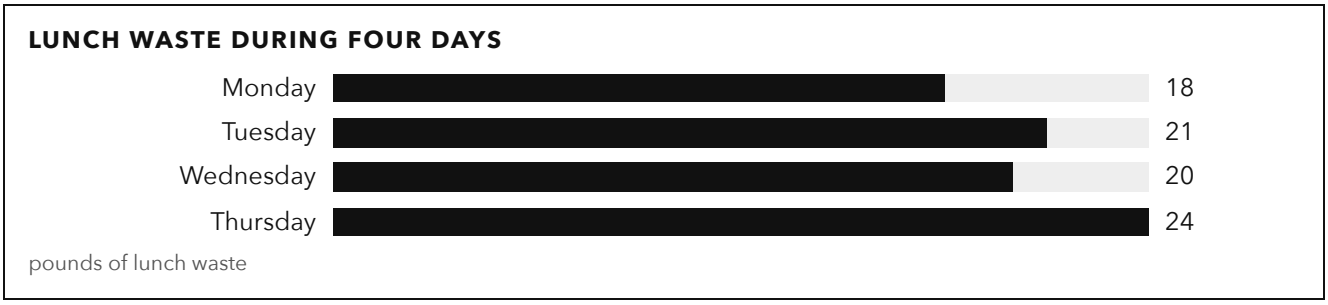
1 READ AND MARK

Read it twice

YOUR JOB Underline each fact or message Maya wants her audience to notice. Circle each visual or digital media choice that helps make it stand out.

Maya's Lunch Waste Talk

1 Maya gave a short presentation about lunch waste at her school. She wanted her audience to notice that Thursday had the most waste. Instead of only saying the numbers, Maya showed a bar graph from her class's four-day waste check. The longest bar made Thursday's amount easy to spot.



2 Next, Maya showed one close-up photo of a tray with unopened milk cartons and whole apples. She said, "These foods were thrown away." The photo helped the audience picture the waste. Maya did not add many photos, because too many pictures could pull attention away from her main fact.

3 At the end, Maya used a final slide with five large words: "Take what you will eat." She also included a small drawing of a lunch tray. The short message told the audience what to do. The drawing matched her topic without covering the important words during her last sentence.

2 ANSWER WITH EVIDENCE

Use the passage

1. What fact does Maya's bar graph help the audience notice?

2. How does the longest bar make Maya's fact easier to understand?

3. Which visual helped the audience picture the waste, and what did it show?

4. Why did Maya use only a small drawing on her final slide?

3 YOUR TURN

Your own words

Plan one slide for a short talk about improving your classroom. In the box, write a title and one key fact, then sketch one visual that makes the fact stand out. On the lines, write one sentence telling how the visual helps your audience. Then give the presentation to a partner, showing and pointing to your visual as you explain your main idea or key fact. Ask your partner what the display helped them notice or understand, and clarify if needed. Teacher help and paper displays are welcome. Check factual claims with your teacher; label any made-up demonstration data.

ANSWER KEY

Make Facts Pop

GRADE 3 · 3SL5

PART 1 · READ AND MARK

Underline each fact or message Maya wants her audience to notice. Circle each visual or digital media choice that helps make it stand out. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What fact does Maya's bar graph help the audience notice?	**Thursday had the most lunch waste.**
2	How does the longest bar make Maya's fact easier to understand?	**It makes Thursday's amount easy to spot and compare with the other days.**
3	Which visual helped the audience picture the waste, and what did it show?	**A close-up photo showed a tray with unopened milk cartons and whole apples.**
4	Why did Maya use only a small drawing on her final slide?	**The drawing matched the lunch topic without covering the important words.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Title: Turn Off the Lights
Key fact: Our room had lights on during 4 empty recesses last week.
Sketch: A large 4 beside a small drawing of a light switch.
The large number helps the audience notice how often lights were left on.

Accept answers that name the stated fact or message and connect the visual choice to making that detail easier to notice or understand. For the open task, accept any clear title, relevant fact, matching visual, and reasonable explanation. Observe actual presentation using your visual, with a clear connection to the central idea or key fact. Ask the listener what the display helped explain or emphasize. A future plan alone is insufficient; provide materials and accessible presentation support as needed. The sample numbers are fictional demonstration data, not measured classroom findings. Learners may use clearly labeled demonstration data or checked real evidence, without claiming invented results were observed.