Visuals With Purpose

Choose visuals that make a presentation's main message clearer.

4SL5 "Include digital media and/or visual displays in presentations to emphasize central ideas or themes."

NAME _____ DATE _____

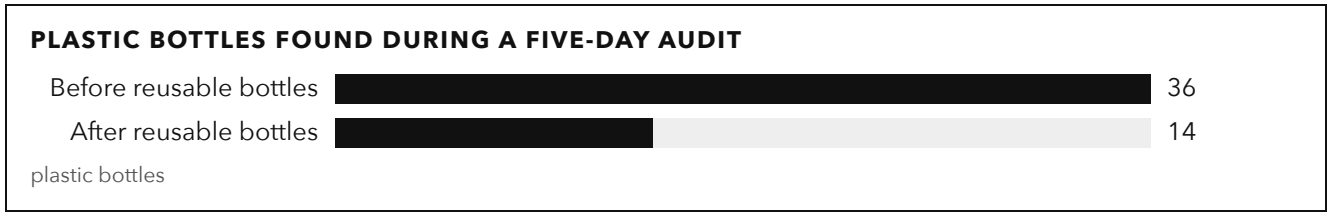
1 READ AND MARK

Read it twice

YOUR JOB Underline the sentence in paragraph 1 that states Maya's central idea, then circle only the first mention of "bar graph" and "video clip" and write 1 by the graph and 2 by the clip.

Maya's Waste Presentation

1 Maya is preparing a short presentation about cutting cafeteria waste. Her central idea is that using reusable water bottles can keep many plastic bottles out of the trash. She plans two visual choices that will make this idea clear. First, she will show a bar graph from her class's five-day waste audit. Then, she will play a ten-second video clip of students filling reusable bottles.



2 The bar graph shows that fewer plastic bottles were found after students began using reusable bottles. Maya will point to both bars and say what the numbers show. The graph gives the audience quick evidence for her central idea. It is better than listing numbers in a long sentence because the change is easy to see.

3 After the graph, the video clip shows a student refilling a bottle at a water fountain, not a random funny video. This moving image helps the audience picture an action they can take. Maya ends by repeating her central idea and asking students to bring a reusable bottle. Each visual has a job, so neither distracts from her message.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is Maya's central idea?

2. How does the bar graph support Maya's central idea? Use the numbers from the graph.

3. Why does Maya choose a video clip of refilling a bottle instead of a random funny video?

4. How do the bar graph and video clip work together to support Maya's message?

3 YOUR TURN

Your own words

Plan a two-part presentation that encourages your class to use less paper. In Panel 1, sketch a data display with a title. In Panel 2, sketch a digital media or visual display. On the lines, write two sentences that state your central idea and explain how each visual helps. Then give the presentation to a partner, showing and pointing to both panels 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

Visuals With Purpose

GRADE 4 · 4SL5

PART 1 · READ AND MARK

Underline the sentence in paragraph 1 that states Maya's central idea, then circle only the first mention of “bar graph” and “video clip” and write 1 by the graph and 2 by the clip. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is Maya's central idea?	**Using reusable water bottles can keep many plastic bottles out of the trash.**
2	How does the bar graph support Maya's central idea? Use the numbers from the graph.	**It shows that plastic bottles dropped from 36 before reusable bottles to 14 after students began using them.**
3	Why does Maya choose a video clip of refilling a bottle instead of a random funny video?	**The clip helps the audience picture an action they can take, bringing and refilling a reusable bottle.**
4	How do the bar graph and video clip work together to support Maya's message?	**The graph gives number evidence that fewer plastic bottles were found. The video shows the action students can take to help cause that change.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Panel 1: Sketch a bar graph titled “Paper Used Each Week,” with bars for Before: 500 sheets and After: 300 sheets.
Panel 2: Sketch a student using both sides of a worksheet.
Using both sides of paper reduces classroom waste. The graph shows the amount of paper saved, and the sketch shows the action students can take.

Accept central ideas and visuals that fit the goal of using less paper. The student's two visuals should each have a clear purpose, with the written explanation connecting both visuals to the central idea. Observe actual presentation using both panels, 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.