Book Trip Talk

Study how a speaker matches words and order to an audience.

4.C.2.A.iii "Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes: Using language (formal or informal) and style as appropriate to the audience, topic, or purpose."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the words that signal the order of the talk. Then circle two places where the speaker gives extra explanation to help listeners understand.

A Talk for Visitors

1. Good morning, kindergarten visitors. I am Maya, a fourth-grade library helper. Today I will explain how a library book gets ready for you to borrow. I will use simple steps so you can picture the trip. First, I will show what happens when a new book arrives at our school library from the publisher or a book company.

2. Next, a librarian checks the book for torn pages and adds a label with its call number. The call number is like an address that helps us find the book on a shelf. Then the librarian enters the title in the computer catalog. When you search the catalog, it tells you where the book lives in our library.

3. Last, the book is placed on its shelf, ready for a reader. You can help by carrying books with clean hands and returning them to the correct spot. Now you know the book's trip from arrival to shelf. Thank you for listening, kindergarten visitors. I hope you find a story you want to take home.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is Maya speaking to? Give two clues from her talk that show this.

2. What is Maya's purpose for giving this talk? Copy the sentence that states her purpose.

3. How does saying that a call number is “like an address” help Maya's listeners?

4. How do the words First, Next, and Last make Maya's talk organized?

3 YOUR TURN

Your own words

Write a 45 to 60 word oral report for first-grade visitors explaining how one school item, such as a lunch tray or a library book, gets ready for use. Greet your audience, use First, Next, and Last, and choose clear words that younger students will understand. Then give your report aloud to a partner acting as a first-grade visitor. The listener names one clear step and one word or explanation suited to younger children. If a word is confusing, explain it and repeat that part. Record the listener’s feedback below. An adult may support the rehearsal.

ANSWER KEY

Book Trip Talk

GRADE 4 · 4.C.2.A.iii

PART 1 · READ AND MARK

Underline the words that signal the order of the talk. Then circle two places where the speaker gives extra explanation to help listeners understand. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is Maya speaking to? Give two clues from her talk that show this.	**She is speaking to kindergarten visitors. She greets "kindergarten visitors" and says she will use simple steps so they can picture the trip.**
2	What is Maya's purpose for giving this talk? Copy the sentence that states her purpose.	**Her purpose is to explain how a library book gets ready to borrow. "Today I will explain how a library book gets ready for you to borrow."**
3	How does saying that a call number is "like an address" help Maya's listeners?	**It compares the call number to something familiar, so listeners can understand that it helps people find a book.**
4	How do the words First, Next, and Last make Maya's talk organized?	**They show the order of the book's trip, from arriving at the library to being placed on a shelf.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Hello, first-grade visitors. I will explain how a lunch tray gets ready for you. First, cafeteria workers wash the trays. Next, they place clean trays in a stack near the serving line. Last, you carry one carefully to your table. Please return it after lunch so it can be washed again.

Accept reasonable listener-friendly language and evidence for Questions 1 and 3. For the oral report, check for a greeting, clear order words, an explanation suited to first-grade listeners, and 45 to 60 words. Also observe the actual oral report. A partner may stand in for a younger visitor; no trip is needed. Record a clear step and an age-appropriate word or explanation the listener identifies, and support rephrasing if needed. Assess spoken language/style suited to the audience along with the written preparation.