Plan, Show, Share

Study how a speaker uses visuals, sound, and order to engage an audience.

4.C.3.A "Select, organize, and create engaging presentations that include multimedia components and visual displays."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each visual display, circle the multimedia component, and write 1, 2, and 3 beside the three main parts of Maya's presentation. Your marks should show how she organizes tools to engage her audience.

A Garden Presentation

1. To share our class plan for a pollinator garden, Maya begins with a title slide: "Help Pollinators at Our School." Under the title, she places one large photo of a bee on a flower. Her first speaking point explains that bees and butterflies carry pollen from flower to flower. The photo helps the audience picture the animals before Maya gives details.

2. Next, Maya shows a simple bar graph from the class survey. It shows that 18 students chose purple coneflowers, 12 chose milkweed, and 6 chose sunflowers. She says the numbers aloud, then asks, "Which plant should we buy most?" The graph lets listeners compare the choices quickly. The question gives them a reason to look closely at the display.

3. For the last part, Maya plays a ten-second recording of buzzing bees, then stops it. She explains that the sound is included to help people imagine a busy garden, not to add extra facts. Her final slide lists three steps: get permission, choose plants, and make a watering schedule. She ends by asking classmates to sign up for one job. The presentation moves from an idea, to evidence, to action.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which visual display helps the audience picture pollinators before Maya gives details?

2. What information does Maya organize in the bar graph, and how does the graph help listeners?

3. What multimedia component does Maya use, and what effect does she want it to have?

4. How does Maya organize her presentation from idea, to evidence, to action?

3 YOUR TURN

Your own words

Plan a three-part presentation asking classmates to help with a school improvement: idea, evidence, action. Then create it on paper or digitally. Make an actual picture, diagram, or labeled chart and short written labels; prepare a spoken explanation linking the visual to your message. Present these parts to a partner, showing the visual while you speak, and ask for one helpful action. Record what the listener understood and revise any confusing part. Use the space below and an extra sheet for the visual if needed.

ANSWER KEY

Plan, Show, Share

GRADE 4 · 4.C.3.A

PART 1 · READ AND MARK

Underline each visual display, circle the multimedia component, and write 1, 2, and 3 beside the three main parts of Maya's presentation. Your marks should show how she organizes tools to engage her audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which visual display helps the audience picture pollinators before Maya gives details?	**The large photo of a bee on a flower.**
2	What information does Maya organize in the bar graph, and how does the graph help listeners?	**It organizes the class survey choices and numbers for three plants. It helps listeners compare the choices quickly.**
3	What multimedia component does Maya use, and what effect does she want it to have?	**She plays a recording of buzzing bees. She wants people to imagine a busy garden.**
4	How does Maya organize her presentation from idea, to evidence, to action?	**She introduces the garden idea with a photo and explanation, uses the survey graph as evidence, then gives steps and asks classmates to sign up for jobs.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Title: Keep Our Hallway Clean

Idea: Let's keep our hallway clear. This job chart shows how we can work together.

Evidence: The chart pairs each useful job with a reason: clear paths, returned books, and reachable bins.

Action: Choose one job from the chart and help during our class cleanup. Which job can you take?

JOB	WHY IT HELPS
Clear the walking path	People can move through
Return books to the cart	Books are easy to find
Keep the bin area clear	People can reach the bins

Accept supported source answers identifying Maya's photo, bar graph, buzzing-bee recording, and idea/evidence/action order. For Your Turn, inspect the actual created visual and labels, and observe the spoken explanation with it. Check a clear title, organized three parts, accurate relevant information, and an appropriate audience action. Ask the listener to state the message or job; support a revision if needed. The sample chart supplies an actual visual display; a learner can point to its rows while speaking the sample words. Paper plus speech is accessible; digital production is optional.