Speak With Signals

Notice how a speaker uses expressions and gestures to strengthen a report.

5.C.2.A.iii "Report orally on a topic or text or present an opinion in an organized manner. This includes: Using facial expressions and gestures to support, accentuate, or dramatize the message during oral presentations."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each bracketed facial expression or gesture. Number the cues from 1 to 5 in the order a speaker would use them, so you can track how they support the report.

Sea Otters and Kelp Forests

1. Good morning. Today I will explain why sea otters matter in kelp forests. [Smile and open your hands] Sea otters eat sea urchins, animals that can chew through kelp. When otters keep urchin numbers lower, thick kelp can grow. Kelp forests give fish and other animals places to hide, find food, and raise young safely.

2. Watch what I do with my face when I say kelp can grow. [Lift your eyebrows and look upward] This expression helps listeners picture the kelp rising toward sunlight. Next, [move one hand downward] when I explain that too many urchins can harm a forest. The downward motion shows that the kelp could become less healthy.

3. To end, I want you to remember that a kelp forest is a busy home, not just a group of plants. [Place your hand over your heart, then gesture around the room] This reminds us that protecting ocean habitats matters. [Pause, nod once, and smile] Thank you for listening to my report about sea otters and kelp forests.

2 ANSWER WITH EVIDENCE

Use the passage

1. What facial expression does the speaker use when saying that kelp can grow? What picture does it help listeners make?

2. Which gesture goes with the idea that too many urchins can harm a forest? What does the gesture show?

3. What two-part gesture does the speaker use while explaining that protecting ocean habitats matters?

4. List the five bracketed cues in the order they appear in the report.

3 YOUR TURN

Your own words

Write a four-sentence mini-report about an animal or habitat. Include an opening, two facts, and a closing, then put brackets around two different facial-expression or gesture cues and tell how each cue supports your message. Deliver your report to a partner or teacher, actually using both planned cues. Ask your listener to name one cue and explain how it helped convey your message. Record that feedback; repeat one sentence with a clearer cue if needed.

ANSWER KEY

Speak With Signals

GRADE 5 · 5.C.2.A.iii

PART 1 · READ AND MARK

Underline each bracketed facial expression or gesture. Number the cues from 1 to 5 in the order a speaker would use them, so you can track how they support the report. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What facial expression does the speaker use when saying that kelp can grow? What picture does it help listeners make?	**The speaker lifts their eyebrows and looks upward. It helps listeners picture kelp rising toward sunlight.**
2	Which gesture goes with the idea that too many urchins can harm a forest? What does the gesture show?	**The speaker moves one hand downward. It shows that the kelp could become less healthy.**
3	What two-part gesture does the speaker use while explaining that protecting ocean habitats matters?	**The speaker places a hand over their heart, then gestures around the room.**
4	List the five bracketed cues in the order they appear in the report.	**Smile and open hands; lift eyebrows and look upward; move one hand downward; place hand over heart and gesture around the room; pause, nod once, and smile.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Monarch butterflies travel long distances between summer and winter homes. As I say long distances, [move one hand forward in a long path] to help listeners picture the journey. Monarch caterpillars eat milkweed, and adult monarchs drink nectar from flowers. To close, [look serious and shake your head] to show why protecting these plants matters.

Accept equivalent descriptions of the bracketed actions and their stated purposes. For the open task, accept accurate reports with four sentences, an organized beginning and ending, two facts, and two cues that clearly fit the spoken message. Observe actual oral delivery with two facial expressions or gestures suited to the message. Check the listener feedback and any supported retry, not only bracketed written plans. The four-sentence report and separate feedback record are assessed separately.