Plan With Purpose

Study how visuals and multimedia support a clear presentation.

5.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, or 3 beside the opening, middle, and ending sections. This shows how Maya organized her presentation to hold her audience's attention.

Maya's Bee Hotel Presentation

1. When Maya planned a presentation about bee hotels, she first chose one clear goal: teach classmates how these small shelters can help some native bees. Her opening slide showed a large photo of a mason bee beside the title, "Homes for Helpful Bees." Maya used the photo to catch attention, then asked, "Where do bees sleep?" She did not fill the slide with facts.

2. Next, Maya organized the middle of her presentation into two slides. One slide used a labeled diagram to show the tubes and dry spaces inside a bee hotel. The next slide included three short steps for placing one safely outside. Maya added a 12-second video clip of a bee entering a tube. The clip gave the audience movement and sound that a still picture could not.

3. On her final slide, Maya showed a simple checklist with icons: choose untreated wood, keep the shelter dry, and watch from a distance. She explained each point aloud instead of reading the slide word for word. A closing question, "What pollinator could you observe near home?" invited classmates to respond. Small source credits appeared at the bottom, including a local nature center website and a book.

2 ANSWER WITH EVIDENCE

Use the passage

1. What visual display does Maya use on her opening slide, and what is its purpose?

2. How does Maya organize the middle of her presentation?

3. What multimedia component does Maya add, and what does it provide that a still picture cannot?

4. What does Maya do instead of reading her final checklist word for word, and how does she involve classmates?

3 YOUR TURN

Your own words

Plan a three-slide presentation about a topic you know. For each slide, list its purpose and one visual display, then include one multimedia component and a closing question for your audience. Then create the three slides digitally or as paper panels on an extra sheet. Draw or add the actual visuals, not just their names. Create a short spoken explanation or recorded audio to accompany one display. Show your panels and perform or play that component for a partner; ask how it helps explain the topic. An adult can support tools or recording; live speech with the paper visuals is an accessible option.

SLIDE	PURPOSE	VISUAL DISPLAY	MULTIMEDIA COMPONENT	CLOSING QUESTION

ANSWER KEY

Plan With Purpose

GRADE 5 · 5.C.3.A

PART 1 · READ AND MARK

Underline each visual display, circle the multimedia component, and write 1, 2, or 3 beside the opening, middle, and ending sections. This shows how Maya organized her presentation to hold her audience's attention. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What visual display does Maya use on her opening slide, and what is its purpose?	**She uses a large photo of a mason bee to catch the audience's attention.**
2	How does Maya organize the middle of her presentation?	**She uses two slides: one with a labeled diagram of a bee hotel and one with three short placement steps.**
3	What multimedia component does Maya add, and what does it provide that a still picture cannot?	**She adds a 12-second video clip of a bee entering a tube. It provides movement and sound.**
4	What does Maya do instead of reading her final checklist word for word, and how does she involve classmates?	**She explains each point aloud and asks classmates a closing question about observing a pollinator.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Topic: Saving Water at School Slide 1, purpose: introduce ways students can save water. Visual display: a photo of a school water fountain. Slide 2, purpose: show one water-saving habit. Visual display: a labeled diagram of a faucet. Multimedia component: a 10-second video of a student turning off the faucet while soaping hands. Slide 3, purpose: ask students to choose an action. Visual display: checklist icons for filling a reusable bottle and reporting leaks. Closing question: Which water-saving action will you try this week?

Accept plans with three clearly ordered slides, an appropriate visual display for each slide, and a multimedia component that supports the topic. The closing question should invite the audience to think, respond, or act. The sample above supplies planning notes, not a finished visual artifact. Inspect the learner's actual three created slides or paper panels with their visuals, plus the performed or played spoken/audio component. Check clear order, message fit, closing question and audience response. Written descriptions alone do not complete creation. No video, online publishing or specific device is required.