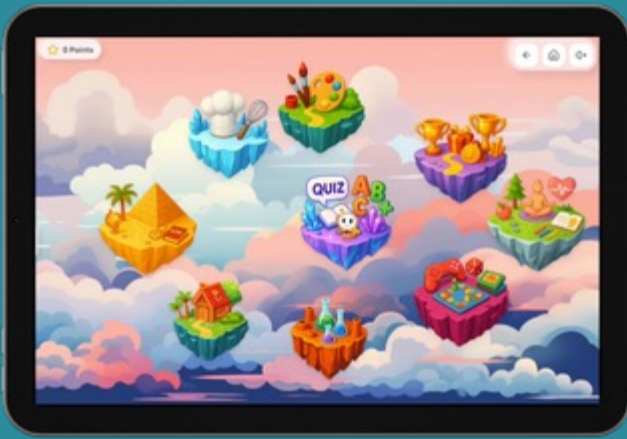


Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Preparing Oral Presentations - Year 3

Table of Contents	
Presentation: Preparing Oral Presentations	
Display: Confident Speaker	
Reference Cards: Speaker Pocket Guide	
Game: Presentation Path	
Activity: Hook, Link, Finish	
Worksheet 1: Topic Treasure Hunt	
Worksheet 2: Audience Detective	
Worksheet 3: Purpose and Audience Planner	
Worksheet 4: Research Question Builder	
Worksheet 5: Speech Storyboard	
Worksheet 6: Voice Features Practice	
Worksheet 7: Visual Support Choices	
Worksheet 8: Palm Card Maker	
Worksheet 9: Rehearsal Tracker	
Worksheet 10: Peer Coaching Notes	
Worksheet 11: Glow and Grow Self-Reflection	
Quiz: Preparing Oral Presentations	
Assessment: Mini Expert Talk	
Rubric: Preparing Oral Presentations	



CONFIDENT -SPEAKER

VOICE



Clear
volume



Steady
pace



Expressive
tone



Varied
pitch



BODY



Stand
tall



Use
natural
gestures

AUDIENCE



Look up
and connect



Breathe. Pause.
Share your message.

SPEAKER POCKET GUIDE

BEFORE



Know my purpose



Order my ideas



Choose useful details



Number my palm cards

WHILE



Look up



Speak clearly



Use expression

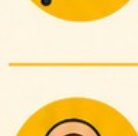


Stand steady

AFTER



Finish clearly



Listen to questions



Thank the audience

SPEAKER POCKET GUIDE

BEFORE



Know my purpose



Order my ideas



Choose useful details



Number my palm cards

WHILE



Look up



Speak clearly



Use expression

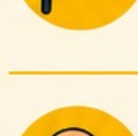


Stand steady

AFTER



Finish clearly



Listen to questions



Thank the audience

PRESENTATION PATH



Roll. Move. Follow the space. First to **SHARE** wins.

PURPOSE

Say what a talk about recycling could do.



AUDIENCE

How would you explain a new game to Year 1?



DETAIL

Add one precise detail about an animal.



HOOK

Ask a question that would make listeners curious.



ORDER

Name three linking words.



VOCABULARY

Replace a word with a more precise word.



VISUAL

Choose a useful visual for a weather talk.



VOLUME

Say: Welcome, everyone. Use clear volume.



PACE

Say: First, we mix the ingredients. Use steady pace.



TONE

Say: I have exciting news! Use an excited tone.



BODY

Show confident posture and one natural gesture.



ENDING

Finish this message: Remember...



HOOK LINK, FINISH

Read each card. Place it where it belongs. Explain your choice.



HOOK

Invites the audience in
and introduces the topic.



LINK

Connects one idea
to the next.



FINISH

Wraps up the message
and leaves a final thought.

PREVIEW

HOOK, LINK, FINISH CARDS



1.

Have you ever wondered how a seed becomes a plant?



2.

Imagine waking up on a remote island.



3.

What would you do if every light went out?



4.

Today I will show you why bees matter.



5.

First, let us look at where penguins live.



6.

Another important detail is their thick feathers.



7.

For example, some penguins huddle to stay warm.



8.

Finally, we can see how penguins care for their young.



9.

So remember: small actions can protect our oceans.



10.

Now you know why the moon seems to change shape.



11.

I hope you will try kindness and change.



12.

Thank you for listening. What questions do you have?





TOPIC TREASURE HUNT



Name: _____

Find a topic you can make clear, detailed and interesting.

1. BRAINSTORM

Things I know

Things I do

Questions I have

Stories I could tell

2. MY TOP THREE

1. _____
2. _____
3. _____

3. TEST EACH TOPIC

	I care about it	I can add details	I can learn more
Topic 1			
Topic 2			
Topic 3			

4. MY FINAL CHOICE

My topic: _____

My audience will learn, think or feel:





AUDIENCE DETECTIVE



Name: _____

Read each case. Circle the purpose, underline the audience, then circle the best line.



1.

1. Leo explains the water cycle to his classmates.

Purpose: INFORM / OPINION / STORY

Audience: his classmates

- A. Have you ever wondered where rain comes from?
- B. Give me your lunch.



2.

2. Asha tells the school council why the playground needs more shade.

Purpose: INFORM / OPINION / STORY

Audience: the school council

- A. Our survey shows the sunny area becomes very hot.
- B. It is, like, really hot.



3.

3. Nish tells Year 1 a funny true story about losing his hat.

Purpose: INFORM / OPINION / STORY

Audience: Year 1 students

- A. I searched under every chair, but the hat was on my head!
- B. The cranial covering was displaced.



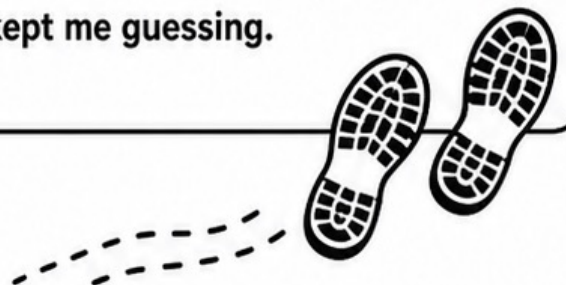
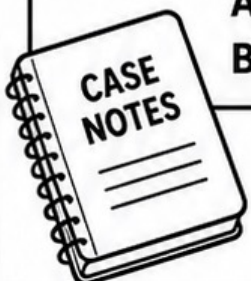
4.

4. Zoe recommends a book to her reading group.

Purpose: INFORM / OPINION / STORY

Audience: her reading group

- A. I recommend it because the mystery kept me guessing.
- B. Read it just because.





AUDIENCE DETECTIVE



Name: _____ **ANSWERS**

Read each case. Circle the purpose, underline the audience, then circle the best line.



1.

1. Leo explains the water cycle to his classmates.

Purpose: INFORM / OPINION / STORY

Audience: his classmates

- ☒ A. Have you ever wondered where rain comes from?
B. Give me your lunch.



2.

2. Asha tells the school council why the playground needs more shade.

Purpose: INFORM / OPINION / STORY

Audience: the school council

- ☒ A. Our survey shows the sunny area becomes very hot.
B. It is, like, really hot.



3.

3. Nish tells Year 1 a funny true story about losing his hat.

Purpose: INFORM / OPINION / STORY

Audience: Year 1 students

- ☒ A. I searched under every chair, but the hat was on my head!
B. The cranial covering was displaced.



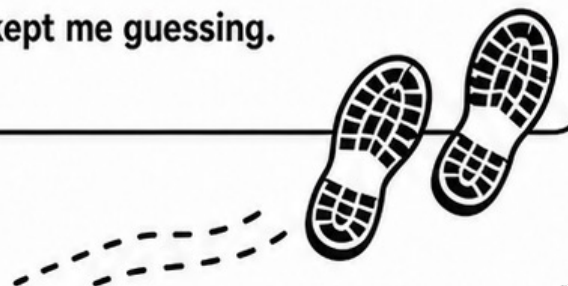
4.

4. Zoe recommends a book to her reading group.

Purpose: INFORM / OPINION / STORY

Audience: her reading group

- ☒ A. I recommend it because the mystery kept me guessing.
B. Read it just because.



PURPOSE AND AUDIENCE PLANNER

Name: _____

My topic: _____

1. MY PURPOSE

Circle one: INFORM / EXPRESS AN OPINION / TELL A STORY



2. MY AUDIENCE

Who will listen?



What do they already know?

What might I need to explain?

3. LANGUAGE CHOICES

Circle two: FORMAL / FRIENDLY / EXCITED / CALM / SERIOUS

Three topic-related words I will use:

1. _____
2. _____
3. _____



4. MY AUDIENCE SHOULD...

learn: _____

think: _____

feel: _____

My most important message:





RESEARCH QUESTION BUILDER



Name: _____

My topic: _____

Ask questions that will help you add accurate, useful details.



1. BUILD SIX QUESTIONS

Who? _____

What? _____

Where? _____

When? _____

Why? _____

How? _____

2. CHOOSE TWO SOURCES

Source 1: BOOK / WEBSITE / PERSON / OTHER

Title or name: _____

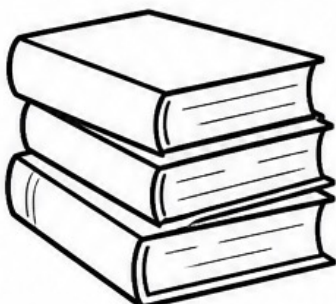
Useful detail in my own words:

Source 2: BOOK / WEBSITE / PERSON / OTHER

Title or name: _____

Useful detail in my own words:

3. DETAIL CHECK



- ☐ It answers one of my questions.
- ☐ It supports my purpose.
- ☐ I can explain it clearly.
- ☐ I used my own words.





SPEECH STORYBOARD 1

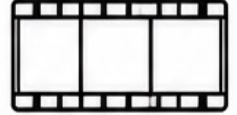
MESSAGE AND OPENING



Name: _____

My topic: _____

Build an opening that makes your purpose clear.



1. MY ONE-SENTENCE MESSAGE

What is the most important thing you want your audience to understand?

2. TRY THREE HOOKS

A question:

A surprising detail:

A vivid moment:

3. CHOOSE MY HOOK

Circle one: QUESTION / SURPRISING DETAIL / VIVID MOMENT

I chose it because:

4. PLAN MY OPENING

HOOK



NAME MY TOPIC



TELL MY PURPOSE



SPEECH STORYBOARD 2

MAIN POINTS AND ENDING



Name: _____

My topic: _____

Sequence three main points. Add a detail and a linking phrase to each.



MAIN POINT 1

My key idea: _____

Detail or example: _____

Linking phrase: _____



MAIN POINT 2

My key idea: _____

Detail or example: _____

Linking phrase: _____



MAIN POINT 3

My key idea: _____

Detail or example: _____

Linking phrase: _____

PLAN MY ENDING

Restate my message: _____

Final thought, question or action: _____

My last words: _____



VOICE FEATURES PRACTICE

Name: _____

Match each feature to its job, then choose the best voice choice.

WORD BANK: TONE / PACE / PITCH / VOLUME

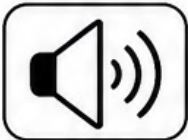
1. MATCH THE FEATURE



1. How fast or slowly you speak. _____



2. How high or low your voice sounds. _____



3. How loud or soft your voice is. _____



4. The feeling or attitude your voice shows. _____

2. CHOOSE THE BEST VOICE



5. You tell an exciting discovery.

CALM TONE / EXCITED TONE



6. You explain important steps.

RUSHED PACE / STEADY PACE



7. You speak to the back row.

CLEAR VOLUME / WHISPER



8. You quote a tiny mouse.

LOWER PITCH / HIGHER PITCH

3. REHEARSE



Say: The treasure was finally found!

Which voice feature will you change? _____

What will you do? _____

VOICE FEATURES PRACTICE

Name: ANSWERS

Match each feature to its job, then choose the best voice choice.

WORD BANK: TONE / PACE / PITCH / VOLUME

1. MATCH THE FEATURE



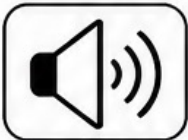
1. How fast or slowly you speak.

PACE



2. How high or low your voice sounds.

PITCH



3. How loud or soft your voice is.

VOLUME



4. The feeling or attitude your voice shows.

TONE

2. CHOOSE THE BEST VOICE



5. You tell an exciting discovery.

CAUTIOUS TONE / EXCITED TONE



6. You explain important steps.

RUSHED PACE / STEADY PACE



7. You speak to the back row.

CLEAR VOLUME / WHISPER



8. You quote a tiny mouse.

LOWER PITCH / HIGHER PITCH

3. REHEARSE



Say: The treasure was finally found!

Which voice feature will you change? _____

What will you do? _____

— Responses will vary. Example: use an excited tone and emphasise finally. _____

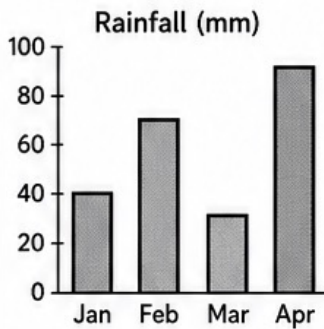
VISUAL SUPPORT CHOICES

Name: _____

Circle the visual that adds meaning. Cross out the visual that distracts.

1. Compare rainfall across four months.

A. A clear labelled bar graph

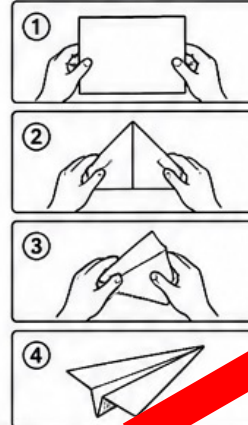


B. A random puppy photo



2. Show how to fold a paper plane.

A. Step-by-step photos

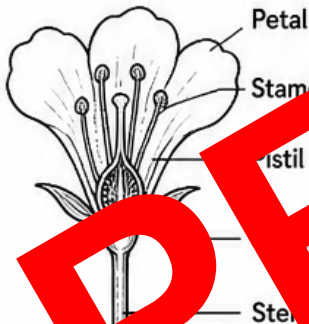


B. Loud music



3. Explain the parts of a flower.

A. A clear labelled diagram



B. A movie poster



4. Tell a story about a camping trip.

A. One main photo of a subject



B. Ten busy slides



EXPLAIN ONE CHOICE

I chose scenario number: _____

The useful visual adds meaning because:

VISUAL CHECK

☐

Clear

☐

Easy to see

☐

Connected to my message

☐

Not distracting

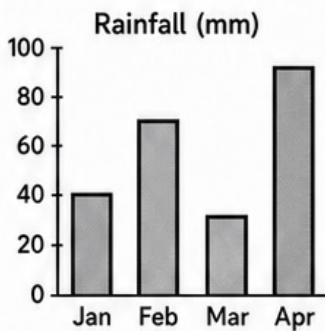
VISUAL SUPPORT CHOICES

Name: ANSWERS

Circle the visual that adds meaning. Cross out the visual that distracts.

1. Compare rainfall across four months.

☒ A. A clear labelled bar graph

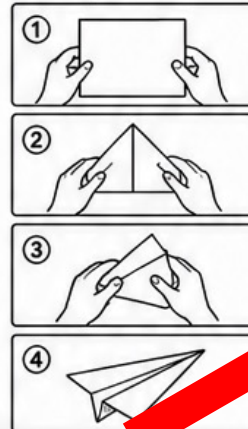


☐ B. A random puppy photo



2. Show how to fold a paper plane.

☒ A. Step-by-step photos

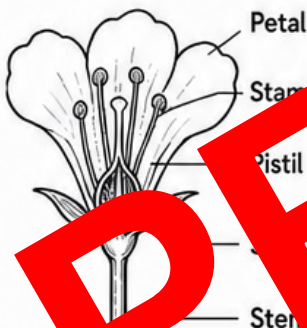


☐ B. Loud music



3. Explain the parts of a flower.

☒ A. A clear labelled diagram



☐ B. A movie poster



4. Tell a story about a camping trip.

☒ A. One main photo of a campsite



☐ B. Ten busy slides



EXPLAIN ONE CHOICE

I chose scenario number: 1

The useful visual adds meaning because:

The labelled bar graph makes the rainfall comparison quick and clear.

VISUAL CHECK



Clear



Easy to see



Connected to my message



Not distracting

PALM CARD MAKER 1

Write keywords only. Number your cards. Practise looking up.

CARD 1 OPENING / HOOK



Keywords:



Visual cue:

Look up



Keywords:



Visual cue:

Look up



CARD 3 MAIN POINT 2



Keywords:



Visual cue:

Look up



Keywords:



Visual cue:

Look up



PALM CARD MAKER 2

Write keywords only. Number your cards. Practise looking up.



CARD 5 EXAMPLE OR DETAIL

Keywords:



Visual cue:

Look up



Keywords:



Visual cue:

Look up

CARD 6 VISUAL CUE



CARD 7 ENDING

Keywords:



Visual cue:

Look up



Keywords:



Visual cue:

Look up

CARD 8 QUESTIONS / EXTRA

REHEARSAL TRACKER

Name: _____

My topic: _____

Practise in three rounds. Make one useful change each time.



ROUND 1

Date: _____ Audience: _____ Time: _____ min

Circle my focus: STRUCTURE / DETAILS / VOICE / BODY / VISUAL

Feedback I received:

My next change:



ROUND 2

Date: _____ Audience: _____ Time: _____ min

Circle my focus: STRUCTURE / DETAILS / VOICE / BODY / VISUAL

Feedback I received:

My next change:



ROUND 3

Date: _____ Audience: _____ Time: _____ min

Circle my focus: STRUCTURE / DETAILS / VOICE / BODY / VISUAL

Feedback I received:

My next change:



MY CONFIDENCE NOW

Circle one: 1 2 3 4 5

One thing I can now do with confidence:



PEER COACHING NOTES



Coach: _____ Speaker: _____

Topic: _____

Listen for evidence. Give one specific glow and one achievable grow.

1 LISTENER CHECK



- | | |
|---|---|
| ☐ Purpose is clear | ☐ Visual adds meaning |
| ☐ Opening engages | ☐ Voice is clear |
| ☐ Ideas are in order | ☐ Body looks confident |
| ☐ Details explain | ☐ Ending is clear |

2 MY GLOW



I noticed...

3 MY GROW



One next step is...

4 A QUESTION I HAVE





RESPECTFUL FEEDBACK STEMS



I noticed...

This worked because...

Next time, try...

GLOW AND GROW SELF-REFLECTION

Name: _____

Topic: _____

Date: _____



Use evidence from your presentation to celebrate progress and choose one next step.

SKILL	NOT YET	GETTING THERE	YES
Planning and preparation	☐	☐	☐
Clear structure	☐	☐	☐
Useful details	☐	☐	☐
Precise vocabulary	☐	☐	☐
Purposeful visual	☐	☐	☐
Tone, pace, pitch and volume	☐	☐	☐
Posture, eye contact and gestures	☐	☐	☐
Listening and responding	☐	☐	☐

MY GLOW

I am proud that...

Evidence from my presentation:

MY GROW

My next goal is...

I will practise by...

MINI EXPERT TALK



ASSESSMENT TASK



Name: _____

Date: _____

Topic: _____

My audience: _____

Prepare and deliver a 2–3 minute oral or multimodal presentation that teaches your audience something worth knowing.

CHOOSE ONE

☐

A skill I can teach

☐

A place worth exploring

☐

An animal or invention

☐

A community topic

YOUR PRESENTATION MUST

☐

start with a clear purpose

☐

use an engaging opening

☐

sequence at least three main points

☐

add accurate details or examples

☐

use topic-specific and precise vocabulary

☐

include one purposeful visual

☐

finish with a clear ending

☐

use appropriate tone, pace, pitch and volume

☐

use confident posture, eye contact and natural gestures

You will also listen to one question and respond politely.

Time: 2–3 minutes



MINI EXPERT TALK



PLAN, REHEARSE, PRESENT

Name: _____ Topic: _____

PLAN

My purpose: ☐ INFORM ☐ EXPRESS AN OPINION ☐ TELL A STORY

My audience: _____

My one-sentence message: _____

My three main points:

1. _____
2. _____
3. _____

My visual will help because:

REHEARSE

Rehearsal time: _____ Time: _____

Feedback I used:

FINAL CHECK

- | | |
|---|---|
| ☐ Opening ready | ☐ Visual ready |
| ☐ Main points in order | ☐ Voice and body choices ready |
| ☐ Details and vocabulary ready | ☐ Ending ready |

PRESENT

I am ready to share my message and respond respectfully.

Student signature: _____ Date: _____

PREPARING ORAL PRESENTATIONS RUBRIC

Student: _____ Date: _____ Overall: _____

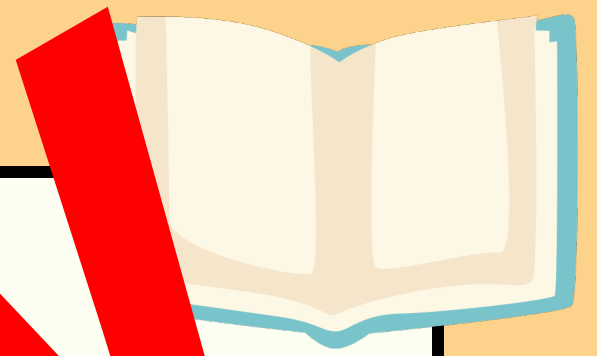
CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
PURPOSE, AUDIENCE AND STRUCTURE	Purpose or order is unclear.	Purpose is clear; order is strong.	Clear purpose; opening, main points and ending are in order.	Structure guides the audience and suits the purpose.	Structure is deliberate, engaging and adapted to the audience.
DETAILS AND PRECISE VOCABULARY	Few details; general words.	Some relevant details; some topic words.	Relevant details and topic-specific vocabulary explain ideas.	Well-chosen details and precise words elaborate ideas.	Rich, accurate details and precise vocabulary deepen understanding.
PURPOSEFUL VISUAL SUPPORT	Visual is missing or unrelated.	Visual is partially useful or hard to follow.	Visual is clear and connected to the message.	Visual strengthens an important point.	Visual is integrated purposefully and enhances understanding.
tone, pace, pitch and volume	Voice is often hard to hear or follow.	Some control of tone, pace, pitch or volume.	Control of tone, pace, pitch and volume are mostly maintained.	Voice choices are controlled and support meaning.	Voice choices are varied deliberately for strong audience impact.
POSTURE, EYE CONTACT AND GESTURES	Limited eye contact; posture or gestures distract.	Some eye contact and steady posture.	Steady eye contact and regular gestures.	Confident body language connects with the audience.	Body language is assured, natural and highly effective.
PREPARATION, INTERACTION AND RESPONSE	Limited preparation; needs support to listen or respond.	Some rehearsal; response may be brief or unclear.	Prepared and rehearses; listens and responds politely.	Uses feedback; responds clearly and respectfully.	Refines through feedback and responds thoughtfully with confidence.

Teacher comment: _____

Preparing Oral Presentations



Plan before you speak

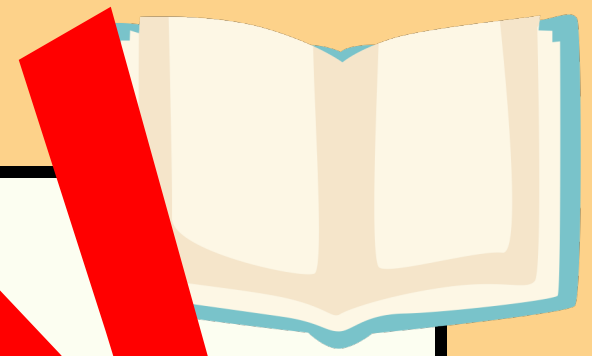


PLAN • CREATE • PREPARE • DELIVER

Help listeners follow and remember your message.



Name your purpose

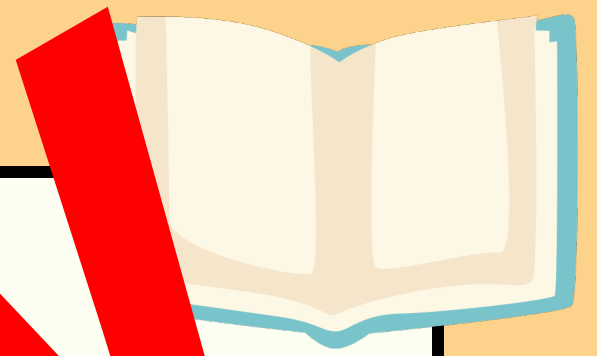


INFORM • EXPRESS AN OPINION • TELL A STORY

Decide what you want the audience to know, think or feel.



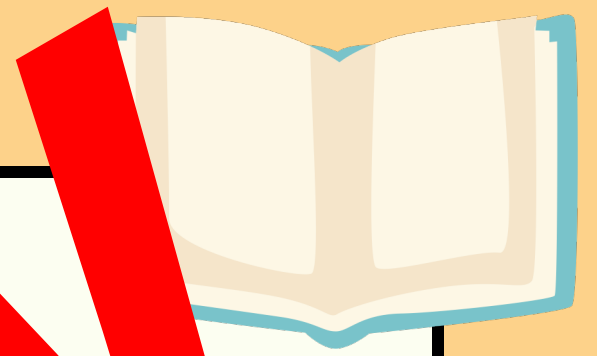
Know your audience



What do they already know? What do they need?
Choose formal or informal language that suits the situation.



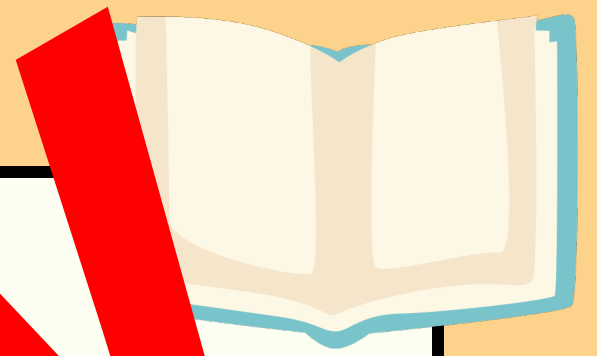
Focus your topic



Turn a broad idea into a clear message.
Choose something you know about or want to investigate.



Ask useful questions



WHO • WHAT • WHEN • WHERE • WHY • HOW
Check more than one possible source.

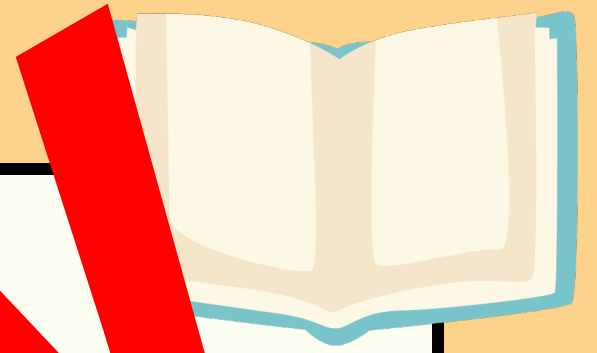


Build three clear parts

OPENING → SEQUENCE → MAIN POINT → ENDING
A logical structure makes the message easy to follow.



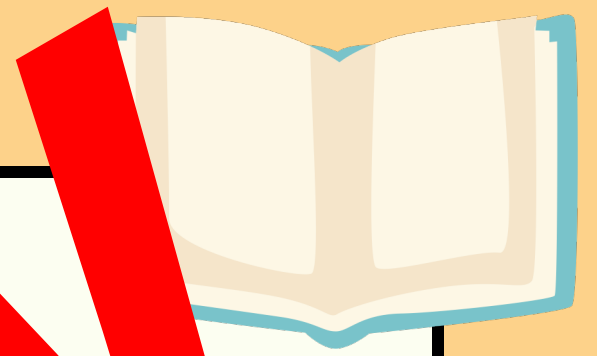
Hook your audience



Try a question, surprise, detail or vivid moment.
Connect the hook to your message—skip unrelated jokes.



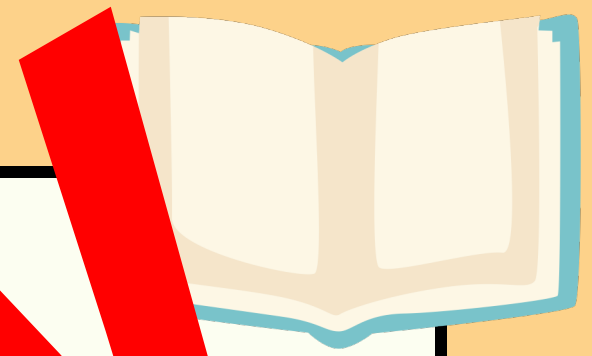
Order your main points



Use time order or grouped ideas as most important first.
Add accurate details, evidence and examples.



Use linking words

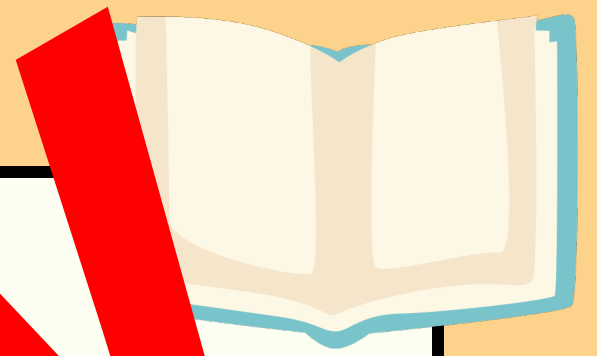


FIRST • NEXT • ANOTHER REASON • FOR EXAMPLE • FINALLY

Guide listeners from one idea to the next.



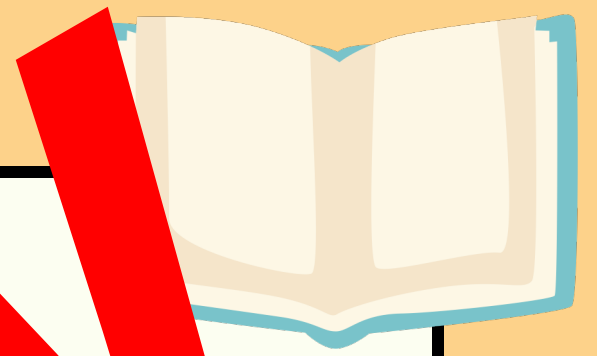
Finish strongly



Return to your message and summarise the key idea.
Invite thought or action, then finish clearly.



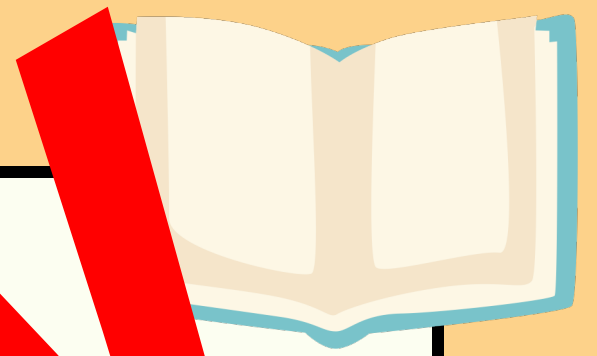
Choose precise words



Use topic-specific vocabulary and concrete details.
Explain unfamiliar words so everyone can follow.



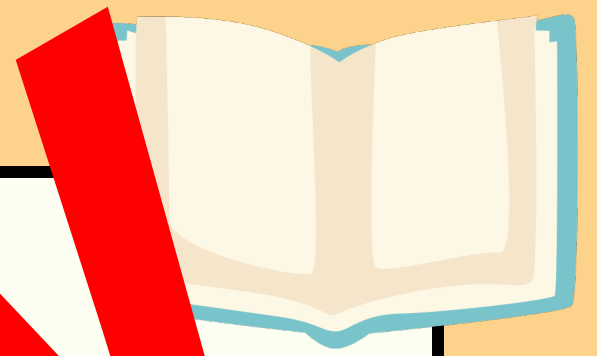
Make visuals purposeful



Use a picture, object, chart or table only when it adds meaning.
Keep it clear, readable and connected to your point.



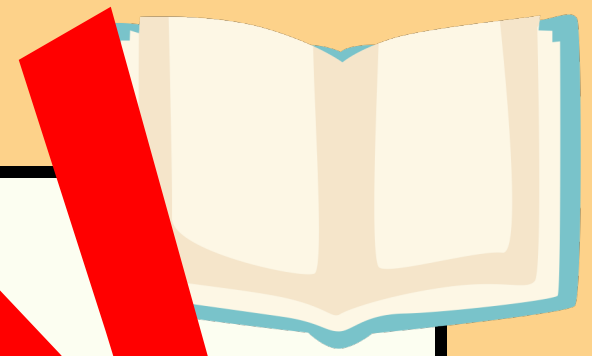
Keep palm cards brief



ONE POINT • LARGE KEYWORD • NUMBERED ORDER
Add on a short cue for visual or action.



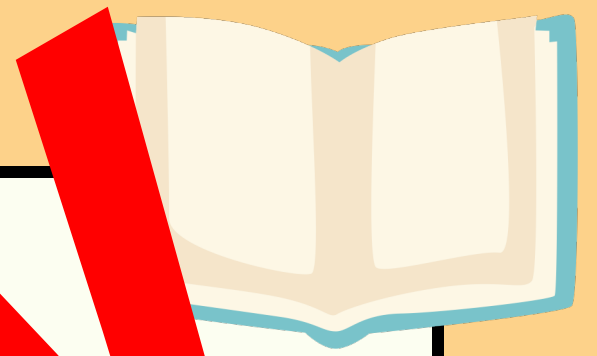
Rehearse in rounds



Time your talk, record yourself or ask a partner.
Use one GLOW and one GROW to improve the next round.



Control your voice

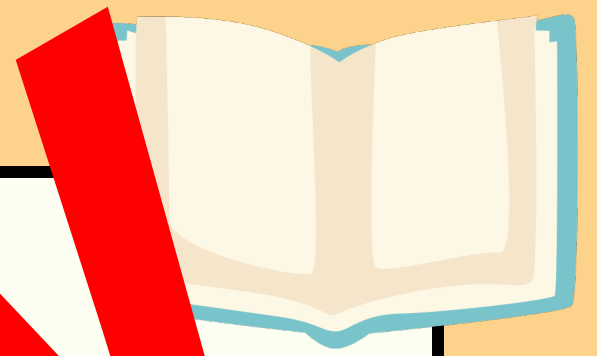


TOUCH TONE PACE RHYTHM VOLUME

Adjust each feature for your purpose and audience.



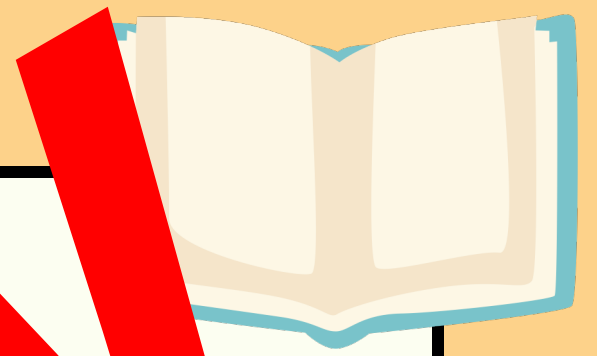
Support ideas with your body



Use grounded posture, audience eye contact and natural gestures.
Breathe calmly and let movement match the message.



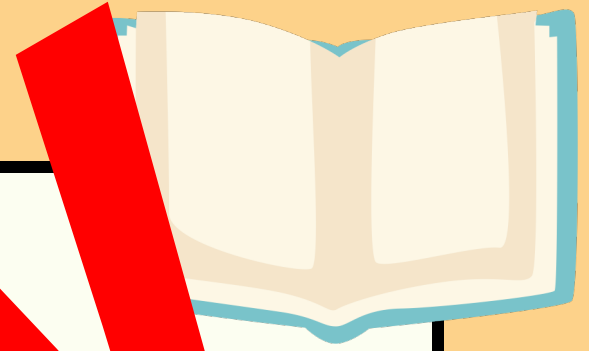
Present and interaction



LISTEN • TAKE TURN • RESPOND POLITELY
Choose language that suits the audience and situation.



Final presentation check



PURPOSE • ORDER • DETAILS • PRECISE WORDS
VISUAL • VOICE • BODY • REHEARSAL • RESPECTFUL RESPONSE





Well Done!

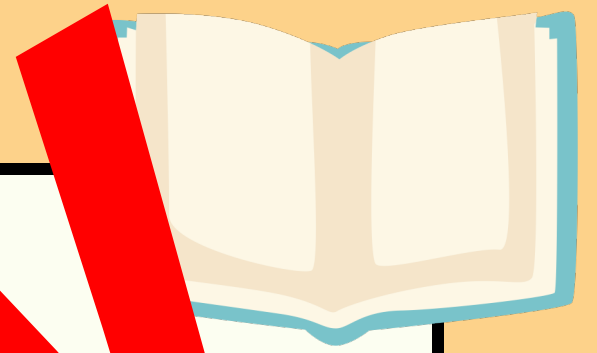
PREVIEW



Preparing Oral Presentations Quiz



Question 1



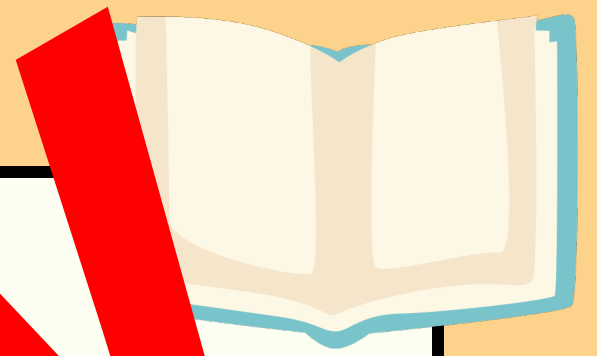
MULTIPLE CHOICE

Which purpose best matches a presentation that
explains how to grow a garden?

- A) Inform
- B) Tell a joke
- C) Ask for silence
- D) Decorate the classroom colour



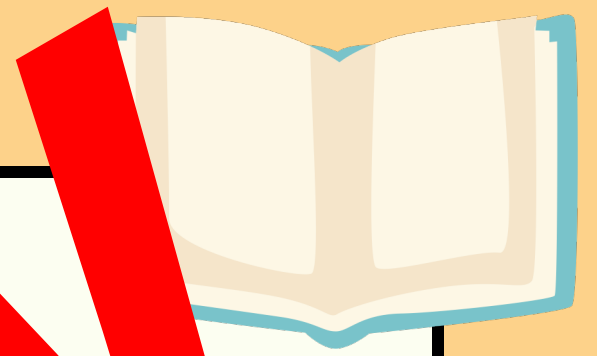
Answer 1



A) INFORMATIVE
The speaker is teaching the audience factual information.



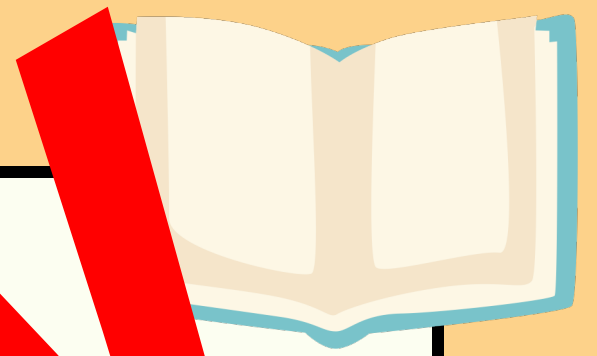
Question 2



TRUE OR FALSE
Palm cards should contain every sentence
of your speech in tiny writing.



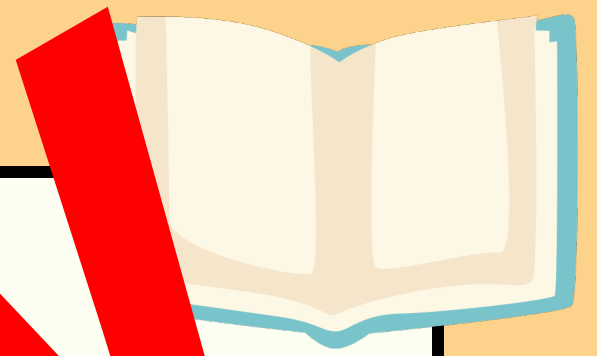
Answer 2



FALSE
Palm cards use large keywords and short cues
so you can look at the audience.



Question 3



CHOOSE AN ANSWER
Name the three main parts
of a clear oral presentation.

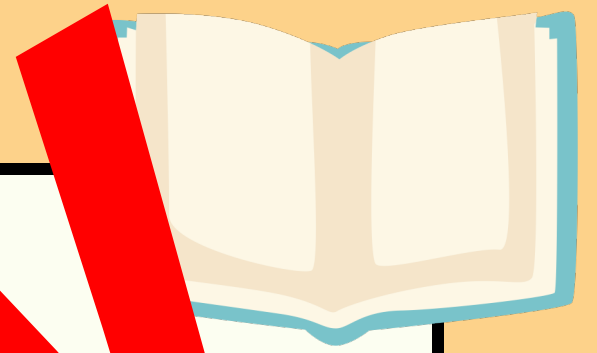


Answer 3

OPENING MAIN POINTS • ENDING
Body may be used for main points;
conclusion may be used for ending.



Question 4



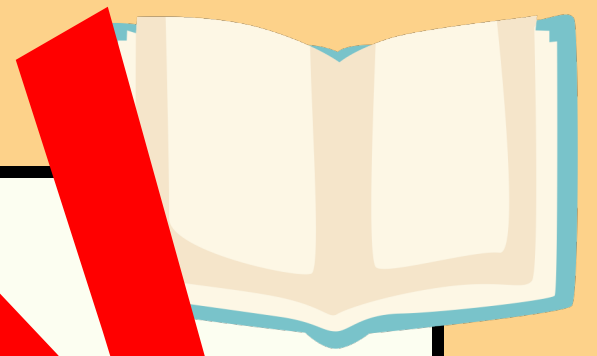
MULTIPLE CHOICE

Which opening best engages an audience for a talk about storms?

- A) I forgot my pencil.
- B) Have you ever heard thunder shake the windows?
- C) My talk has three pages.
- D) Please wait.



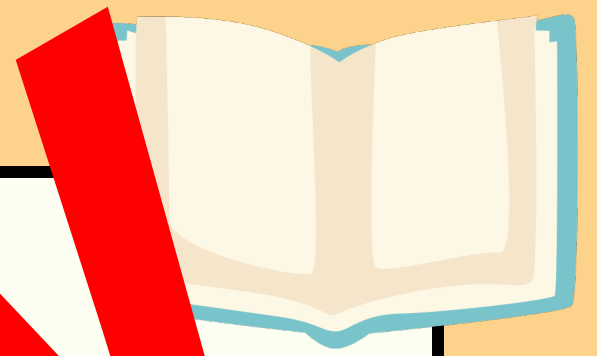
Answer 4



B) HAVE YOU EVER HEARD THE WIND SHAKEN THE WINDOWS?
It connects the audience to the topic immediately.



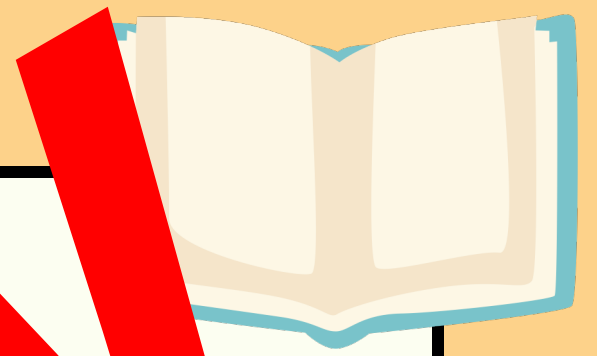
Question 5



TRUE or FALSE
A steady pace helps listeners understand your ideas.



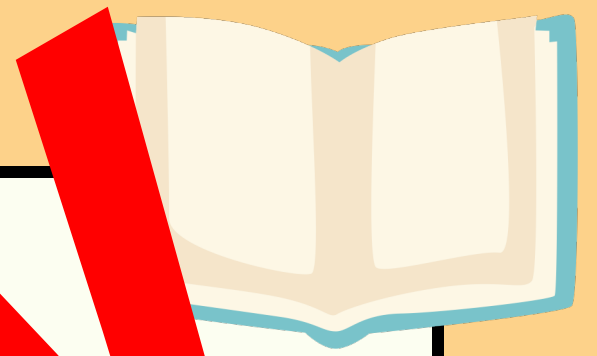
Answer 5



QUESTION
A structured, purposeful lecture gives listeners
time to follow each point.



Question 6



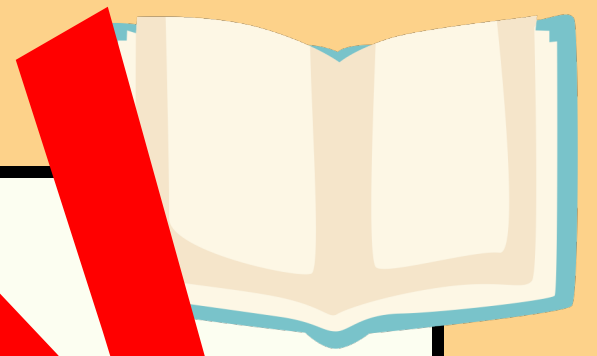
MULTIPLE CHOICE

Which visual best supports a talk comparing rainfall across four months?

- A) A clear labeled bar graph
- B) A random cartoon
- C) A page of tiny writing
- D) A picture unrelated to weather



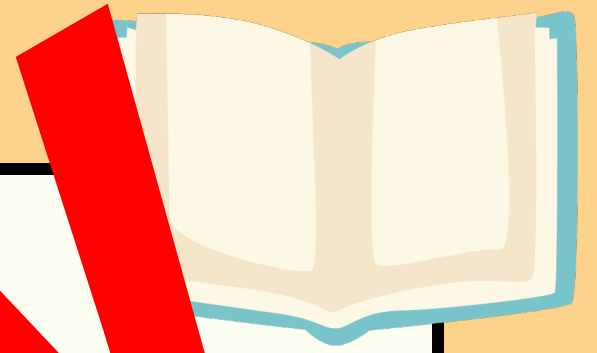
Answer 6



A) A CLEAR LABELED BAR GRAPH
It makes the comparison easier to understand.



Question 7

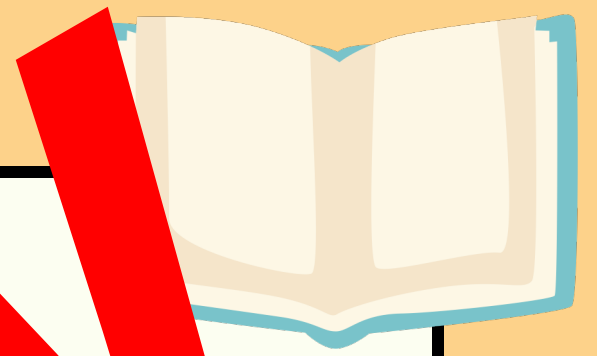


CHOICE ANSWER

Give two key-language choices that help you connect with an audience.



Answer 7



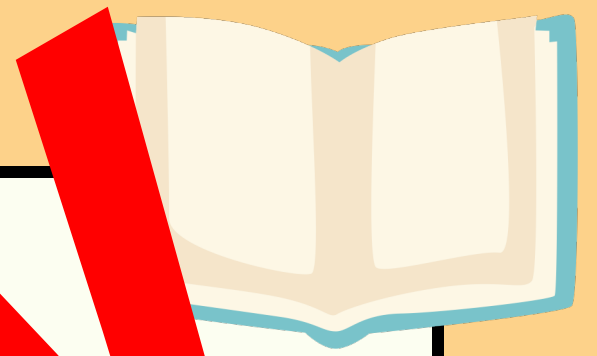
Answer TWO

Group posture • regular eye contact

Natural purposeful gestures • calm facial expression



Question 8



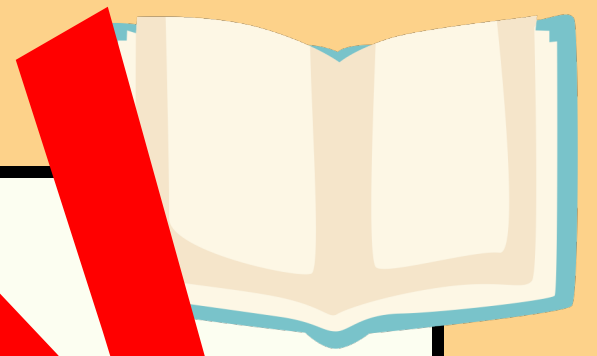
MULTIPLE CHOICE

Which peer comment is most useful?

- A) It was fine.
- B) I liked it.
- C) Your main points were clear; pause after each one.
- D) Make it completely different.



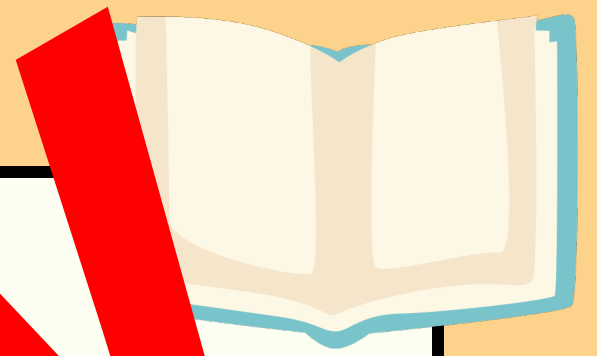
Answer 8



C) YOUR MAIN POINTS WERE HEARD. PAUSE AFTER EACH ONE.
It names a strength and gives a specific, achievable next step.



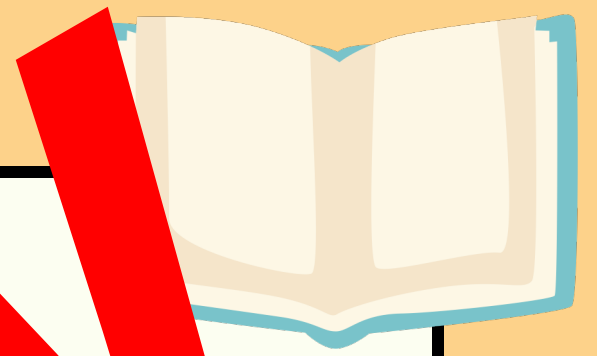
Question 9



TRUE OR FALSE
Turn-taking and polite responses help a
presentation discussion run smoothly.



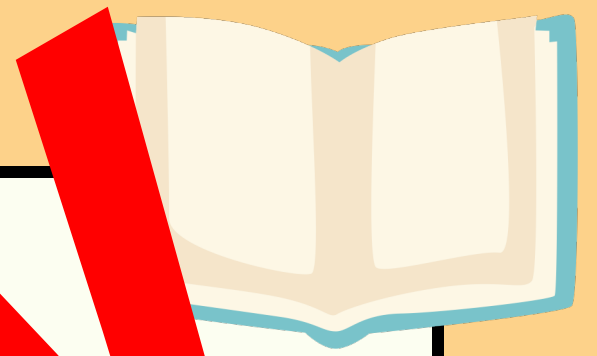
Answer 9



Shared interaction conventions help everyone listen, contribute and respond respectfully.



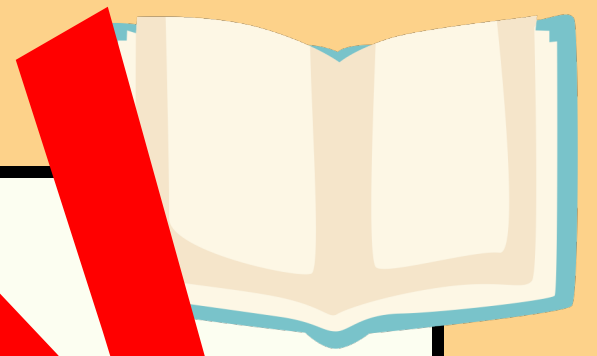
Question 10



CHOICE ANSWER
Name the four basic features
a speaker can control.



Answer 10



TO • PACE • P • CH • VOLUME





Well Done!

PREVIEW

