Voices in the Garden

Choose words that fit how and why someone speaks.

3.LF.14.f "Identify relationships and nuances in word meanings to determine real-life connections between words and their use."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB READ AND MARK: Underline the four bold words that show ways of speaking, then write 1 by the word for speaking privately, 2 by the word for speaking to yourself, 3 by the word for reaching a distant group, and 4 by the word for an urgent warning.

A Busy Morning in the Garden

1. Our class planted seeds in the school garden. Maya saw a tiny green shoot beside a pot. "Look here," she **whispered** to Ben, who stood right next to her. She wanted only Ben to hear. At the far end of the garden, Jada held up an empty watering can. "We need more water!" she **called** so the group could hear her.

2. Ben bent near the shoot. "One leaf, then two," he **murmured** as he counted to himself. His voice was low, and nobody answered. Then a rolling cart headed toward the seedlings. "Stop the cart!" Maya **shouted** to warn Jada. Jada grabbed the handle before the cart hit the pots. The same garden needed different voices at different moments.

3. Afterward, Jada asked why Maya had shouted. Maya pointed to the marks the cart wheels left in the dirt. "I was afraid it would crush our plants," she explained in her usual voice. Ben smiled at the safe seedlings. He knew a tiny shoot might need a quiet voice nearby, but a moving cart needed a strong warning that could be heard at once.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did Maya use a different kind of voice with Ben than Jada used with the group?

2. Which speaking word shows that Ben did not expect an answer? What detail helps you know?

3. Which speaking word fits Maya's warning about the cart? Why would her first kind of voice not work as well?

4. How were Jada's request for water and Maya's warning alike? How were they different?

3 YOUR TURN

Your own words

YOUR TURN: Think of a time you needed someone to hear you at home, at school, or outside. Write two sentences about what happened and how you spoke, using a precise speaking word and explaining why it fits.

ANSWER KEY

Voices in the Garden

GRADE 3 · 3.LF.14.f

PART 1 · READ AND MARK

READ AND MARK: Underline the four bold words that show ways of speaking, then write 1 by the word for speaking privately, 2 by the word for speaking to yourself, 3 by the word for reaching a distant group, and 4 by the word for an urgent warning. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did Maya use a different kind of voice with Ben than Jada used with the group?	**Maya whispered because Ben was beside her and she wanted only him to hear. Jada called so the group farther away could hear.**
2	Which speaking word shows that Ben did not expect an answer? What detail helps you know?	**Murmured. Ben was counting to himself in a low voice, and nobody answered.**
3	Which speaking word fits Maya's warning about the cart? Why would her first kind of voice not work as well?	**Shouted. The cart was moving toward the plants, so Jada needed to hear the warning at once. A whisper might be too quiet.**
4	How were Jada's request for water and Maya's warning alike? How were they different?	**Both needed someone else to hear. Jada called to reach the group across the garden, but Maya shouted to warn Jada of danger right away.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At our class play, I announced the next scene to the audience. I used a clear, strong voice so everyone could hear.

For markings, accept 1 whispered, 2 murmured, 3 called, and 4 shouted. For YOUR TURN, accept a different situation with a speaking word whose meaning fits the reason given.