Maya's Bee Talk

Notice how a speaker changes voice and actions.

2.P.CP.2.c "Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words that tell how Maya uses her voice. Circle actions she uses with her body, then number the voice changes 1, 2, and 3 in order.

A Talk Near the Flowers

1. At the school garden, Maya spoke to the first graders about a tiny bee. She smiled and held her hands close together. In a soft, slow voice, she said, "This bee is small, so let us watch it quietly."

2. Then Maya pointed to bright flowers across the path. Her voice became louder and quicker. She opened her arms wide and said, "Look at the colors! Bees visit flowers to collect nectar and pollen."

3. Before the group left, Maya slowed down again. She put one finger to her lips and used a quiet voice. "Walk gently near the flowers," she said. "We can help bees by giving them space."

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does Maya use a soft, slow voice at the beginning?

2. What body gesture does Maya use when she talks about the bright flowers?

3. How does Maya change her voice before the group leaves, and why is that a good choice?

3 YOUR TURN

Your own words

Imagine you are telling kindergarten students how to return library books carefully. Write two sentences you would say. Add bracketed notes to show a voice choice and a body gesture for each sentence. Say your two sentences to a classroom partner playing a younger listener. Actually use the voice changes and gestures. Your partner tells which change helped the message; try again if a change would help. Switch roles.

ANSWER KEY

Maya's Bee Talk

GRADE 2 · 2.P.CP.2.c

PART 1 · READ AND MARK

Underline words that tell how Maya uses her voice. Circle actions she uses with her body, then number the voice changes 1, 2, and 3 in order. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does Maya use a soft, slow voice at the beginning?	**She wants the first graders to watch the tiny bee quietly.**
2	What body gesture does Maya use when she talks about the bright flowers?	**She opens her arms wide.**
3	How does Maya change her voice before the group leaves, and why is that a good choice?	**She slows down and uses a quiet voice to tell the group to walk gently near the flowers and give bees space.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

[calm, slow voice; hold the book with two hands] Carry the book gently to the return bin.
[cheerful voice; smile and point to the bin] Thank you for helping our library stay neat.

Accept markings that identify Maya's voice choices, including soft and slow, louder and quicker, and quiet and slowed down, plus her gestures. For the final task, accept two appropriate spoken sentences with notes showing varied voice choices and body gestures for young listeners. Provide supported actual delivery and observe varied tone/pace and meaningful gestures appropriate to the young-listener role. Listener feedback names a helpful choice; repeat only if useful. Do not assess a bracketed script alone. No live bee encounter is required.