Voice Fits the Moment

Notice how a speaker matches delivery to listeners and purpose.

3.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 Mia uses her voice or pace. Circle actions she uses with her body to show how her delivery fits each situation.

Mia Shares Garden News

1. On Monday, Mia shared a short announcement with her class. She stood tall, looked at the students, and said in a clear, cheerful voice, "Our bean plants have sprouted!" She spoke a little slowly so everyone could hear the important news. Then she pointed to the sunny window where the small green leaves were growing. Her smile matched the exciting message.

2. Later, Mia helped give directions during a fire drill. Her voice was calm and serious because safety mattered. She used short sentences and paused after each step. "Walk to the door. Stay with our class." Mia held up one finger for the first step and two fingers for the next step. She did not wave or laugh, because those actions could distract listeners.

3. At the family garden visit, Mia welcomed younger children to the bean bed. She bent down to their eye level and used a warm, gentle voice. She spoke slowly when she explained how to touch a leaf without pulling it. When she asked, "Can you find a tiny bean?" she opened her hands toward the plants and waited quietly for answers.

2 ANSWER WITH EVIDENCE

Use the passage

1. How should Mia's voice sound when she tells her class that the bean plants sprouted? Why does that tone fit?

2. Name two choices Mia made to help listeners follow the fire drill directions.

3. What did Mia do with her body to help the younger children feel included at the garden visit?

4. How was Mia's tone different in the first paragraph and the second paragraph? Why did each tone fit the situation?

3 YOUR TURN

Your own words

Write a two-sentence announcement for younger students about a lost water bottle. Then write three short notes telling the tone, pace, and one gesture you would use. Deliver it to a partner playing a younger listener, actually using the planned tone, pace and accessible gesture. Ask which choice helped the message. Switch roles, and try again only if a change would help.

ANSWER KEY

Voice Fits the Moment

GRADE 3 · 3.P.CP.2.c

PART 1 · READ AND MARK

Underline words that tell how Mia uses her voice or pace. Circle actions she uses with her body to show how her delivery fits each situation. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How should Mia's voice sound when she tells her class that the bean plants sprouted? Why does that tone fit?	**Her voice should be clear and cheerful because the sprouted plants are exciting news.**
2	Name two choices Mia made to help listeners follow the fire drill directions.	**She used a calm, serious voice and paused after short directions. She also used fingers to show the steps.**
3	What did Mia do with her body to help the younger children feel included at the garden visit?	**She bent down to their eye level and opened her hands toward the plants.**
4	How was Mia's tone different in the first paragraph and the second paragraph? Why did each tone fit the situation?	**In the first paragraph, her tone was cheerful for exciting garden news. In the second paragraph, her tone was calm and serious because the fire drill involved safety.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A blue water bottle is waiting in the office. If it is yours, come get it after lunch.
Tone: Calm and helpful. Pace: Slow and clear. Gesture: Point toward the office.
Listener check: The slow pace helped me understand where to collect the bottle.

Accept announcements that have exactly two sentences and fit younger students. The three notes should name an appropriate tone, pace, and gesture that match a helpful lost-item announcement. Arrange and observe actual short delivery to a supported partner in the younger-listener role. Check appropriate tone, pace and accessible gesture in use, plus listener message-fit feedback. Written notes alone are preparation, not performance evidence.