Garden Voices

Use voice and gestures to match a presentation's purpose and audience.

4.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 each phrase that tells how the speaker should use tone or pace. Circle each phrase that tells the speaker to use a gesture or facial expression.

Welcome to Our Garden

1. Good morning, visitors! [Smile and wave.] Our school garden began as four small wooden beds near the playground. Today, students grow beans, lettuce, and bright marigolds there. [Speak at a cheerful, medium pace.] I will show you how a tiny seed can become food or a flower. First, let us look closely at the soil.

2. Now I need everyone to listen carefully. [Lower your voice and slow down.] Seeds need water, air, and warmth before they can sprout. If the soil is too dry, the seed may stay asleep. [Point to the watering can.] We check the garden each morning, then give plants only the water they need. Careful watering helps roots grow strong.

3. At harvest time, the garden gives us a reason to celebrate. [Raise your hands and speak with excitement.] Last spring, our class picked enough lettuce for a tasting table at family night. We also saved marigold seeds for next year. [Pause after this sentence, then look around the room.] Gardens teach us patience, teamwork, and care. Who would like to help plant the next seeds?

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, what tone and pace should the speaker use to welcome the visitors?

2. What gesture does the speaker use in paragraph 2, and what does it help the audience notice?

3. Why does the speaker lower their voice and slow down before explaining what seeds need?

4. Name two delivery choices from paragraph 3 that help involve the audience at the end.

3 YOUR TURN

Your own words

Write a 3 to 4 sentence script inviting classmates to a school event. Add at least one bracketed cue for tone or pace and one different bracketed cue for a gesture or facial expression. Then give the invitation to a partner or small classroom audience, using your planned voice and gesture cues. The listener identifies one delivery choice and explains how it helped the message; record that feedback below your script. Rehearse again if needed, with teacher support.

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PART 1 · READ AND MARK

Underline each phrase that tells how the speaker should use tone or pace. Circle each phrase that tells the speaker to use a gesture or facial expression. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, what tone and pace should the speaker use to welcome the visitors?	**A cheerful, medium pace.**
2	What gesture does the speaker use in paragraph 2, and what does it help the audience notice?	**The speaker points to the watering can to help the audience notice it.**
3	Why does the speaker lower their voice and slow down before explaining what seeds need?	**The speaker wants everyone to listen carefully to the important information.**
4	Name two delivery choices from paragraph 3 that help involve the audience at the end.	**Answers may include raising hands, speaking with excitement, pausing, looking around the room, or asking who would like to help.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Please join our class book swap on Friday afternoon [speak warmly and at a medium pace]. Bring a book you have finished, and choose a different book to take home [smile and hold up a book]. We will share stories and help each other find new adventures.
Listener feedback after delivery: The warm voice made the invitation welcoming, and holding up the book made the event clear.

Accept answers that accurately identify the passage's delivery cues and connect them to helping the audience listen, understand, celebrate, or join in. For the open task, accept any appropriate school event, as long as the script has 3 to 4 sentences and includes both required types of cues. Arrange brief actual delivery or rehearsal with an audience. Observe voice and nonverbal choices fitting purpose and classmates; check one specific listener observation. Bracketed script cues alone are preparation. Support accessible participation without requiring a public event or every listed gesture.