Garden Tour Voices

Notice how a speaker uses delivery choices for an audience.

5.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 Write T for tone, P for pace, or G for gesture beside each bracketed direction. Use one letter for each direction to see how the speaker helps the audience understand the garden tour.

Garden Tour Script

1. Good morning, families and neighbors. [Use a warm tone.] Our fifth-grade garden began with tiny seeds and a sunny corner behind the library. By October, we had grown beans, basil, and bright marigolds. [Point to the garden photo.] The garden gave us food to taste, flowers for pollinators, and a place to study living things together.

2. First, listen to how our class measured the garden beds. [Slow your pace.] Each bed is six feet long and four feet wide, so we could plan where each plant would go. We checked the soil, added compost, and watered carefully. [Pause after "carefully."] These steps helped the roots get air, water, and nutrients to grow strong.

3. Now imagine bees visiting the flowers in spring. [Use an excited tone.] They move pollen from flower to flower as they collect nectar and pollen. This pollination helps many plants make fruits and seeds. [Hold up the paper bee.] Our garden supports bees, and bees help the garden produce more food for people. That is a helpful partnership.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which bracketed direction asks for a gesture, and what should the speaker point to?

2. Why is it helpful for the speaker to slow the pace before sharing the garden-bed measurements?

3. What tone should the speaker use at the beginning, and who is the speaker greeting?

4. Which direction tells the speaker to pause, and what actions come just before that pause?

3 YOUR TURN

Your own words

Write a three-sentence announcement to younger students about a book swap. Add three separate bracketed directions: one for tone, one for pace, and one for a gesture. Make each direction fit the audience and purpose. Then deliver your announcement to a partner acting as a younger student. Actually use your planned tone, pace and gesture. Your listener names one delivery choice and explains how it helped the message. Record that feedback below. A teacher may support the rehearsal.

ANSWER KEY

Garden Tour Voices

GRADE 5 · 5.P.CP.2.c

PART 1 · READ AND MARK

Write T for tone, P for pace, or G for gesture beside each bracketed direction. Use one letter for each direction to see how the speaker helps the audience understand the garden tour. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which bracketed direction asks for a gesture, and what should the speaker point to?	**[Point to the garden photo.] The speaker should point to the garden photo.**
2	Why is it helpful for the speaker to slow the pace before sharing the garden-bed measurements?	**The audience needs time to understand the six-foot-by-four-foot measurements and how the class planned the plants.**
3	What tone should the speaker use at the beginning, and who is the speaker greeting?	**The speaker should use a warm tone when greeting families and neighbors.**
4	Which direction tells the speaker to pause, and what actions come just before that pause?	**[Pause after "carefully."] The class checked the soil, added compost, and watered carefully.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Hello, third graders! [Use a cheerful tone.] Bring one book you have finished to the book swap in the cafeteria on Friday. [Slow your pace.] You may choose a different book to take home and enjoy. [Hold up a book.]
Example listener record: The speaker slowed down for Friday and held up a book, which made the date and what to bring clear.

Accept T for warm and excited tone directions, P for slow and pause directions, and G for point and hold-up directions. For Part 3, accept any three-sentence announcement with separate, appropriate tone, pace, and gesture directions. Arrange actual supported delivery. Observe purposeful tone, pace and gesture matched to the younger audience; check the listener feedback record. Written bracket cues alone do not complete the delivery task. No public event is required.