Delivery Detectives

Notice how delivery choices guide an audience.

6.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 describe Maya's tone, circle directions about her pace, and number each gesture. Your marks should show how she changes her delivery for different purposes and audience needs.

Maya's Garden Message

1. At Monday's assembly, Maya stepped to the microphone to introduce the school garden project. She stood tall, smiled, and looked across the crowded gym. "Our empty courtyard can become a place for tomatoes, herbs, and butterflies," she said in a warm, hopeful voice. She spoke at a steady pace, pausing after "butterflies" so students could picture the garden. With open hands, Maya pointed toward a photo of the sunny courtyard behind her. Her goal was to make classmates curious and ready to listen.

2. Then Maya's expression became serious. She lowered her voice and slowed down. "Right now, rainwater runs off the pavement and carries litter toward the storm drain," she explained. She held up a clear jar containing leaves and wrappers, then gently shook her head. The quieter tone helped the audience focus on the problem. Maya did not rush this part because she wanted students to understand why the project mattered. She paused before adding, "Plants can help soak up water and give insects food."

3. To finish, Maya brightened her voice and spoke a little faster. "If you want to help, sign up for Wednesday's planning meeting," she said. She lifted one finger to show the date, then swept her arm toward the sign-up table. "You can draw a garden map, collect seeds, or tell others about the project." Maya used an energetic tone because this was an invitation, not a warning. She ended slowly and clearly: "Bring one idea that could help our courtyard grow." Several students nodded and moved toward the table.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two delivery choices in paragraph 1 help Maya make students curious about the garden?

2. Why does Maya lower her voice and slow down in paragraph 2?

3. What gesture does Maya use while explaining the litter, and how does it support her message?

4. How does Maya change her delivery in paragraph 3, and why is that change appropriate?

3 YOUR TURN

Your own words

Write a 3 to 4 sentence announcement inviting classmates to a Friday book swap. Add bracketed notes that show your tone, pace, and at least two gestures, making your delivery fit both the invitation and the directions. Then actually deliver the announcement to a partner acting as a classmate. Use your planned changes in tone, pace and gestures. Your listener identifies one change and explains its fit to the invitation or directions. Record the feedback. A teacher may support the rehearsal.

ANSWER KEY # Delivery Detectives

GRADE 6 · 6.P.CP.2.c

PART 1 · READ AND MARK

Underline words that describe Maya's tone, circle directions about her pace, and number each gesture. Your marks should show how she changes her delivery for different purposes and audience needs. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two delivery choices in paragraph 1 help Maya make students curious about the garden?	**She uses a warm, hopeful voice and pauses so students can picture the garden. She also uses open hands and points to a photo.**
2	Why does Maya lower her voice and slow down in paragraph 2?	**She wants the audience to focus on the litter problem and understand why the project matters.**
3	What gesture does Maya use while explaining the litter, and how does it support her message?	**She holds up a jar with leaves and wrappers and shakes her head. The gesture gives the audience a visual example of the problem.**
4	How does Maya change her delivery in paragraph 3, and why is that change appropriate?	**She brightens her voice, speaks a little faster, and uses inviting gestures to encourage students to sign up. She ends slowly and clearly so students know what to bring.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

[Warm, excited tone; steady pace; smile and open hands] Bring a book you have finished to the library on Friday. [Slow down; point to the library calendar] Place your book on the swap table before lunch. [Clear, inviting tone; pause; gesture toward the table] Then choose a different book to take home.
Example completed listener record: The speaker slowed down for Friday and pointed to the calendar, making the date clear; the open-hand invitation encouraged classmates to join.

Accept equivalent descriptions of delivery choices when students connect them to details in the passage and Maya's purpose. For Part 3, require 3 to 4 sentences with bracketed notes naming a fitting tone, pace, and at least two gestures. Arrange actual supported delivery; observe purposeful tone, pace and gestures and check the listener explanation. Bracket cues alone do not complete the delivery task. No memorization or public event is required.