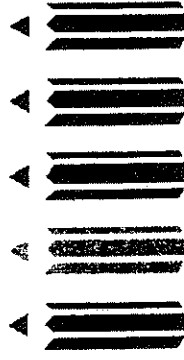


Six Trait Writing Warm-Ups



Trait #3: Voice

Preparation

Exercise

Follow-up

1.	Tape or C.C. Player. 2 or 3 recordings each of classical and rock and roll selections.	Play a minute of classical and then a minute of R&R. Discuss the differences you can hear. Then play a third selection and ask students to identify the "voice" (Classical or R&R)	Talk about how different styles of music employ different voices.
2.	Tape or C.D. Player. 2 or 3 recordings each of two distinctly different female (or male) singers - i.e. Dolly Parton & Whitney Houston, Rod Stewart & George Strait.	Play a bit of each singer. Discuss the differences in their voice and style of singing. Then play a third selection and have students explain how they can tell which singer it is.	Talk about how singers have their own individual voices. They don't all sound alike.
3.	Tape or C.D. Player. 2 or 3 recordings each of different instrumental solos - i.e. one flute & one harp, or one piano & one violin.	Play a selection of each instrument. Discuss the differences in the voice of the instrument. Then play a third selection and have students explain how they can tell which instrument it is.	Talk about how each musical instrument has its own individual voice.
4.	Pictures of paintings done by two distinctly different artists - i.e., Picasso & Van Gogh or Rembrandt & Monet.	Show students a painting or two by each artist. Discuss the differences. Then show them another painting and have them explain how they can tell which artist painted it.	.
5.	Pairs of very different cards - i.e. two Far Side cards and two	Show children one of each and discuss differences. Show them a third card and have them identify which	Point out that each kind of greeting card has a

	sympathy cards	"kind" it is. Discuss how they can tell.	voice.
6.	Display a variety of greeting cards.	Have children compare the cards - what makes them different? Ask why different types of cards are appropriate for different occasions or different people: for a good friend's birthday or great-grandmother's, for a holiday or a death.	Talk about the need for different voices for different occasions.
7.	Two brief selections from age directed writing - i.e. a young child's book and an adult novel.	Read a bit of each and ask what the difference is - and how you can tell which is meant for which	Point out the need for different voices for different audiences.
8.	Two brief selections from different types of writing - i.e. an encyclopedia & mystery story	Read a paragraph or two from each. Discuss the difference in voice used by the authors. Why is each important? Which is more fun to listen to?	Talk about purposes of different voices.
9.	Brief selections from two distinctly different children's authors - i.e. Dr. Seuss & R. L. Stine, or Jack Prelutsky and Arnold Lobel	Read a bit of each author and discuss the differences in voice. Then read a third selection and have the students explain how they can tell which author it is.	Talk about how each author has an individual voice.
10.	Two student selections (from your collection) one without much voice and one high in voice.	Ask students which one sounds more like someone actually talking to them. Ask which is more interesting to read. Discuss why.	Point out the way voice enhances writing - makes it more interesting.
11.	Three brief selections (from your collection) one without much voice, one with moderate voice, one high in voice.	Ask children which is which. Ask them to compare and contrast. Ask them to think about their own voice - how they like their writing to sound.	Emphasize that voices are as individual as the writer.

Voice Activities

Read Literature

Students can become aware of voice through reading a variety of different authors. Chris Van Allsburg's voice shines strong and true in Polar Express. His feelings about childhood and beliefs are worth diving into, especially for upper elementary children. For lower elementary children a wonderful book to show author's voice is the African folktale, Mufaro's Beautiful Daughters by John Steptoe. Juna B. Jones is the voice of a kindergartener.

Rewrite a Story Taking Out the Voice

Have students take a piece of writing that is strong in voice. It can be one of their own or a selection from a book. An example of a selection strong in voice is Tom Sawyer by Mark Twain. Working in pairs or individually, have students rewrite the story taking out all voice. The piece should now read much like a textbook selection would read. As a class, read both the original selection and the rewritten story and discuss the contrast.

Rewrite a Fairy Tale using Another Voice

Rewrite a familiar fairy tale using another voice such as rewriting Cinderella with the stepmother as the narrator.

Writing from Another Point of View

Cut a picture of a person from a magazine. Write a paragraph from that person's point of view concerning the surroundings.

Captain Abdul's Pirate School

Read the book aloud. Read a page and then show illustrations. Divide children into groups and ask them to brainstorm "pirate words and phrases." Using the results of the brainstormed vocabulary, have students write a letter home describing their experiences at pirate school in the voice of a pirate recruit.

I Remember

Discuss the descriptors for voice focusing on Writing from the Heart.

List things that are close to your heart.

Share a few things from your list.

Discuss the poems, "I Remember"

- a. What can you guess about the authors of these two poems?
- b. Do these poems fit the descriptors for voice?
- c. What format did these two writers follow?

Write your own "I Remember" poem to share with a friend and for volunteers to share with the class.

I Remember

I remember...

And I remember...

And I remember...

But most of all I remember...

A Strong Voice:

Sounds like me

I know a lot about this.

This topic is close to my heart.

You can tell I really care about this topic.

This is fun to read out loud.

Show Me, Don't Tell Me

Take one "telling" example and turn it into a "showing" example.

1. The room was a mess.
2. It was boring.
3. It was really hard.
4. I liked it a lot.

Discuss the differences between showing and telling including the impact it has on the writer's voice.

Teaching Tone

Write a letter of apology to a neighbor for breaking a window using a polite and soft-spoken tone. Write another letter of apology to a sibling for something they did that they're sorry for using a rude and obnoxious tone.

OR Write about your first stay at camp and the trouble you got into with the camp counselor. Address one letter to your worried parents and the other to your best friend. Use two different tones to write these messages.

Looking for Voice

Make an overhead transparency of a piece of writing. Read the piece aloud to the class. Underline the words and/or sentences that you think give the piece its voice.