

Subject/Topic: Reading Comprehension

Rationale: Detecting tone of voice when analyzing text

Standards: R1.1.3 Reading: Informational Text. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Objectives: Students will be able to understand different tones in text; the difference between narration and dialogue.

Materials: Read Aloud “Julius’s Candy Corn” by Kevin Henkes

Procedures (include teacher talk)

Engagement/Anticipatory Set:

- **Laura:** “Does anyone know what this is?” (point to candy corn)
- Have students turn and talk to a partner
- Say, “I heard a lot of you say that it is candy corn.”
- Introduce Julius, and read title and author to the book, tell students that there is dialogue in this book, and to pay attention to what each character is saying. **Say**, “ When reading this book, pay extra attention to how I make my voice sound like Julius’s voice might sound. This will help me understand the book better.”

Mentor – teach and model

- read page 1 and 2
- on page 2 stop and explain the difference between how I said the word “beautiful” and how I read the other words.
- Read page 3 and stop and explain the dialogue there
- On page 4 after reading ask the students to turn and talk about how I read the text differently.
- **Say, “I heard a lot of you say that I spoke in a different voice, this could also be tone. Tone is when you put attitude and change the voice when reading”**
- **Take note to the words and to Julius how he is pointing to each candy corn (page 5)**

- **Page 8 show how he is all done and walking away from the cupcakes.**
- Complete the book
- “Do you notice how I changed my tone to sound like Julius? Did you see how it was easier to understand the book when I changed my tone? Then the book came alive, like a movie! It felt like Julius was right here with us! Do you think you could try to do this when you read a book?”

GO BACK AND READ A PAGE WITH THE STUDENTS. FIRST HAVE THEM READ IT IN A MONOTONE VOICE AND THEN READ IT LIKE JULIUS WOULD!!!

Guided Practice:

Turn and talk throughout the story

- **Ask if students recognize the different tones**

Independent Application:

- After completing the book, have the children read the dialog once in a mono- tone, then tell them “can you think how Julius might say these words?” Now lets read it together like Julius might say it.” Then the kids are putting into action what you taught them.

Closure

- **Laura:** Say “I saw so many of you reading in different voices.” By doing this it will make reading your books easier to understand when each character is talking”

Assessment:

- When they are doing their own independent reading go around and have students read to you to see if they are reading in different voices.

Differentiation:

- Pull a small group to give more guidance afterwards, if necessary.