

THE WRITING ACADEMY, LLC®



Module 2

**Whose Voice? — Emotion, Experience,
and the Speaker**



Grade 3 • Cluster 7



Tackling TEKS 3.10D & 3.8A — Reading & Writing

★ Meet Our Week!

Module Slide 1 • Module 2

★ Daily Deck

I Will...

- Identify the emotion and experience a poem communicates.
- Determine who is speaking in a poem (the voice).
- Explain how the speaker's voice changes what I understand and feel.
- Write a short stanza in a chosen speaker's voice.

I Can...

- Name a feeling a poem communicates and point to the words.
- Tell who is speaking and give evidence from the poem.
- Explain how the voice shapes the emotion and experience.
- **Write a four-line stanza** in a clear speaker's voice.

★ Same History, More Detail

Day 1 • Gather



Perspective = who sees or tells.

A child beside Mama at the march. A granddaughter
hearing Grandpa's memory.

This week the same poems return longer. LEAVES focus: Emotion & Experience + Voice.
Whose voice are we hearing?

★ Two New LEAVES Letters

Day 1 • Reveal

E — Emotion & Experience

A poem communicates a feeling or experience the reader is invited to share.

V — Voice

Who seems to be speaking — and how does that perspective change what we notice and feel?

Voice is more than the word "I." Ask what the speaker notices, knows, remembers, and feels.

★ Two Poems, Two Speakers

Day 1 • Reveal (cont.)

A Dream Can Grow

Speaker: a child standing beside Mama at Dr. King's speech.

What Will You Give?

Speaker: a granddaughter hearing Grandpa's memory of President Kennedy's call to serve.

Grandpa is not standing at the event — he experienced it years earlier and is remembering it for her. How does the speaker change what we feel?

② Whose Voice Did We Hear?

Day 1 • Exit Ticket

1 The speaker in "A Dream Can Grow" is _____.

2 The speaker in "What Will You Give?" is _____.

3 One feeling the voice creates is _____.

Voice is more than the word "I" — ask what the speaker notices, knows, remembers, and feels.

★ Whose Voice?

Day 2 • Attempt

How to Play

1. Groups of 3-4 get Voice Cards and Evidence Cards.
2. Match each evidence card to the speaker whose voice it best represents.
3. Name the feeling the match carries.
4. Every match needs a reason.

Model It

"Grandpa remembers winter air' belongs with Grandpa's voice, because he is remembering an event from years ago."

Voice Cards: the MLK child • Mama • the JFK granddaughter • Grandpa • the poetic speaker

★ Same Idea, Different Voice

Day 3 • Discuss

A — "A Dream Can Grow": Who is speaking? What does that speaker notice and feel? The child's voice helps us feel _____.

B — "What Will You Give?": Who is speaking? How does hearing Grandpa's memory change what we feel? The granddaughter's voice helps us feel _____.

Perspective is not simply changing pronouns. Perspective changes what the speaker knows, notices, remembers, feels, and chooses to tell us.

≡ Write a Stanza in a Voice

Day 3 • Use (Independent Practice)

The Task

Choose one speaker — a child at an important event, or a grandparent remembering one — and write one four-line stanza in that speaker's voice about hope or service.

Poet's Checklist

- Four lines arranged on purpose.
- One clear speaker's voice, kept the whole way through.
- Words show what that speaker notices, remembers, or feels.
- At least two lines rhyme (try your best).

Changing the speaker should change more than "I" and "he" — ask what this person would notice, know, remember, and feel.

© **My Voice Showed a Feeling!**

Day 4 • Award & Target

Something I did well with Emotion and Experience is... Something I did well with Voice is...

Target & Curiosity

Something I still find challenging, or am curious about, is... My current question: I wonder...

Turn-and-Teach: Perspective Expert

Day 5 • Educate & Explain to Others

"If _____ had told this instead, the reader would probably learn more about _____ because _____."

Partner A teaches with "A Dream Can Grow." Partner B teaches with "What Will You Give?" Then switch with another pair.

✓ Check the Learning

Three Quick, Low-Stakes Ways to See It

Verbal — **Fist to Five**: students show how sure they are they can tell who is speaking.

Visual/Physical — **Whose Voice?**: students match a line to its speaker and explain aloud.

Written — **One-Line Response**: students name the speaker and the feeling the voice creates.

★ Whose Voice? Sort

Small-Group Support

Two-Choice Sort

Read a stanza aloud. Whose voice is this — the child (or granddaughter), or the grown-up (Mama or Grandpa)?

Sentence Frame

"The speaker is ____, and I can tell because ____."

For writing: give a two-line frame in one chosen voice with a rhyming word bank to build up to four deliberate lines.

② Two Voices, Same Lines

Enrichment • Write in your notebook

Choose one moment from a poem. Write the same four lines twice — once in the child's (or granddaughter's) voice, once in the grown-up's voice.

Explain how the feeling changed when the speaker changed.

Compare how the two poems use different speakers to communicate related ideas (hope and service).

✓ My Progress Tracker

Directions

This tracker is for YOU! As you read and write poems this week, look at each skill. If you can do it all by yourself, color in or check the box that matches how you feel.

Be honest with yourself — this helps you see how much you are growing!

Let's Look at an Answer!

Prompt: Choose one speaker and write one four-line stanza in that speaker's voice about hope or service.

LOW

"I like Dr. King. He was nice. Helping is good. The end."

What's working: Names the topic of hope and helping.

What's missing: Written as sentences, not a poem, with no clear speaker's voice — choose one speaker, arrange four purposeful lines, and let the voice show what that speaker notices and feels.

Let's Look at Another Answer!

Prompt: Choose one speaker and write one four-line stanza in that speaker's voice about hope or service.

MEDIUM

"I stood beside my mom that day, / I heard the hopeful words
she'd say. / I felt so glad and not afraid, / Because of all the plans
we made."

What's working: Four lines with rhyme (day/say, afraid/made) and a first-person child's voice.

What's missing: The last line is vague — replace it with a detail only this speaker would notice, so the voice becomes clearer.

Our Strongest Answer!

Prompt: Choose one speaker and write one four-line stanza in that speaker's voice about hope or service.

HIGH

**"I watched my grandpa close his eyes, / Remembering those winter skies. /
He heard the call to help and give, / And now I know that's how I'll live."**

What's working: Four deliberate lines, rhyme at each pair (eyes/skies, give/live), a clear speaker (a grandchild watching Grandpa remember), and words that show what the speaker notices and feels. This is our Module 2 target!