

# SIX TRAIT WRITING

## WARM-UPS

### TRAIT #3: VOICE

#### PREPARATION

#### EXERCISE

#### FOLLOW-UP

<b>1.</b>	Tape or C.D. Player. 2 or 3 recordings each of classical and rock and roll selection.	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.
<b>2.</b>	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.
<b>3.</b>	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.
<b>4.</b>	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.	Talk about how each artist has a distinct "voice" in his works.
<b>5.</b>	Pairs of very different cards-i.e. two Far Side cards and two sympathy cards	Show children one of each and discuss differences. Show them a third card and have them identify which "kind" it is. Discuss how they can tell.	Point out that each kind of greeting card has a voice.
<b>6.</b>	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.
<b>7.</b>	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.	Talk about the need for different voices for different audiences.
<b>8.</b>	Two brief selections from different types of writing-i.e. an encyclopedia & a 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.
<b>9.</b>	Brief selections from two distinctly different children's authors-i.e. Dr. Seuss & R.L. Stein, 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.
<b>10.</b>	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.
<b>11.</b>	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'd like their writing to sound.	Emphasize that voices are as individual as the writer.