

# Lesson Skill: Tone and voice

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**Strand** Writing

**SOL** 5.7

## Lesson

1. Model how to brainstorm and prewrite about your morning before getting to school. The prewrite should include the events and your thoughts and feelings from the morning. Be sure to model the tone and voice of a good morning.
2. Review the terms *voice* and *tone*:
  - o Voice is a writer's style. For example, a writer may write in a fast-paced manner or a slow style, perhaps in a dark manner or with a sense of hopefulness.
  - o Tone reflects the mood or attitude of the writer (or writing) in relation to the audience and goal (angry, kind, etc.).
3. Read aloud a story with examples of obvious tone and voice. Have students prewrite about their morning prior to coming to school, listing things they did from the time they woke up until the time they got to school. The list should include the actual events as well as their thoughts and feelings. Present oral examples of events that are the same for two people but whose thoughts and feelings are different.
4. After students have completed their prewriting, show them another example of a prewriting for the morning. Make sure this example has the tone of a bad or frustrating morning. Discuss with students how the two examples are different. Ask students to identify the tone for each of these examples. What is the author's voice? How do they know?
5. Give students time to think about their prewriting. What tone do they hear? Happy, sad, frustrated, excited? Have the class come up with a list of "tones." When they actually write about their morning, how can they really bring out that tone? What is their voice? How do word choice, punctuation, dialogue, and rhythm of language help bring out their voice? Discuss with students how each of their writings will differ. Did they all have a good morning? Probably not, and each person's voice will come through in their writing.
6. Ask students to write about their morning using the tone and voice that are appropriate for their experiences. Have students share their writing with the class to help them hear the different voices in each other's writing.

## Strategies for Differentiation

- Use audio books, or read aloud to share examples of tone and voice.
- Display a sentence. Give students cards with different characters such as mother, father, teacher, sister, brother, friend, police officer, etc. Have students read the sentence with the tone and voice of the person on their card.
- Is the voice of the person formal, informal, playful, etc.?
- Is the tone happy, sad, etc.?

- Use prompts that would generate genuine feelings and thoughts. Tap into student interests. Examples: Describe a great day. If you found a 100 dollar bill, how would you treat your friends to a fun day?
- Have students share their responses to prompts, and have the class determine the tone and voice. Generate a list of words students used to create tone.
- Incorporate reader's theater.