

FAMILY PACKET

Family Packet, Grade 3, Cluster 7, Module 2: Whose Voice? Emotion, Experience, and the Speaker

A warm, plain language guide to what your student is learning this week, with easy ways to talk and work together at home. **Every page is in English and Spanish.**

Welcome, families. This week your student is learning to find the speaker of a poem, the voice that talks to the reader. The two poems return in longer versions with a speaker telling each experience, a child standing beside Mama at Dr. King's speech, and a granddaughter hearing Grandpa remember President Kennedy's call to serve.

Ask your student to teach you who is speaking in a favorite poem. Teaching it out loud is part of how the learning sticks.

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En español

Todo este paquete también está disponible en español.

1 Family Letter

Dear Families,

This week your student continues the poetry cluster, *Voices That Inspire Change and Service*. The two poems return in longer, richer versions, and this time a speaker tells each experience.

In *A Dream Can Grow*, a child stands beside Mama at Dr. Martin Luther King Jr.'s speech. In *What Will You Give*, a granddaughter hears Grandpa recall President John F. Kennedy's call to serve. Your student learns to ask, who is speaking, what does the speaker feel, and what experience shaped those words.

Please try this at home, read any short poem and ask, who is talking in this poem, and what does that person feel. Naming the speaker is a wonderful way to help a reader and poet grow.

With appreciation,

[Classroom teacher signature]

The Writing Academy, LLC

ASK FOR A DEMONSTRATION

Ask your student to read a short poem and name who is speaking, what the speaker feels, and one experience that shaped the words.

2 Family Tip Sheet

The skill, in plain words

Your student is learning to find the voice of a poem. Every poem has a speaker, the person whose voice talks to the reader. Students ask who is speaking, what the speaker feels, and what experience shaped the words. The speaker is not always the poet.

The standard, in plain words

This week the work connects to Texas standards for reading and writing. Your student explains how the structure and craft of a poem help the reader understand it, and your student composes a short poem. In plain words, your student finds the speaker and writes a poem with a clear voice.

The three questions your student asks



Speaker

Who is talking in the poem



Emotion

What the speaker feels, shown in words



Experience

What the speaker lived that shaped the words

How to help without giving the answer

- Read a poem and ask, who is talking here. Let your student name the speaker.
- Ask what the speaker feels and which words show it.
- Ask what experience the speaker lived and how it shapes the poem.
- Point out that the speaker is not always the poet.
- Let your student write. A poem with an I voice is a real poem.

speaker

the voice that talks to the reader in a poem

Example, the speaker is a child at the speech.

voice

the person whose words we hear in a poem

Example, the voice in this poem sounds young.

emotion

a feeling such as hope or joy

Example, the speaker feels hope.

experience

something a person lives through

Example, the child's experience at the speech shapes the poem.

feeling

what the words make a reader feel

Example, which words show the feeling.

line

one row of words in a poem

Example, each line ends where the poet chose.

stanza

a group of lines in a poem

Example, the poem has four-line stanzas.

layout

the shape the words make on the page

Example, the layout shows the poem's shape.

theme

the big idea a poem communicates

Example, the theme is hope.

significance

why the poem matters

Example, the significance is what to carry away.

hope

believing something good can happen

Example, the speaker carries hope.

service

helping others with kindness

Example, the speaker chooses service.

Tip for reading together. Before reading any poem, ask one question, who is talking. Naming the speaker first makes the whole poem easier to understand.

4 Our Thinking Tool

This week your student uses the LEAVES framework with a new focus, Voice. Every poem has a speaker, and the speaker's emotion and experience shape the words.

The speakers in our two poems

Poem	Speaker	Experience
A Dream Can Grow	A child who remembers standing beside Mama at Dr. King's speech	Hearing a voice in a crowd and feeling hope grow
What Will You Give	A granddaughter who hears Grandpa recall President Kennedy's call to serve	Wondering where to start and finding a nearby act of service

The oral rehearsal frame

The poet arranged blank, and the feeling I notice is blank because of the words blank. This frame lets students name the layout, the emotion, and the evidence in one sentence.

Mini version to use at home

Try it together

Read any poem aloud and ask your student to finish, the person speaking in this poem is blank, and that person feels blank because blank. Then ask what experience shaped those words.

Answer for families. The speaker is the voice in the poem, and the speaker is not always the poet. Naming the speaker, the feeling, and the experience helps a reader enter the poem.

LEAVES This module adds **Voice** to Lines and Layout and Emotion and Experience. Ask your student to name the speaker of each poem and one word that shows the feeling.

5 Conversation Starters and a Simple Family Activity

- Ask your student who is speaking in A Dream Can Grow.
- Who is speaking in What Will You Give, and what does the speaker remember?
- What does the speaker feel, and which words show it?
- How does the speaker's experience shape the words of the poem?
- Ask your student to name the speaker in a favorite song.

Who Is Speaking

Read a short poem or song together. Ask, who is talking here, and what does that person see, hear, and feel. Name the experience that shaped the words.

Two Lines from a Real Moment

Ask your student to write two lines about a real moment they lived, using the words I or we. Read the lines aloud and ask who is speaking.

6 What Strong Work Looks Like

Here is a strong four-line stanza written by a third grade student. The voice is clear and the feeling comes through the words.

Prompt. Write one four-line stanza about hope or service.

The stanza

My two hands are small but true, they reach to help the way hands do. A little kindness, freely given, can grow like hope and make things liven.

The voice

The speaker uses I and my, so the voice is the student's own. The feeling is kindness and growth, shown through the words two hands, help, and little kindness.

Checklist for strong work

- ☐ The student can name who is speaking in a poem.
- ☐ The student names what the speaker feels.
- ☐ The student points to the words that show the feeling.
- ☐ The student can name the experience that shaped the words.
- ☐ The student writes a poem with a clear voice.

7 Progress at Home

My student can...

- ☐ name the speaker of a poem
- ☐ say what the speaker feels
- ☐ point to the words that show the feeling
- ☐ name the experience that shaped the poem
- ☐ explain that the speaker is not always the poet
- ☐ write a poem with a clear voice

Student name

Family signature

Date

Please sign and send this page back to school with your student. The teacher will celebrate the progress together with your student.