

## Expression (Prosody) Activities

### Mapping phrases: (From 360 Degrees of Text by Eileen Murphy Buckley)

- Visualize the sentences below and imagine they were being graphed with lines that represent the sound the phrase makes. Ask yourself, *would the line go up? Drop? Stay the same?*
  - Example: “Are you sure?” might look like \_\_\_\_\_ / more of an even tone all the way through. OR it might look like, \_\_\_\_\_ / -- where the voice goes up at the word “sure”.
  - Try drawing and saying these:
    - Oh, hello!
    - Oh, hello?
    - Uh helloooo!
    - Alright, if you insist.
  - Find a few phrases in your current text and try changing the way in which it might be said. Then consider what is happening within the text that give you clues on which way the author may intend it to be read.

**Phrased Text** (from The Fluent Reader by Timothy V. Rasinski) A parent may choose to do the initial marking explained below. The goal is to have student be able to meaningfully mark the text independently.

- Select a portion of text (around 100 words or so) or a poem
- Read it through, placing a double hash mark “//” at all ending punctuation. This indicates a longer pause.
- Read it through again and place a hash mark “/” at internal punctuation. This indicates a shorter pause.
- Read it through a third time and place a hash mark “/” to mark internal phrases that need marking. See below for example:

Four score and seven years ago / our fathers brought forth / on this continent, / a new nation, / conceived in Liberty, / and dedicated to the proposition / that all men are created equal. //

### Repeated Reading While Listening: (From The Fluent Reader by Timothy V. Rasinski)

- Read along with a more fluent reader and work to match the pacing and expression with which they read. You can even do this with an audio recording that is performed by a fluent reader.