

# Dialogue Disguises

## Purpose

Students will use changes in voice and expression to denote different characters while reading text aloud.

## Materials

*For the students:* short excerpts of familiar stories that have a lot of dialogue (e.g., *The Three Little Pigs*, *The Little Red Hen*, *The Three Billy Goats Gruff*, *Goldilocks and the Three Bears*, *Little Red Riding Hood*), paper, pencils, pre-made character check sheet for each story (optional), copies of Black Line Master (BLM) *Character Check*

## Activity

### A. Pre-Activity Discussion

1. Read aloud a short story, modeling voice changes and expression to denote the different characters in the story.
2. Ask students how they could tell when a different character was speaking and what different characters sounded like.
3. Explain how the changes in voice and expression of the reader inform the listener of the characters' moods, feelings, and personalities.

### B. Activity

1. Have each student choose a story from the ones provided.
2. Ask students to practice reading their stories quietly to themselves, adding voice changes and expression to denote different characters.
3. Distribute the BLM *Character Check*, and have students read their stories to partners who will check off on the BLM each different character they hear.
4. Have partners take turns being the reader and the recorder.

### C. Close the Activity

Have students share favorite characters from other stories or books, demonstrating the expression and voice tone for them.

## EXTENDING THE ACTIVITY



Have students make paper or cloth puppets to use while they read the story, switching puppets as they switch voices for different characters. Make shadow boxes and put on a class puppet show, with each student reading a different character in several books.

## MEETING INDIVIDUAL NEEDS



Allow students to choose stories that fit their reading levels or their interests. Have students with learning differences and those for whom English is a second language say instead of write what characters were enhanced by the reader's voice and expression.


## Standards Link 2.1.3


## Questions for Review

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### Basic Concepts and Processes

While students are reading aloud to each other, ask each group the following questions:

 How did you let your listener know that a different character was speaking?

 Why does a reader need to change voice and expression when reading aloud?

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Name: \_\_\_\_\_

# Character Check

TITLE OF STORY:

Write the names of the main characters.

1.

2.

3.

4.

5.

Place a check mark after the character each time you hear him or her speak.

# Character Check

## Teacher Directions

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Choose simple folktales or stories that are at a level appropriate for your students' reading abilities (mark off sections or chapters if students are not required to read the whole story).

Distribute the BLM *Character Check* and have students write the name of the story and the main characters on the BLM.

## Answer Key

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Answers will vary.