

Analyze Speaker and Print Emphasis

Ontario · Grade 1 · Skill lesson

WINNER	C1.5
STRAND Language Grade 1 - Knowledge about Texts / Elements of Style	

STANDARD

identify some simple elements of style in texts, including voice, word choice, word patterns, and sentence structure, and describe how they help communicate meaning

WHY THIS LESSON EARNS THE CODE

Students analyze repeated wording and changes in print presentation to explain how the same question communicates differently.

PLACEMENT

TEACHES - the student task directly practices the cited expectation. The canonical lesson follows unchanged.

Source: Ontario Ministry of Education, The Ontario Curriculum, Grades 1-8: Language, 2023.

Verified 2026-09-08 · strict winner-only audit

TUMBLETA · SKILL LESSON

Analyze Speaker and Print Emphasis

I Have to Go! · Grade 1 · Book 4176

Full lesson

TIME

30 minutes

OBJECTIVE

Follow the same question through the book and say who is asking it and how it is printed each time.

STUDENT PRODUCT

Rows for each time the question is asked, with a box for who asks and a box for how it is printed

FOCUS

One sentence repeated by more people and in bigger letters

Essential question

The question never changes. So what does?

Materials

- The book, on a screen the whole class can see
- The question pages copied

Text to mark before teaching

- Passage 1 — two parents kneeling either side of a small boy with folded arms
- Passage 3 — a boy in a green snowsuit at an open door, snow outside
- Passage 5 — the boy eating soup in bed

Lesson sequence

1 One person asking · 6 min

Focus:	A question asked twice by two people
Teacher model:	Read this page and ask who asks the question, and how many times it is asked here.
Prepared text:	Passage 1 2 Everybody asking · 10 min
Teacher direction:	Read this page and write who asks the question now, and how it is printed.
Expected answer:	All four of them - both parents and both grandparents - ask it together this time, and it is printed in capital letters with his name shouted first.
Prepared text:	Passage 3 3 And again · 9 min
Teacher direction:	Read this page and say whether anything about the question has changed since the last time.
Expected answer:	Nothing has. The same four ask it, in the same capital letters - so by now it is a routine.

Prepared text:	Passage 5 4 Why capitals · 5 min
Focus:	Print standing in for volume

Teacher direction:	Ask the class to read the question both ways aloud and say what the capitals change.
Prepared text:	Passage 3

Teacher guidance

Why this text works: The identical question is printed four times with the list of askers stated in full each time and the capitals visible on the page, so both changes can be read rather than remembered.

Expected answer:	The words of the question are the same every time. What changes is who says it and how it looks. First his mother asks on her own, in ordinary letters. Then his father asks, very slowly and clearly. After that both parents and both grandparents ask it together, and it is printed in capital letters with his name shouted first.
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Model: I have read this exact question before. The words have not changed at all, so whatever is different must be who is saying it or how it is printed.

Support and extension

Above: Say what the capital letters are doing that the words cannot, and why they arrive when they do.

Below: Find the question on two pages and say who is asking each time.

Assessment

Look for: Notices the words of the question never change. Lists the askers correctly for at least two pages. Connects the capital letters to more people asking at once.

Short version

TIME

15 minutes

OBJECTIVE

Follow the same question through the book and say who is asking it and how it is printed each time.

STUDENT PRODUCT

Rows for each time the question is asked, with a box for who asks and a box for how it is printed

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Essential question

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- The book, on a screen the whole class can see
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Text to mark before teaching

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- Passage 5 — the boy eating soup in bed

Lesson sequence

1 One person asking · 4 min

Focus:	A question asked twice by two people
Teacher model:	Read this page and ask who asks the question here.
Prepared text:	Passage 1 2 Everybody asking · 7 min
Teacher direction:	Write who asks it now and how it is printed.
Expected answer:	All four of them at once, in capital letters with his name shouted first.
Prepared text:	Passage 3 3 Why capitals · 4 min
Focus:	Print standing in for volume
Teacher direction:	Read the question both ways aloud and say what the capitals change.
Prepared text:	Passage 3

Teacher guidance

Why this text works: The identical question is printed four times with the list of askers stated in full each time and the capitals visible on the page, so both changes can be read rather than remembered.

Expected answer:

The words of the question are the same every time. What changes is who says it and how it looks. First his mother asks on her own, in ordinary letters. Then his father asks, very slowly and clearly. After that both parents and both grandparents ask it together, and it is printed in capital letters with his name shouted first.

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Above: Say what the capital letters are doing that the words cannot, and why they arrive when they do.

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Assessment

Look for: Notices the words of the question never change. Lists the askers correctly for at least two pages. Connects the capital letters to more people asking at once.