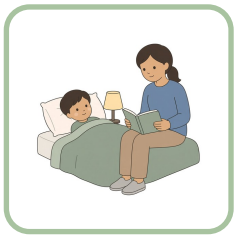
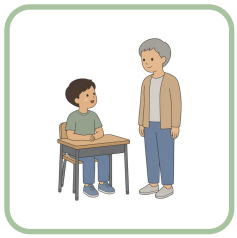
Name: _____

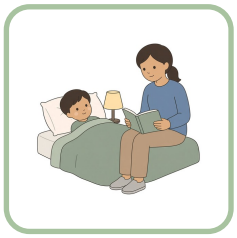
Circle the voice size.

Listen to the word. Circle the picture.

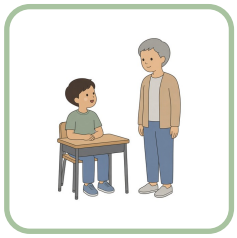
1

2

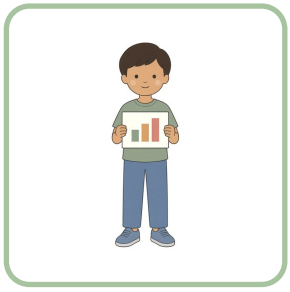

3





Trace the word.

Trace the word voice.



voice

voice

voice

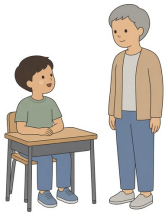
Name: _____

Loud, medium or soft? Cut and glue.

Cut out the pictures. Glue them in the right box.

loud	medium	soft

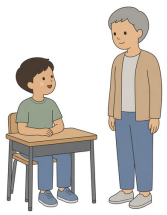
✂ Cut on the dashed lines.



My voice.

Circle the voices you use.



my way

Name: _____

Match the picture to the word.

Draw a line to the matching word.











- soft
- medium
- excited voice
- flat voice
- unsure voice

Fill in the word.

Pick a word from the box. Write it in the space.

loud · soft · flat · ask



1. Sam cheers in a _____ voice.



2. The bedtime voice is _____.



3. Sam's voice is _____. That is OK.

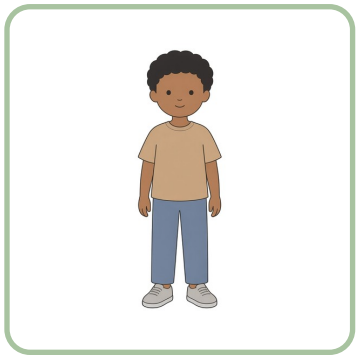


4. Sam can _____ what Lee means.

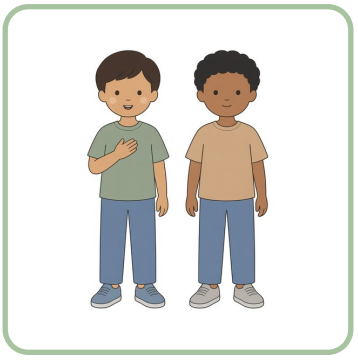
Name: _____

First, next, last.

Put the pictures in order. Write 1, 2, 3.



Lee smiles and listens



Sam tries a softer voice



Lee covers Lee's ears

Thumbs up or thumbs down.

Is it true? Circle thumbs up or thumbs down.

1. A flat voice is rude.

2. Voices can be loud or soft.

3. I can ask what someone means.

4. Everyone hears tone the same way.

Name: _____

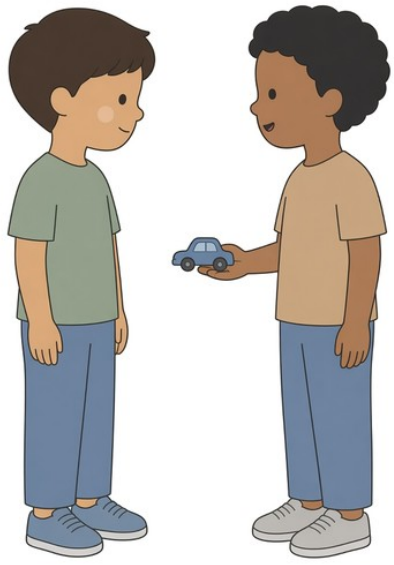
My voice sizes.

Draw where you use each voice.

1	2	3

Tell me in words.

Check what helps you know a feeling.



- ☐ the person says the feeling
- ☐ I ask
- ☐ a face card
- ☐ the talker
- ☐ a picture
- ☐ the sound of the voice
- ☐ my own way: _____

Name: _____

What could I do?

Read the story. Show two things you could do.

1. “Lee says yes in a slow, low voice.”

2. “My friend's ears hurt from my voice.”

3. “Someone thinks my flat voice means sad.”

Today.

Today I used a _____ voice.

Tone of Voice · Answers

For grown-ups

Name: _____

Answers

E1: row 1: sam-calls-loud; row 2: soft-bedtime; row 3: sam-medium-voice
E2-E4: Any careful try counts. Every picture can go in the box. Any answer is right for the child's own ways.
D1: sam-medium-voice = medium; soft-bedtime = soft; lee-excited-yes = excited voice; lee worried = unsure voice; sam-flat-voice = flat voice
D2: 1. loud; 2. soft; 3. flat; 4. ask
D3: 1. Lee covers Lee's ears; 2. Sam tries a softer voice; 3. Lee smiles and listens
D4: 1. thumbs down (not true); 2. thumbs up (true); 3. thumbs up (true); 4. thumbs down (not true)
A1-A4: The child's own answers are all right. Suggestions:

Tips for grown-ups

- Teach tone as information many people use, not as a performance the child must copy.
- Many autistic people have a flat, loud, sing-song or formal voice. None of these is rude. Do not correct prosody as manners.
- Model saying feelings in words ("I am joking", "I am upset") so meaning does not depend on tone.
- Sarcasm and tone-only meaning are hard for many children. Avoid them in instructions.
- Volume visuals (three bars) can help, but they are for shared comfort, not for silencing.
- Let AAC users choose their device voice and volume.