

MINI LESSON

Tone and Mood



Objective: SW be able to determine the mood and tone of a text, as well as, the differences between them.

Materials: A copy of the short story, Charles by Shirley Jackson (also in Jr. Great Book series) and a variety of texts such as: children's books, articles, text books, magazines, etc..., smart board or projector, [literary mood ring worksheet](#), [mood list](#), [mood man worksheet](#) (double sided), I.S.N.'s and pencils

"I do": TW read the story, Charles aloud to the class. TW explain the following:

- Tone and Mood are closely related.
- *Tone* is what the author or narrator thinks and feels about a piece and that *mood* is what YOU feel about the work

TW pass out the [mood list](#) to each student or small groups. While using the list, TW then pose the questions: If Tone is what the author thinks about the story, then what might the tone be in the story, Charles? Mood?

"We do": TW show the trailer to the original [Mary Poppins](#) movie. TW pass out [the mood man worksheet](#) .SW use the lists provided and choose three words from the list to describe the tone and write them in the tone man's head and write three words to describe the mood in the tone man's heart. TW then show "[THE ORIGINAL Scary 'Mary Poppins' Recut Trailer](#)". TW repeat the same tone and mood process.

"You do": SW take notes on Mood and Tone and discussion. SW work in groups or partners to read from a variety of texts and follow the same process to determine tone and mood.

Extension: After SSR time, SW use the same process to determine tone and mood of their story and turn it in as an "exit ticket" on their way out. TW use this to assess that students have understood the skill.

Conferencing: TW work with small groups to practice tone and mood.

