

# tone & mood

Video lesson - 9 Activities

Templates



# OVERVIEW OF CONTENTS

- 1 Animated Video
  - Tone & Mood Literacy Lesson
- 9 Tone & Mood Activities
  - EDITABLE Templates to Use with  
ANY Text
- Suggestions for Implementation

# LITERACY LESSON VIDEO

## TONE

ATTITUDE OF AUTHOR  
OR CHARACTER  
TOWARDS SUBJECT

Tone & Mood  
Definition

Animated  
Example of  
Identifying Tone  
& Mood

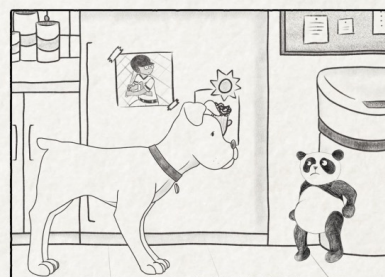
"OH BOY, ARE YOU OK, HOPSCOTCH?"

WHILE HOPSCOTCH GINGERLY STOOD UP, HE FELT HIS FRUSTRATION WITH HENRY BUBBLE TO THE SURFACE.

"NO HENRY. I TOLD YOU TO TAKE IT EASY."

"I'M SORRY, HOPSCOTCH. I'LL LISTEN NEXT TIME. I PROMISE."

"BUT YOU ALWAYS SAY THAT, AND YOU NEVER DO IT."



HENRY'S TONE: REMORSEFUL  
READER'S MOOD: SYMPATHETIC

Explanation of  
Literary Skill

Utilize Replay  
for Skill Review

# TONE & MOOD ACTIVITIES

[TEXT NAME]

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

Tone & Mood Definitions & Overview

Directions: As you watch the instructional video, jot down the definitions and other important information about tone and mood described.

- **Tone** is the \_\_\_\_\_ of the author or character towards a \_\_\_\_\_.

Authors create tone in several ways:

1. One way is through \_\_\_\_\_ choice.
2. Authors also vary their writing style to create tone such as making \_\_\_\_\_ long or short, including \_\_\_\_\_ or exclamations, or \_\_\_\_\_ words and phrases.

- **Mood** is how the \_\_\_\_\_ feels about the narrative and its events.

## Tone & Mood Overview

### Example

"Oh boy, are you OK, Hopscotch?"

While Hopscotch gingerly stood up, he felt his **frustration** with Henry **bubble** to the surface. "**No Henry. I told you** to take it easy."

"I'm sorry, Hopscotch. I'll listen next time. I promise."

"But you always say that, and **you never do it.**"

**Tone**

**VS.**

**Mood**

When we read the following paragraph for *Hopscotch's* tone towards *Henry*, we see how the author creates Hopscotch's tone through **word choice**.

Write the words or phrases that develop Hopscotch's tone below:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Since mood is how the reader (or viewer) feels about the story and its events, the mood is unique to you. It may be the same as the tone of a character or it may be different.

How does the interaction between Hopscotch and Henry make you feel? Why?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

9 Tone & Mood Activities

Word Choice Tracker, Graphs, Soundtrack & More!

Varying Levels of Difficulty

Scaffold Students' Learning

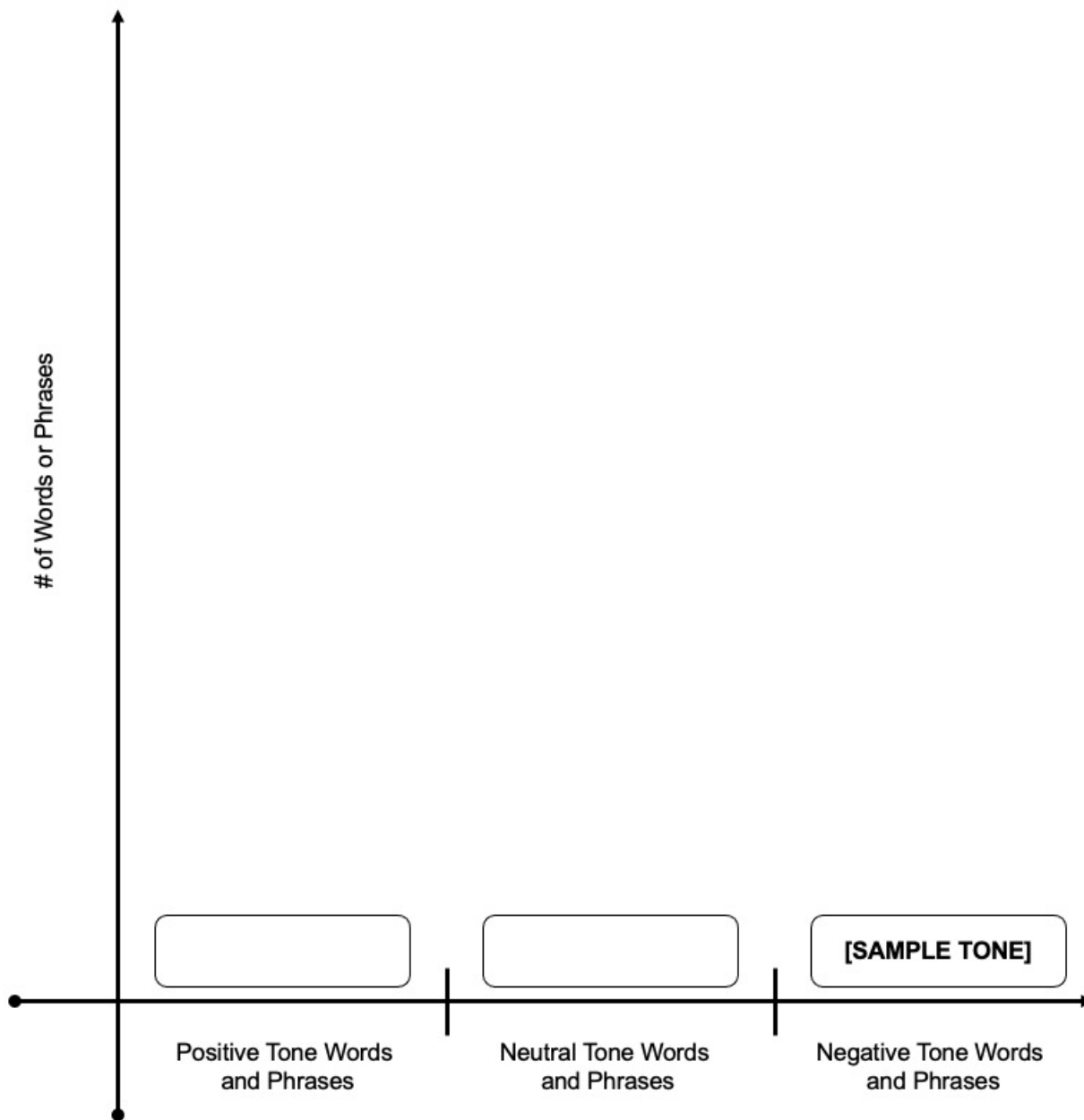
# TONE & MOOD ACTIVITIES

[TEXT NAME]

Name:

Tone & Mood Activity 3: Word Choice Tracker

Directions: For this activity, you will pay close attention to the author's word choice throughout [TEXT NAME]. As you read, track positive, neutral, and negative words over the course of the story. When you hear a word or short phrase that help develop a specific tone, add that word or short phrase to the bar graph below. Use the example as your guide. Finally, answer the questions that follow.



Activities Come  
in EDITABLE  
Templates

Create  
Assignments  
for Any Text

Use for  
Centers

Allows for  
Flexible  
Implementation

# IMPLEMENTATION NOTES

## Implementation Suggestions

The literary elements materials are designed to provide teachers with a variety of resources to teach students the literary elements – in particular – tone and mood. The collection of materials can be overwhelming. Due to the wide range of needs, the following “road map” provides suggestions for utilizing the activities and maximizing the resources included. The resources can be used for **any** and **all** models.

**PLEASE NOTE:** When using these templates, they will need some modification to accompany the core, written text being used in the classroom. For instance, character names, text title, and scenarios will have to be included.

Implementation Model	Suggestions
Part of Rotation & Centers	<ul style="list-style-type: none"> <li>• If implementing a rotation model or centers in your classroom, the tone and mood activities can be used as a center.</li> <li>• Tone and mood activities can be assigned, students may select their work, or utilize the choice board to implement the center over several class periods. No matter the assignment choices, a center maximizes their exposure to this skill in a small amount of time.</li> </ul>
Pull-Out/Small Groups	<ul style="list-style-type: none"> <li>• Select the activities from the tone and mood materials that students would benefit from having teacher assistance readily available. Guide students in small groups while the rest of the class engages in independent work or a rotation model.</li> <li>• Use the resources to differentiate for students' needs when working independently as well. For the periods when students are working independently, the assignments are structured in ways that enable accommodation. For example, assign tone and mood identification for independent work and work on soundtracks in a small group.</li> </ul>
Remediation	<ul style="list-style-type: none"> <li>• The video and activities can be used over the course of a unit, semester, or even entire school year. Each time students need a refresher on tone and mood, they can watch the tone and mood video and complete a tone and mood activity. Activities can be assigned by increasing difficulty as the year progresses, ensuring students are being challenged in appropriate ways throughout the year.</li> <li>• The video and activities can also be used to accommodate the needs of all learners. The visual elements allow the resources to be accessible to all students from all backgrounds. The resources can be a teaching tool, remediation tool, and even a re-teaching tool.</li> </ul>
In-Class Instruction & Virtual Hybrid	<ul style="list-style-type: none"> <li>• If you engage in in-class instruction and distance learning at the same time, the resources can help facilitate this model. Especially since this model requires a wealth of resources to keep students engaged with a variety of assignments – both in the classroom and independently at home.</li> <li>• For in-class students, direct instruction and small groups provide them with the help they need to master skills and overcome obstacles. Work can be tailored to their specific needs. For instance, a small group may need to focus on the more challenging tone and mood assignments, while another group may benefit most from the choice board. In all cases, students engage with work that is differentiated and rigorous.</li> <li>• When learning takes place at home, access to the video and resources allow for flexible implementation. The video can serve as a re-teaching tool and provide students with an avenue to engage with the material and do so independently. They can then practice the skills they learned in class and do so successfully at home.</li> </ul>

Suggestions for Classroom Use

Options to Maximize Learning

Tips for Multiple Instructional Models

Single Class to Year-long Scope

# BUNDLE & SAVE!

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This resource is part of a comprehensive set of animated short films, literacy lesson videos, and activities! Click the covers below to preview all the resources available.

## HOPSCOTCH ON THE MEND

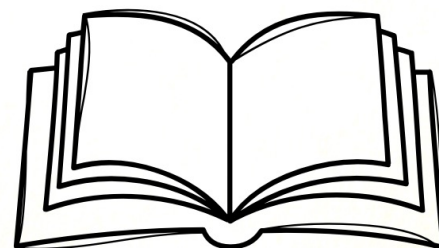


Episode 7  
Tone & Mood



## LITERARY ELEMENTS

10 Video Lessons  
90 Activities Templates



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You May...	You May NOT...
<ul style="list-style-type: none"><li>• Use the video and/or resources for your own personal use.</li><li>• Use the video and/or resources for your own classroom and/or students.</li><li>• Copy the video and/or resources for use in your classroom for your students.</li><li>• Upload and add the video and/or resources to your secured, password-protected classroom website that only your students and parents can access.</li><li>• Upload and add the video and/or resources to your classroom's Google Drive.</li></ul>	<ul style="list-style-type: none"><li>• Give the video and resources to others.</li><li>• Copy the video and resources for the use by others.</li><li>• Upload and post the video and/or resources on a website, including a personal site, public classroom website, school or district website, or any other public website, such as YouTube or Vimeo.</li><li>• Sell any part of the video and/or resources.</li><li>• Modify any part of the video and/or resources for resell or for free.</li><li>• Sell supplementary curricular materials to accompany the video.</li></ul>

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# CREDITS


Germantown Studios, Yadi Angel Art, and Katrina Kopeloff Illustration are owed a big Thank You for helping bring this project to life. I cannot thank them enough for their contributions. Their hard work, dedication, and feedback helped make it all possible. For more information on their work, please click on their logos below.



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Thank you to the following graphic artists; their fonts and graphics were purchased and used for this product.

