



# Mood and Tone Lesson Plan: Grade 5

Grade Level: **Fifth Grade** | Duration: **Two days, 30 minutes per lesson**

## Objective:

In this lesson plan, fifth graders use BrainPOP resources to explore how writers use tone and mood to express emotion, and the subtle differences between the two literary devices.

Students will:

- 1. Build Background Knowledge:**
  - Watch the BrainPOP Mood and Tone movie.
- 2. Think and Do:**
  - Vocabulary: Define vocabulary and use in a sentence.
  - Related Reading: Learn how setting can affect the mood of a story.
- 3. Assess**
  - Take the Mood & Tone quiz.

## Preparation


- Preview the BrainPOP movie [Mood and Tone](#) to plan for any adaptations.
- Create and schedule Day 1 assignment: [Mood and Tone](#) and [Vocabulary](#)
- Create and schedule Day 2 assignment: [Mood and Tone](#) , [Related Reading](#), and [Quiz](#)

## Before the Lesson

Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

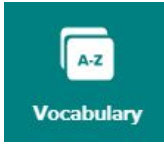
- *Think of your favorite book or story. What is the mood? How can you tell?*
- *How can you tell how a writer feels about the topic they're writing about?*

## DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
 <p>1. Watch <a href="#">Mood and Tone</a>.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Time code 1:23: How does an author convey tone in their writing?</p> <p>Timecode 1:51: How can you make the tone of your writing excited sounding?</p> <p>Timecode 2:43: How can setting affect the mood of a story?</p>	<ul style="list-style-type: none"> <li>Print the <a href="#">movie transcript</a> and highlight evidence that answers each of the discussion questions.</li> <li>Two students act out the transcript, one as Tim and the other as Moby.</li> </ul>	<ul style="list-style-type: none"> <li>Set a <b>specific viewing purpose</b> for individual students or small groups based on <b>lesson objectives and student readiness</b>. For example, have students focus on examples of tone and mood and the differences between them.</li> <li>Pause at two key points and prompt students to <b>summarize</b>.</li> <li><b>Support recall</b> by having students draw one or two key ideas from the movie.</li> </ul>	<ul style="list-style-type: none"> <li>Pause for new <b>vocabulary</b>. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word.</li> <li>Create a <b>word wall</b> with vocabulary and the drawing.</li> <li>Pause at key points and ask the <b>discussion questions</b> in home language or English.</li> </ul>

## DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
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- Students open their Vocabulary assignment. Or, if not using Assignment Builder, model how to open [Vocabulary](#).

Students click Flip All or each term individually.

To hear a term read aloud, click the speaker icon.



Students type a definition and sentence for each term.

When they finish, students click **Submit To Teacher** and/or print out.

- Print Vocabulary.



- Students write a definition and sentence for each term.

- Assign **appropriately challenging words** to individual students.

- Assign a few of the six terms to individual students to **define** and **use in a sentence**.

- As a challenge, students can **add two additional terms**, writing a definition and sentence for each.

- Say the term(s) in students' **home language**. Then say the words in English. Have the student repeat in English.

- Use the **term in a sentence**. Prompt students to say the word and repeat the sentence.

- Click the speaker icon to hear the term read aloud.

## DAY 2: Build Background (5 minutes)

### Lesson Steps

### Offline Modifications

### Personalization

### ELL/Language Development



- Watch [Mood and Tone](#) again.

Prompt students to find a fact or something

- Students return to their drawings of **key concepts from the first viewing** and add new details.

new that they didn't notice the first time.

## DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
<div data-bbox="481 500 637 639" data-label="Image"> </div> <p data-bbox="252 651 766 784">4. Students open their Related Reading assignment. Or, if not using Assignment Builder, model how to open the <a href="#">Related Reading</a>.</p> <p data-bbox="298 829 749 891">Students read and discuss how setting affects the mood of a story.</p>	<ul data-bbox="889 500 1360 776" style="list-style-type: none"> <li>• Print the Related Reading.</li> </ul> <div data-bbox="943 537 1037 630" data-label="Image"> </div> <ul data-bbox="889 683 1360 776" style="list-style-type: none"> <li>• Students annotate facts that identify how setting affects the mood of a story.</li> </ul>	<ul data-bbox="1467 500 1970 776" style="list-style-type: none"> <li>• Invite students to <b>choose</b> a Related Reading article that interests them.</li> <li>• Assign <a href="#">Trivia</a> or <a href="#">Comic</a> to students reading below grade level.</li> <li>• Print out the Related Reading and have students <b>annotate</b> for new ideas about mood.</li> </ul>	<ul data-bbox="2032 500 2470 711" style="list-style-type: none"> <li>• Read the text in students' <b>home language</b> or English. Have them repeat it in English.</li> <li>• Have students use their home language or English to <b>discuss what they read</b>.</li> </ul>

## DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Personalization	ELL/Language Development
<div data-bbox="494 1101 615 1240" data-label="Image"> </div> <p data-bbox="252 1247 803 1344">5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the <a href="#">quiz</a>.</p>	<ul data-bbox="889 1101 1387 1133" style="list-style-type: none"> <li>• Print the <a href="#">quiz</a> for students to complete.</li> </ul>	<ul data-bbox="1467 1101 1970 1409" style="list-style-type: none"> <li>• <b>Read aloud</b> the questions and answers.</li> <li>• <b>Reduce the number</b> of questions and/or possible answers (using the Quiz Mixer).</li> <li>• <b>Support recall</b> by having students review drawings they made during the movie</li> </ul>	<ul data-bbox="2032 1101 2470 1255" style="list-style-type: none"> <li>• <b>Read aloud the quiz</b> in students' home language.</li> <li>• <b>Highlight the key vocabulary</b> in a printable version of the quiz.</li> </ul>

If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click **Submit to Teacher**.