LESSON PLAN

Your Name	Christina Brinster
School	Alcott Elementary
Grade Level	5th
Supervising Teacher	Mrs. Luby
List any teaching help you may have during the lesson	Classroom teacher
Setting (in class, in computer lab, other?)	In class
Technology needed to complete lesson	Projector and Active Board; one computer/laptop per child
Other materials needed	Students need their own pencils/paper
Content Area(s)	Language Arts
Title of web site	Ms. Luby's Language Arts
Topic of Lesson	Mood, Tone, Point of View, Theme
Goals of the Lesson	Understanding of definitions of mood, tone, and different points of view as well as how to identify them in a passage. How mood, tone, and point of view can influence the theme of a passage.
Three Objectives	Students will be able to differentiate between mood and tone and use this knowledge to create their own sentences with different moods and tones.
	Students will be able to correctly identify the point of view of a passage by describing the differences between point of view styles and applying this to their own writing.
	Students will be able to correctly identify the theme of a passage based on clues from the mood, tone, and point of view by discussing possible variations in the theme if the author had written with a different literary style.
Technology standard	**Standard 2.** Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society.
	Society **G3-5: 2.6** Analyze media messages and determine if their purpose is to inform, persuade, or entertain
Curriculum Framework	• Massachusetts Standards for English Language Arts • Reading Standards for Literature, Grades Pre-K-5

	• Key Ideas and Details **2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Introduction of Lesson	Ask students what literary terms they already know and to define them and how one would go about finding these in a book (setting, plot, characters, etc.). However, there are more than just these elements that make stories and books things we can enjoy and sometimes use for entertainment. Explain that these other elements, particularly tone, mood, point of view, and theme are not always as easy to spot in a novel or passage, and require practice in order to understand and find, particularly in order to differentiate between mood and tone. When we read a book or an article, these unrecognized literary features are often why we say we like or dislike a book.
Lesson Procedure, Web Site Use, and Technology Standard	Students are sitting in groups of 2-4 and have their own laptops so that they can read the passages at their own pace, but website is also projected on Active Board to demonstrate to the students what pages they should be on, and for discussion activities. Students sitting in groups of 2-4 will brainstorm what they believe the differences between mood and tone are. Share definitions with class. Navigate to website on individual laptops and find the definition of mood. Discuss what this means. Go over examples of words that describe mood, come up with additional words not listed on website as a class. Read first passage on website aloud and discuss the mood and specific words/phrases that led to answer. Students can come up to the Active Board and underline words in the passage they believe help convey the mood. Read second passage individually, decide mood and choose examples, discuss as a class. Move to tone page on website, discuss definition, review passages as above. Second passage is a link to a new article. Talk about source of article and the validity of the site and how this contributes to the purpose of the passage (technology standard). Also discuss tone of passage and how that may influence the purpose, and any potential bias the tone may reveal. Have each student write a sentence(s) conveying a specific mood or tone of their choice and switch with student next to them; other student must decide whether this is mood/tone, and which mood or tone it is, and why. Share particularly good/hard examples as a class Discuss what point of view is and how it influences a story. Find definitions of first, second, and third/omniscient on website. Compare and Contrast points of view as a class using passages and Venn diagram on website with the Active Board. Similarly to mood/tone, have students choose a point of view and write a

	sentence using it, switch with a partner, and determine what point of view the other used. In passage on Theme page of website, identify mood, tone, and point of view first. Then, discuss what theme is and is not (main idea) and as a class determine the theme of the passage, explaining how mood, tone, and point of view may have influenced this. Have students come up with ideas of themes from other books/stories they have read. Discuss how the mood, tone, or point of view may have lead them to discover the theme. Individually, determine theme of another passage, share with partner, write idea on Active Board, discuss as a class why or why not, and how/why/which words allowed them to determine that.
How will students be assessed?	The students are reading independent books in class. As a homework assignment that would assess their understanding, the students could be asked to identify the point of view and theme of their books. During the lesson, I plan on asking the students to write their own sentences demonstrating a particular mood/tone/point of view, which as assessment of how well they understand the differences between them and their ability to apply this information.

How will you know if students have met the objectives stated above?	**Students will be able to differentiate between mood and tone.**
	    Have students choose their own mood/tone words and write a sentence(s) they think conveys that mood/tone. Then, switch with a partner and try to identify the mood/tone in the sentence, and explain why they believe their answer to be correct. Sharing with the class as a whole will help to assess if the students understood the differences enough to both identify and apply the concept.
	
	Students will be able to identify the point of view of a passage.
	    Similar process as above; have students write a sentence(s) in different points of view, switch, and identify the point of view of another's sentence. Explain why they believe they chose the right answer.
	
	Students will be able to identify the theme of a passage based on clues from the mood, tone, and point of view.
	    Think, pair, share - students will identify the theme of a piece and give specific examples of mood, tone, and point of view, as well as other details from the passage that helped to lead them to that conclusion.