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| **Teacher**: Ms. Winters  **Topic**: Tone  **Grade**:11  **Lesson:** 5 | | |
| **Essential Question**: Are there things happening in America today that are unfair or hurtful?  What is my responsibility with these issues? | | |
| **NCTE/ILA Standard for ELA**: 4. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. | | |
| **SOL & Essential Skills from Curriculum Framework**:  11.6.e) Adapt ~~content, vocabulary, voice, and~~ **tone to audience, purpose, and situation**.  CF: use specific revision strategies and adapt ~~content, vocabulary, voice, and~~ **tone to audience**, **purpose, and situation**. | | |
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| **Anticipatory Set**  *We have been learning how to read and evaluate media text(PSAs) in order to create PSAs. Today we will learn about tone in order to create our media texts in lesson 10 and revise our Story Boards in lesson 10.* | | |
| ***Students will be able to. . .*** | | ***The teacher will. . .*** |
| 1. Define and identify *tone* in examples on slides | | 1. Show slide 1 that include a definition of *tone* and examples. Explain that students will develop an appropriate tone in their PSAs. Student select correct tone for ex on slide. 2. Handout Tone Words sheet. |
| **Main Lesson Activities** | | |
| ***Students will be able to. . .*** | | ***The teacher will. . .*** |
| 1. Identify tone in sentences as class 2. Practice using tone words by filling in tone words. 3. Select tone words in sentences from slides on board. 4. Students will construct a sentence with a specific tone using tone words from handout. 5. Answer question about tone in the essay and song. And identify how tone is created in specific sentences from examples. Using the skill; revise tone for specific audiences and purposes in story boards 6. Students will select and highlight tone words in Poem in groups. 7. Students will revise sentences on slide 7 with teacher 8. Students will revise sentences on slide 8 in groups | | 1. Show sentences in slides 3 on the board with a specific tone   -The lady walked leisurely through the park.  -The lady quickly stomped through the park.   1. Show slide 4 with questions about slide 3   -How is the second sentence different from the first?  -What changed?  -What feeling does each sentence give you?  -What tone words do you notice?  -What is the *tone* of each sentence?   1. Students help teacher fill in tone words in sentences from slide 5 2. Students then try creating their own sentence that convey tone using tone words from handout. 3. Show examples of tone in Essay and Song (show slide 6 of questions). Use these examples to show how to create tone using tone words, music, pictures, etc.   -In Essay point out tone words. Tell students the tone (after asking the following questions)  -How is each example different from the other?  -What changed?  -What feeling does each example give you?   1. Hand out Poem. Ask students to attempt to identify the tone words in the poem with a highlighter. Keep slide 6 on board. 2. Show slide 7 of sentences on board to revise for tone as class 3. Show slide 8 of sentences for students to revise in groups |
| **Closure**  *The teacher will define tone, and review how to create tone (music, tone words, etc). Teacher will also explain that students will need to use what they learned in this lesson to revise for tone in their story boards and create tone in the PSAs. Teacher will state that there is no homework except to be thinking about what tone to use in their Story Boards and PSAs. Teacher should explain that students can discuss tone ideas with their groups outside of class, but do not have to. (Will discuss tone with groups on revision day: lesson 10)* | | |
| ***Students will be able to. . .*** | | ***The teacher will. . .*** |
| 1. Identify tone in PSA in groups 2. Exit Ticket: Define tone &/or write sentence with a specific tone and identify what tone used | | 1. Review what tone means 2. Explain what class will use tone for (Story boards/PSAs) 3. Show a PSA (can be one students have already seen).   -Can you tell what the tone is?  -What feeling did the PSA give you?  -Look at your tone words. Did you notice any of them in the PSA?   1. Slide 9: Ask students to define tone &/or give example on Exit Ticket |

***Instructional Materials***:

PowerPoint

Song: <https://youtu.be/YsRMoWYGLNA>

Handout of tone words: <http://teacherweb.com/CA/WestlakeHighSchool/Schlehner/Tone_Words.pdf>

***Sources:***

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