



Believing In Horses

Lesson Pony

By: Edward Ormond

Lesson Topic:	TONE
Learner Outcome(s):	TLW identify and explain the effect of repetition of words or phrases. (R2.A.5.c) TLW Identify and explain words and phrases that create tone. (R3.A.7.c)
Anticipatory Set: (Motivation)	<p>Play some music that invokes a strong emotion or tone of fear or doom. Wagner’s “Ride of the Valkyries,” or Mussorgsky’s “Night on Bald Mountain” are great examples. After the music clip has finished, ask the students, “When you hear this kind of music in a movie, what does it usually mean to you?” Allow students to respond. Tell the students that the music reminds you of page 146 in Chapter 16 when Sadie plunged down the ravine and lost Lucky. Ask for comments and even re-read the portion of the text aloud with the ominous music in the background.</p> <p>Instruct the learners that good writers rely on words to create that music in their work. It is called TONE. Today they will analyze the words and phrases Ms. Ormond uses that create tone.</p>
Procedure:	<p>Introduce students to the language choices Ms. Ormond made to orchestrate tone by reading aloud the beginning of Chapter 17. Instruct pupils to listen for (negative) words and phrases in the first 10 paragraphs of Ch. 17 (to “Miss Jan). (It is the teacher’s discretion whether to tell them the tone is negative.) Pause before the words, “Nothing,” hoping (or prompting) the kids will read them aloud with you!</p> <p>Once the oral reading is complete, the teacher and students should list words and phrases that indicated tone in the passage. After evaluating the identified words and phrases, the students should suggest the specific tone created by those words and phrases. Discuss the repetition of the word “never” and other negatives (didn’t, never, not.) For extra fun you could even count the numerous references (I have!)</p> <p>SET-UP- Place a single “tone” word on large pieces of paper. Each paper should display a different tone word. After you have read from the text place each of the papers in a different place within the classroom.</p>
Assessment/ Evaluation:	<p>Teacher observation.</p> <p>In small groups, with markers, each group should travel from poster to poster every few minutes adding a few choice words they consider would convey that tone to a reader.</p>
Closure:	<p>After all the posters are complete the class should review each one to determine their correctness.</p> <p>If desired, the teacher could assign the students to write a paragraph using the words from one of the Tone Topic sheets of paper. Then the class could guess which tone the student(s) were trying to convey.</p>