

SPECIAL ED

MOOD & TONE UNIT FOR HIGH SCHOOL



Special Needs for Special Kids



This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and loves a good story. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!

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In a separate files there are:

- lesson plan
- voice recorded PowerPoint
- Directions and links to digital activities

This unit contains over 130 pages of material along with google slides. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.

Mood and Tone Lesson Plan

Preparation

- Print out a vocabulary board for each student to use throughout unit
 - Laminate or place in page protector
- Book
 - Print out, laminate, and bind
 - OR your students can listen to the pre-recorded version
- Vocabulary cards
 - Print out a set of cards onto cardstock and laminate
 - Make one set for each student and also one for the teacher to use in I Spy games

Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

Teaching Tips

1. *Color Coding*: this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. Outline or color in the corresponding picture symbols the same colors. Becomes a color matching task.
 - a. For more info, read more here:
<https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
 - b. I also have a blog post on differentiating one activity 3 ways:
<https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make your own copies of the activities*. Every day I review the activity we did yesterday. For that reason:
 - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
 - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their work.

The lesson plans contain:

Overall tips for teaching
students with significant
needs

Quick Look

| Day | Activity | Day | Activity |
|-----|-------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------|
| 1 | <ul style="list-style-type: none">• Book• Vocab cards introduction• Circle map | 7 | <ul style="list-style-type: none">• Book• Vocab cards activity• Writing Prompt |
| 2 | <ul style="list-style-type: none">• Book• Vocab cards activity• Circle map | 8 | <ul style="list-style-type: none">• Book• Vocab cards cut and paste• Vocabulary puzzle |
| 3 | <ul style="list-style-type: none">• Book• Vocab cards activity• Sorting activity | 9 | <ul style="list-style-type: none">• Book• Vocab cards cut and pa.• Vocabulary puzzle |
| 4 | <ul style="list-style-type: none">• Book• Vocab cards activity• Matching activity | 10 | <ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet |
| 5 | <ul style="list-style-type: none">• Book• Vocab cards activity• Matching activity | 11 | <ul style="list-style-type: none">• Book• Vocab cards activity• Close worksheet |
| 6 | <ul style="list-style-type: none">• Book• Vocab cards activity• Venn Diagram | 12 | <ul style="list-style-type: none">• Assessment |

The lesson plans contain:

A quick look at what you will do each day

Day 6

| Activity | Notes | Materials |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Read or listen to a recording of the book (10 minutes) | <ul style="list-style-type: none">• Read through the story, asking lots of questions• Continue to make connections between book and vocabulary board | <ul style="list-style-type: none">• Book• Vocabulary board |
| Vocabulary cards Bean Bag Toss (10 minutes) | <ul style="list-style-type: none">• Glue the cut apart symbols to the paper plates (one on each plate)• Arrange them around the room• Students toss the bean bag trying to get it to land on a paper plate• Students retrieve the paper plate and share the vocabulary card they retrieved | <ul style="list-style-type: none">• Vocabulary cards• Vocabulary cards cut apart• Small paper plates (you can also use paper plates)• Bean bag |
| Matching activity review (5 minutes) | <ul style="list-style-type: none">• Review the story and matching activity completed yesterday | <ul style="list-style-type: none">• Worksheet from yesterday |
| Venn Diagram activity (10 minutes) | <ul style="list-style-type: none">• Students will complete the Venn Diagram comparing mood and tone• There is a color-coded option provided for students who need more structure• Make connections to the book | <ul style="list-style-type: none">• Worksheet• Scissors• Glue |
| Sharing (10 minutes) | <ul style="list-style-type: none">• Each student shares their finished Venn Diagram | <ul style="list-style-type: none">• Completed Venn diagrams• Communication devices |

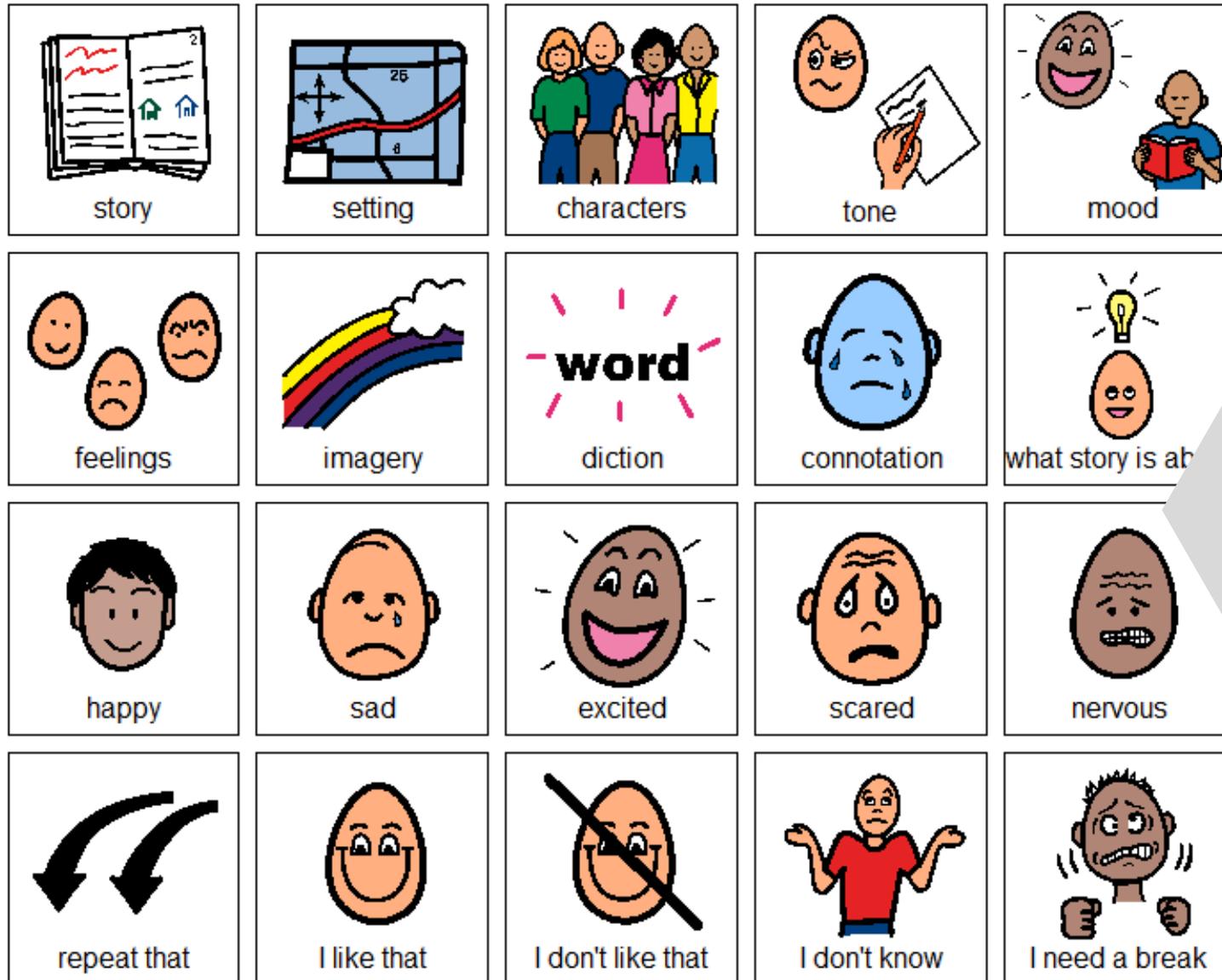
The lesson plans contain:

Detailed instructions on how that day's lesson should run

This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!



The first thing the author uses to set the mood is the **setting**. A damp, dark cave will make the reader feel very different than a sunny strawberry field.



But the author has another tool he or she can use to build the mood, and that is called **imagery**.



There is a book with this unit using simple text and photos. It is 33 pages and goes through how mood and tone affect the story.

It comes in a pdf version as well as a voice-recorded PowerPoint (so you don't have to print it out.)

mood

Feeling the reader gets when reading the story.



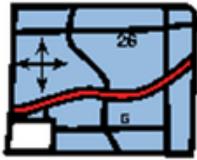
tone

How the author feels about what he/she is writing about.



setting

When and where the story takes place.



imagery

The description of places and things in the story.



diction

The words the author uses to tell the story.



connotation

Words that have more than just the literal meaning.



There are 6 vocabulary cards that come in color and black and white.

Included are suggestions for group activities to do with these each day.

mood

Feeling the reader gets when reading the story.



tone

How the author feels about what he/she is writing about.



setting

When and where the story takes place.



imagery

The description of places and things in the story.



mood



tone



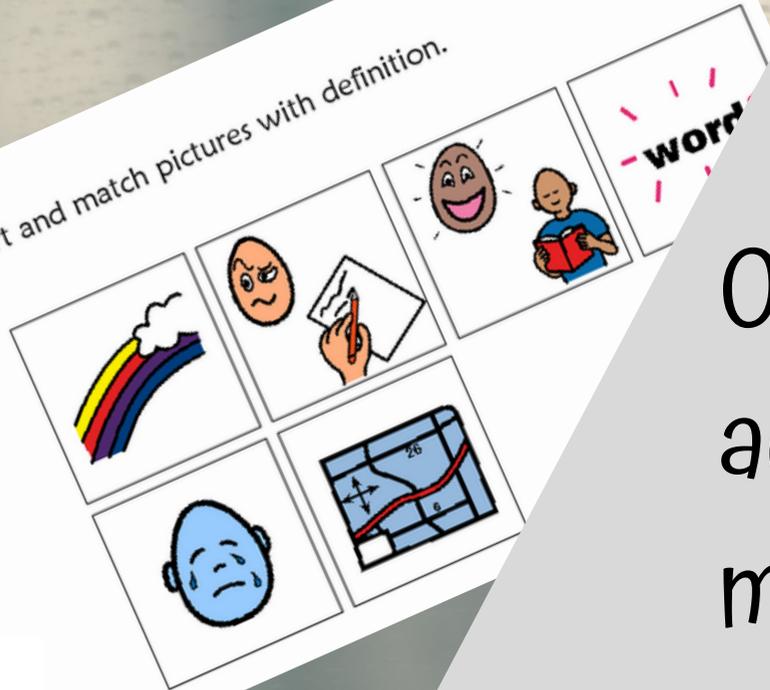
setting



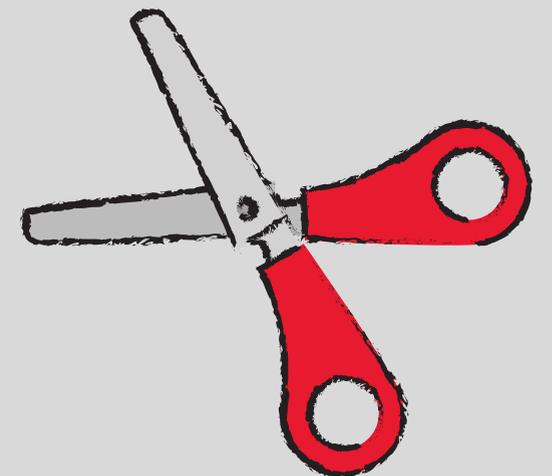
imagery



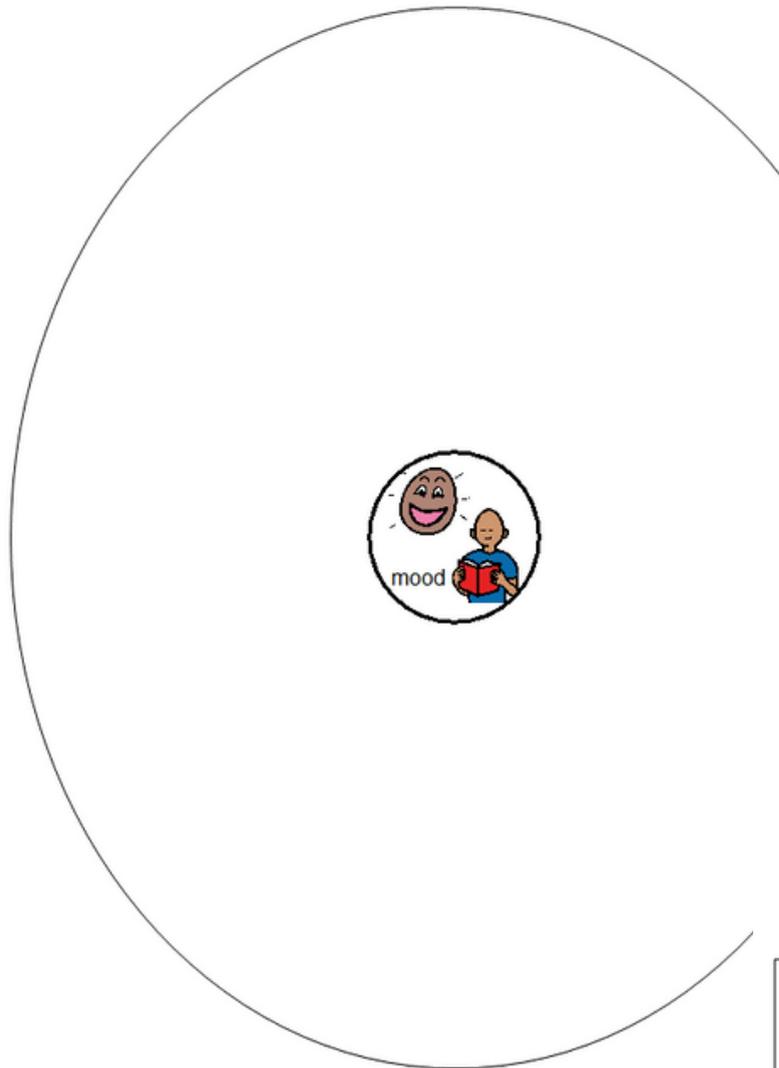
Cut apart and match pictures with definition.



On days 8&9 there is an activity where students will match either the picture to the definition or the definition to the picture (harder).

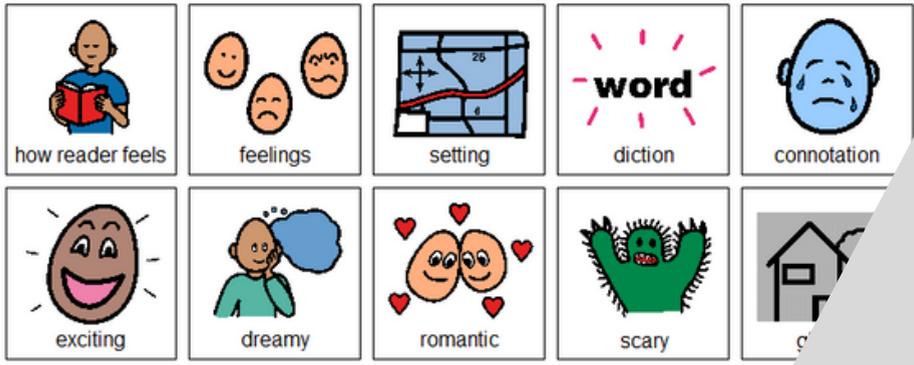


| | |
|----------------------------------------------------------|----------|
| When and where the story takes place. | Feel |
| Words that have more than just the literal meaning. | The word |
| How the author feels about what he/she is writing about. | |

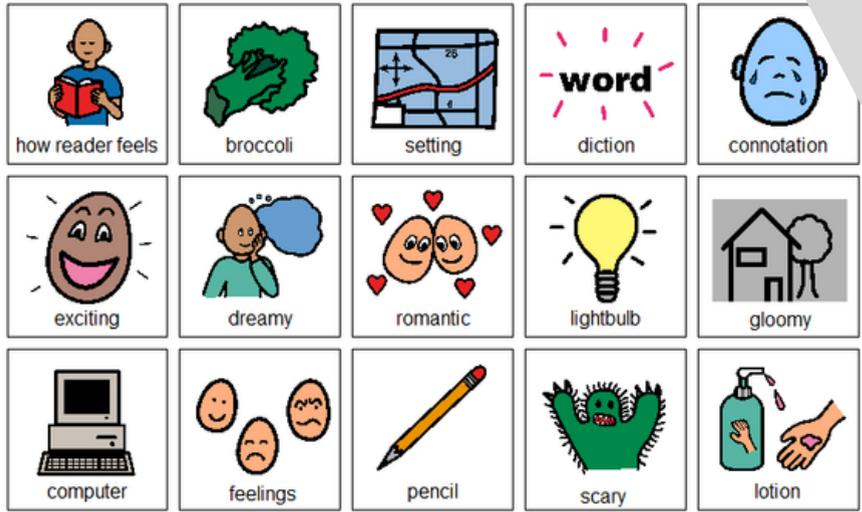


Errorless version

Cut apart pictures and place in circle map about mood.



Cut apart pictures and place in circle map **ONLY IF** they are about mood.



There are 2 circle maps, one is on tone and one on mood.

Circle maps are a great way for students to see the concept at a glance. There are 2 versions:

- One is errorless
- One has wrong answers mixed in students will have to set aside



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Sort the examples on the next page into those that describe mood or tone and those that do not.



| | |
|-----------|-----------|
| fantasy | computer |
| innertube | gloomy |
| formal | pool toys |
| fork | dreamy |
| soda | romantic |
| scary | milkshake |
| silly | fruit |
| watch | excited |

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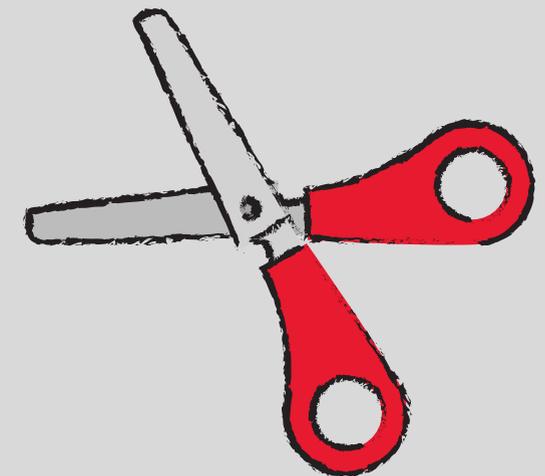
Sort the examples on the next page into those that describe mood or tone and those that do not.



| | | | | |
|--------|-----------|------------|-----------|-----------|
| dragon | computer | inner tube | gloomy | dangerous |
| formal | pool toys | fork | dreamy | happy |
| soda | romantic | scary | milkshake | tractor |
| silly | fruit | watch | excited | heron |

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There are 2 sorting activities, one with words one with pictures. Students sort words that do and do not describe mood or tone.

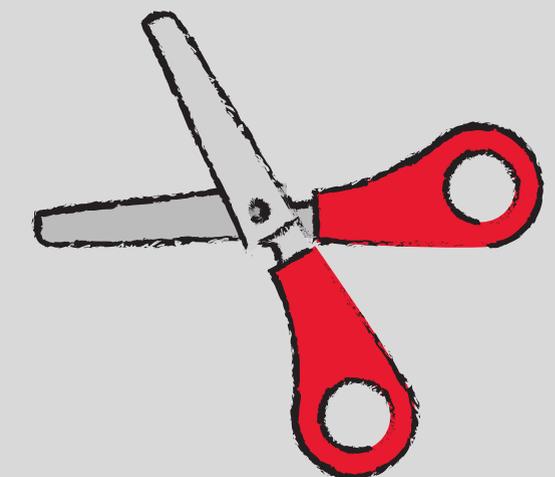


Find the mood that would best describe each setting.

| | | | |
|-----------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------|----------------------|
|  cave | <input type="text"/> |  fair | <input type="text"/> |
|  mountain | <input type="text"/> |  hurricane | <input type="text"/> |
|  birthday party | <input type="text"/> |  wedding | <input type="text"/> |
|  castle | <input type="text"/> |  haunted house | <input type="text"/> |

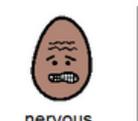
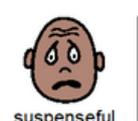
| | | | |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
|  exciting |  adventurous |  scary |  happy |
|  romantic |  dangerous |  mysterious |  gloomy |

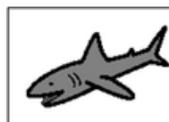
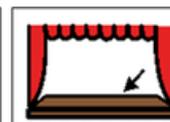
There are matching activities. Students will match the mood to the setting, and match the setting to a given mood.



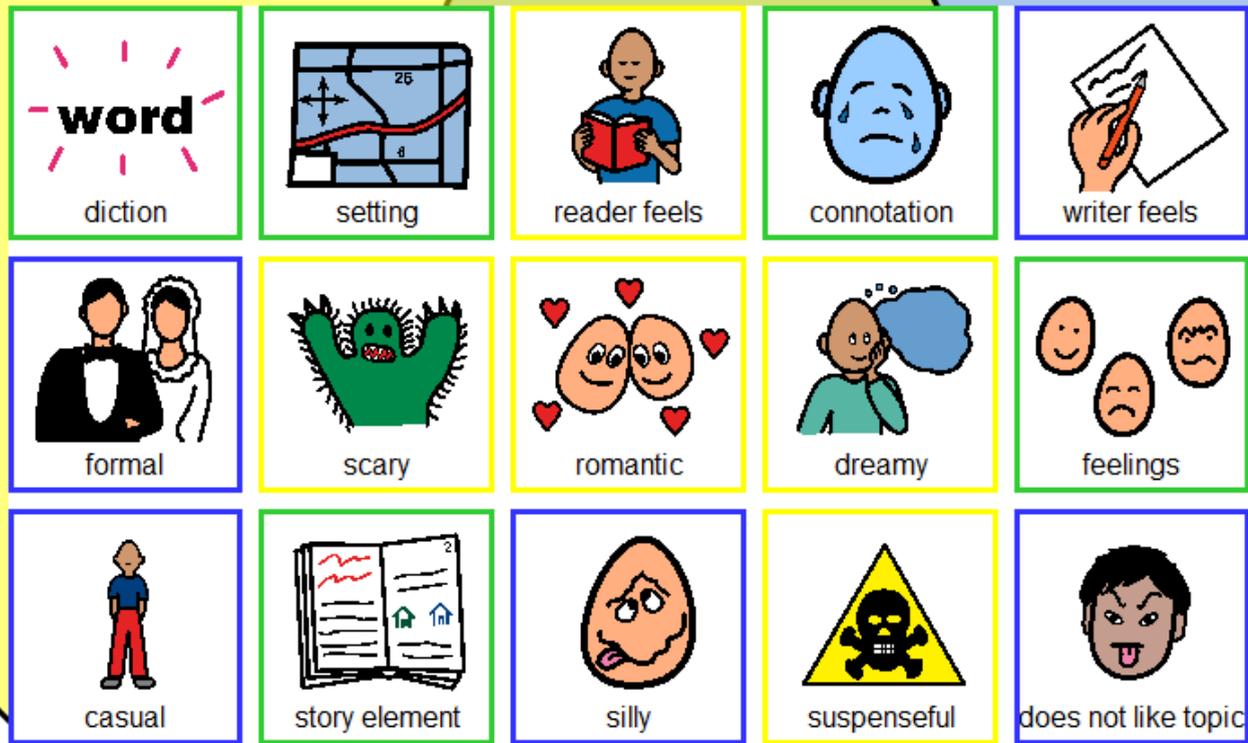
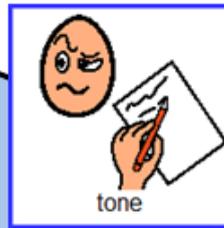
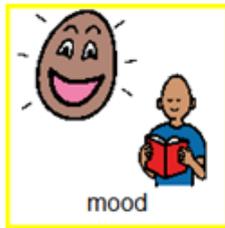
Find the best setting to

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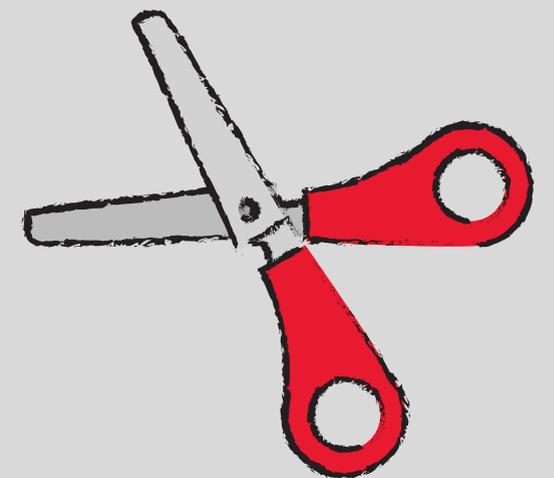
| | | | |
|------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------|----------------------|
|  surprised | <input type="text"/> |  nervous | <input type="text"/> |
|  worried | <input type="text"/> |  suspenseful | <input type="text"/> |
|  exhausting | <input type="text"/> |  peaceful | <input type="text"/> |
|  uncomfortable | <input type="text"/> |  terrified | <input type="text"/> |

| | | | |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|  surprise party |  hospital |  jail |  Black Forest |
|  bike race |  peaceful |  ocean with sharks |  on stage |

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There is a Venn Diagram that compares mood and tone. There is a color-coded option provided.



How would you survive on a deserted island?

I think I could last three on a deserted island.

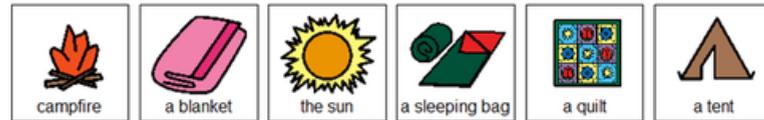
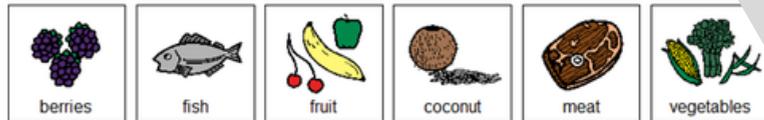
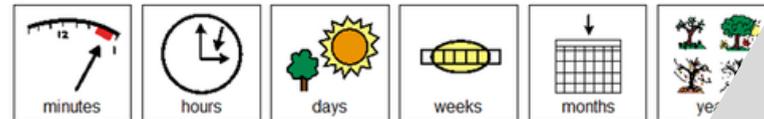
I would want with me.

I would get for to eat.



I would use to stay warm.

To have fun, I would .



There are 2 writing prompts using different moods. One is happy and one is suspenseful. These are errorless activities.

Mood and Tone

| | | | | | |
|---------|---------|-------------|---------|---------|-------------|
| | imagery | connotation | diction | mood | tone |
| diction | mood | tone | | | connotation |
| | | diction | | setting | imagery |
| setting | imagery | tone | | | |
| tone | mood | connotation | diction | setting | |
| | | setting | | tone | |

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Mood and Tone

| | | | |
|---------|---------|---------|------|
| mood | imagery | tone | |
| | setting | mood | |
| setting | mood | | tone |
| imagery | | setting | |

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Place the following images in the empty squares on the previous page, completing the sudoku puzzle.

| | | | | |
|---------|-------------|-------------|-------------|---------|
| mood | mood | mood | tone | setting |
| setting | imagery | imagery | imagery | diction |
| diction | connotation | connotation | connotation | |

There is a Sudoku puzzle in this unit as well. This is a great way to work with the new vocabulary!!

There are 2 versions plus answer keys.



Mood and Tone

OXADGYJXREADERO
 UARUQHLLXHZIQPBB
 WTHNQDJVGAPROAP
 GGNNTOMADICTIION
 ALMWPRDNPGETHFBI
 ERFCONNOTATIONS
 GVHZGPNWATONIAE
 DLAIUUMFUUVDMMZT
 YSZHFHRNTQXOAPT
 ZNOENDKUHQJOGMI
 ROMANTICOYKDEAN
 HFORMALYRWEBRGG
 FCASUALJDRLDYUT
 SUSPENSEFULNKMT
 EUDYTONEFCEIXLR

| | | | |
|-------------|-------------|----------|---------|
| suspenseful | connotation | romantic | setting |
| imagery | diction | author | formal |
| casual | reader | tone | mood |

Mood and Tone

OXADGYJXREADERO
 UARUQHLLXHZIQPBB
 WTHNQDJVGAPROAP
 GGNNTOMADICTIION
 ALMWPRDNPGETHFBI
 ERFCONNOTATIONS
 GVHZGPNWATONIAE
 DLAIUUMFUUVDMMZT
 YSZHFHRNTQXOAPT
 ZNOENDKUHQJOGMI
 ROMANTICOYKDEAN
 HFORMALYRWEBRGG
 FCASUALJDRLDYUT
 SUSPENSEFULNKMT
 EUDYTONEFCEIXLR

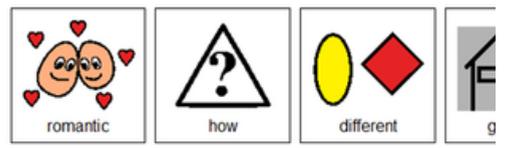
| | | | |
|-------------|-------------|----------|---------|
| suspenseful | connotation | romantic | setting |
| imagery | diction | author | formal |
| casual | reader | tone | mood |

There is also a word search to work with vocabulary. If your students cannot do a word search, have them highlight the circle words on the answer key.

Mood and Tone

- 6. Diction is the words are used.
- 7. Connotation is when a word can have meanings.
- 8. A story about two people falling in love would have a mood.

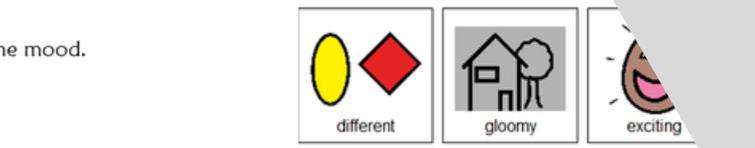
- 9. Mood makes a story more to read.
- 10. A wet, rainy night would have a mood.



Mood and Tone

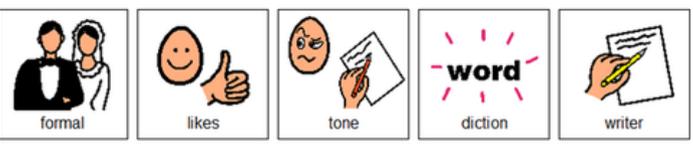
- 6. Diction is the words are used.
- 7. Connotation is when a word can have meanings.
- 8. A story about two people falling in love would have a mood.

- 9. Mood makes a story more to read.
- 10. A wet, rainy night would have a mood.



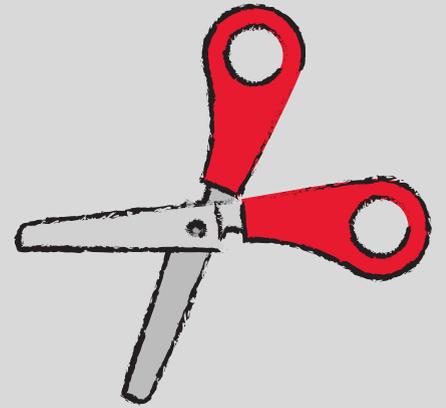
Tone

- 1. The tone describes how the feels about the story.
- 2. The helps to determine the mood.
- 3. The tone can be or more casual.
- 4. The words or affects the tone the writer uses.
- 5. The tone is often determined by whether the author or doesn't like a topic.

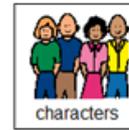
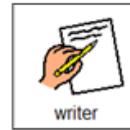
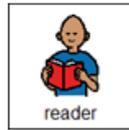


Close worksheets are a great informal assessment. There are two worksheets that cover mood and one that covers tone.

Answer key included.



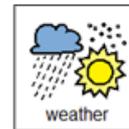
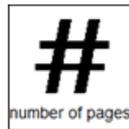
1. The **mood** is determined by how who is feeling?



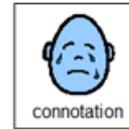
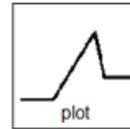
2. The **tone** is determined by how who is feeling?



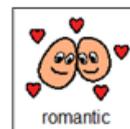
3. Both the mood and tone is affected by what?



4. "She is feeling blue" is an example of what?



5. A story about a city being under attack by aliens would likely have what kind of mood?

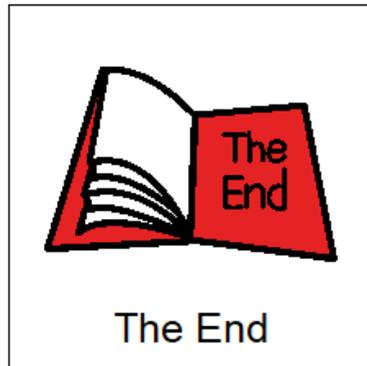
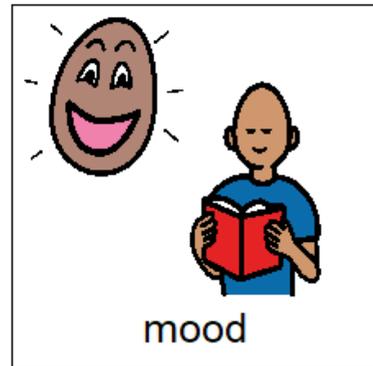
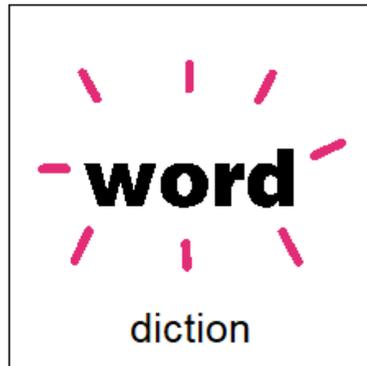


FINALLY the assessment!! There are 3 versions. This version has 10 questions with 3 picture choices for each question.

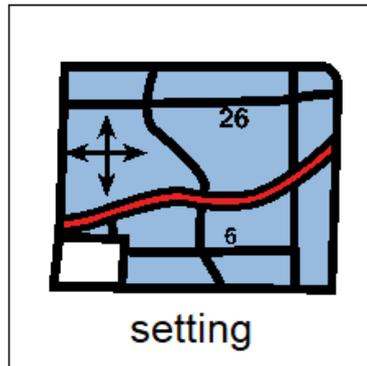
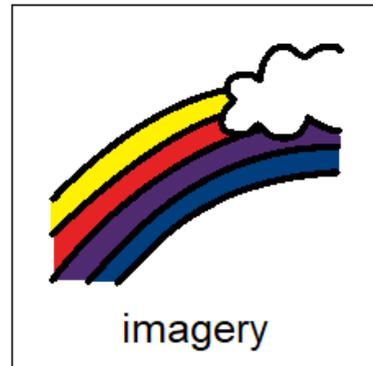
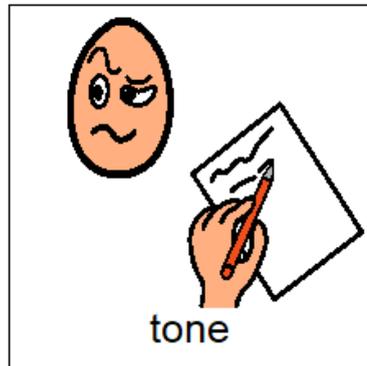
Answer key included.

Print onto cardstock or mount on index cards. Cut pictures apart and show student answer choices for each question.

Q 6



Q 7



With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.

1. The **mood** is determined by how who is feeling?
 - A. Reader
 - B. Writer
 - C. Characters
2. The **tone** is determined by how who is feeling?
 - A. Reader
 - B. Writer
 - C. Characters
3. Both the mood and tone is affected by what?
 - A. Number of pages
 - B. Setting
 - C. Weather
4. “She is feeling blue” is an example of what?
 - A. Setting
 - B. Plot
 - C. Connotation
5. A story about a city being under attack by aliens would likely have what kind of mood?
 - A. Suspenseful
 - B. Romantic
 - C. Happy
6. The words the author chooses refers to:
 - A. Diction
 - B. Mood
 - C. The end

This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.

Watch the
movie on
Mood and
Tone

Look at the words the author uses. Imagine if you were writing this story. How would you be feeling as you wrote it?

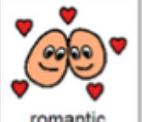


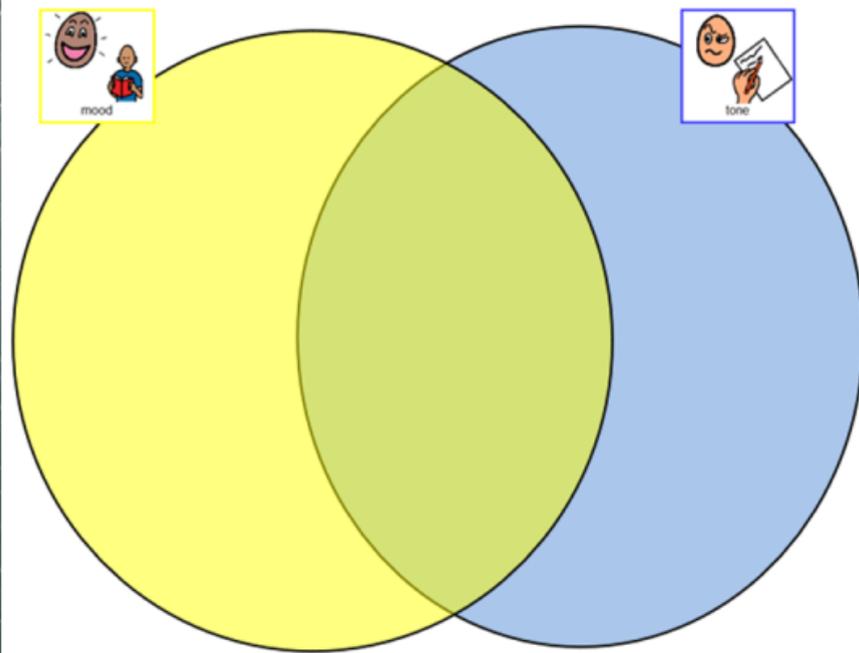
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*This unit also has 36
google slides. This
includes a movie
version of the book.*

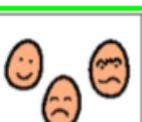
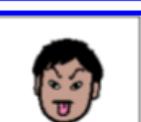
| | | | |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|  cave |  |  fair |  |
|  mountain |  |  hurricane |  |
|  birthday party |  |  wedding |  |
|  castle |  |  haunted |  |

Match the mood with the setting.

| | | |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
|  exciting |  adventurous |  scary |
|  happy |  romantic |  dangerous |
|  mysterious |  gloomy | |



Place the pictures in the correct location on the Venn Diagram.

| | | | |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
|  word |  setting |  reader feels | |
|  writer feels |  formal |  scary |  romantic |
|  dreamy |  feelings |  casual |  story element |
|  silly |  suspenseful |  does not like topic | |

There are 2 sets of slides (18 in each set). The second set is differentiated using color. They have students click and drag pictures to manipulate.



[Click Here to read more!!](#)

I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!

All of the activities (except the book) come in color and black and white.