

Discovering Language Arts

Intermediate Style, Structure, & Tone

Teacher's Guide

Grade Level: 6–8

Curriculum Focus: Language Arts

Lesson Duration: 1–2 class periods

Program Description

Mood & Sensory Images (6 min.)—Writers use descriptive language to set the mood and help readers envision concepts and images.

Writing: The Big Idea (5 min.)—Organize your thoughts for a paper into paragraphs, each including a main idea and supporting sentences.

A “Hole” Lotta Sentences (5 min.)—Parallel structure of repetitive word patterns, phrases, or clauses helps make sentences more easily understood.

Transitions & Connections (5 min.)—Writers use transitional tags, or words that connect ideas, sentences, and paragraphs so readers can easily follow an argument or train of thought.

Onscreen Questions

- Practice writing descriptive language. Write a paragraph to describe the Baskervilles case.
 - Write a main idea about the Empire State Building. Then write a couple of supporting sentences and one non-supporting sentence. Let a classmate read the paragraph and pick out the odd sentence.
 - Read about the Lincoln Tunnel. Then write a sentence using parallel structure.
 - Practice using transitional tags. Write a few sentences about tunnels. Use transitional tags in your sentences.
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Lesson Plan

Student Objectives

- Describe the techniques writers use to convey the mood of a story.
- Write using descriptive language to create different story moods.

Materials

- *Discovering Language Arts: Intermediate Style, Structure, & Tone* video
- Small pieces of scrap paper, one per student
- Paper bag, box, or hat

- Writing paper
- Pencils and erasers

Procedures

1. Open a discussion about your students' favorite books. Ask them to consider the mood of the book's story, as well as how they can determine it. Tell students that writers use descriptive language to establish mood and create sensory images. Ask students for examples of descriptive words in their favorite books.
2. Watch *Intermediate Style, Structure, & Tone* to explore the idea of mood further. Talk about the language and images that conveyed the mood in *The Hound of Baskervilles*. Which words were clues that *The Hound of Baskervilles* is a mystery? Which ones added suspense?
3. Write the following sentence on the board: "The boy entered the woods." Ask students to share examples of descriptive words that would add a mood of mystery or suspense to this sentence. With the class suggestions, write a paragraph about the boy entering the woods that conveys such a mood. Then talk about some other story moods. Which words might create sad or happy moods in this sentence? Continue this discussion until students understand that different types of descriptive words can alter mood.
4. Tell students that they will write a few introductory paragraphs of a fictional story based on simple sentences written by their peers. Students should think about the type of story they will write and make a list of descriptive words that might help set its mood. They will share their paragraphs with the class who will try to determine the mood.
5. Give each student a piece of scrap paper to write one simple sentence without any descriptive words. Review examples of simple sentences. (*Examples: A cat and dog left the house. The door closed. Suzy went to school.*) These sentences leave much room for description. Have students put their simple sentences in a container such as a bag, hat, or box.
6. Have each student choose a sentence from the container without looking at it or sharing with classmates. Give them enough class time to write their paragraphs or allow them finish as a homework assignment, if necessary.
7. Have students read their paragraphs aloud to the class and ask the class to discuss the mood. Which descriptive words conveyed the mood?
8. If time and interest permit, allow students time to complete their stories and share with the class.

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students correctly and easily described how writers use descriptive language to convey mood in a story; wrote at least three creative, unique paragraphs that clearly



conveyed a particular mood; and were able to identify the descriptive language that conveyed a particular mood in their classmates' stories.

- **2 points:** Students generally described how writers use descriptive language to convey mood in a story; wrote least two paragraphs that somewhat conveyed a particular story mood; and were able to identify some of the descriptive language that conveyed a particular mood in their classmates' stories.
- **1 point:** Students were unable to describe how writers use descriptive language to convey mood in a story; wrote one or fewer paragraphs that were incomplete or did not clearly convey a particular story mood; and had difficulty or were unable to identify descriptive language that conveyed a particular mood in their classmates' stories.

Vocabulary

descriptive

Definition: Serving to convey an idea or impression of or characterize

Context: Writing comes across most clearly and vividly when writers use descriptive language.

mood

Definition: A pervading impression of an observer; a state of mind or emotion

Context: The author created a scary mood by describing the hound's supernatural and evil characteristics.

sensory

Definition: Of or relating to any of the faculties by which stimuli from outside or inside the body are received and felt, as the faculties of hearing, sight, smell, touch, taste, and equilibrium

Context: Descriptive language establishes mood and creates sensory images.

technique

Definition: A method used in dealing with something

Context: The technique of writing description language will influence how readers will feel.

Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>



This lesson plan addresses the following national standards:

- Language Arts – Writing: Uses the general skills and strategies of the writing process; Uses the stylistic and rhetorical aspects of writing; Uses grammatical and mechanical conventions in written compositions
- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media

The National Council of Teachers of English (NCTE)

The National Council of Teachers of English and the International Reading Association have developed national standards to provide guidelines for teaching the English language arts. To view the standards online, go to <http://www.ncte.org/about/over/standards/110846.htm>

This lesson plan addresses the following English standards:

- Students use spoken, written and visual language to accomplish their own purposes
- 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
- Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts

Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>

DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

How To Use the DVD

The DVD starting screen has the following options:



Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into sections indicated by video thumbnail icons; brief descriptions are noted for each one. Watching all parts in sequence is similar to watching the video from start to finish. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link – Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources – This screen gives the technical support number and Web site address.

Video Index

I. Mood & Sensory Images

Learn how a story's carefully chosen words, images, and comparisons establish mood and create sensory images.

II. Writing: The Big Idea

Organize your essays, stories, and reports so readers understand your ideas.

III. A "Hole" Lotta Sentences

Explore how to use parallel structure to tell your readers about different ideas that have equal significance.

IV. Transitions & Connections

Examine transitional tags and see how they connect or compare related ideas, sentences, or paragraphs.

Curriculum Units

1. Descriptive Language Conveys Mood

Pre-viewing question

Q: How do authors set the mood in a story?

A: Answers will vary



Post-viewing question

Q: Give some examples of descriptive phrases that set the mood in a favorite story.

A: Answers will vary.

2. Paragraphs and Supporting Sentences

Pre-viewing question

Q: Describe differences and similarities between a report and creative writing.

A: Answers will vary.

Post-viewing question

Q: What is important about structure and organization in writing a paper?

A: Organize sentences into paragraphs. And write each paragraph with a topic sentence followed by supporting sentences. Remove anything that does not support the topic sentence.

3. Constructing Sentences

Pre-viewing question

Q: What are structural and grammatical points are required in writing sentences?

A: The first word of a sentence must have a capital letter. Sentences must include a noun and corresponding verb (subject and predicate). They require a period, question mark, or exclamation point as end punctuation.

Post-viewing question

Q: What is parallel structure and when do writers use it?

A: Parallel structure is the use of repetitive word patterns, phrases, or clauses. This type of structure combines different ideas of equal important into one sentence. Writers use parallel structure to tell readers that different parts of a sentence are equally significant.

4. Transitional Tags

Pre-viewing question

Q: What words can you use to combine more than one thought or phrase in one sentence?

A: Answers will vary.

Post-viewing question

Q: How do writers use transitional tags?

A: Transitional tags show the order of ideas (examples: *first of all*, *secondly*, *next* and *finally*), add ideas (examples: *and*, *also*, *in addition*, *moreover*), and compare ideas (examples: *although*, *but*, *however*, *in contrast*).