

# Lesson Two:

## Establishing Tone



# Previously



To focus is to write exclusively about one moment or idea in order to fully develop it.

To show is to use descriptive details and precise verbs to create a vivid picture in the reader's mind.





# Tone

is an overall feeling, or attitude the author wants to portray to the reader is established by the feelings of the narrator/writer

# Disgusted Determined Frustrated Joy

**What overall tone (attitude) does the narrator convey toward canoeing?**

- a. Accomplishment
- b. Critical
- c. Discomfort
- d. Playfulness

*Drag and drop the red box over your answer*



Erase this and write your answer here

*Explain using the emotions of the narrator in the passage*

**The narrator conveys an overall feeling of ...**  
Erase this and write your answer here

**Because ...**

## One Canoeing Moment

Another drop of freezing goose-infested water flings off my paddle and slips casually down my shirt. I squeal, sloshing my elbow into the water. The ugly, back-stabbing blade stops gliding through the mucky river and bangs angrily against the side of the boat. I growl and bare my teeth as my paddle collides with Malcolm's and sends a waterfall of filthy water into my clean mouth. "What a day!" I mutter under my breath.

"Let's start on the left," Malcolm finally instructs me, glaring over his shoulder. We're both wondering how I can be so stupid. Suddenly determined, I pull my stringy hair off my moist lips and clamp my aching hands around the blade. I clutch my unfriendly stick and plunge it into the water, following Malcolm's every move. All of a sudden we're flying, soaring through the nasty river together. I watch his blades, slicing majestically through the ripples in front of me and a smile glitters across my face. I'm canoeing! I'm canoeing! Joy and relief flood through me, bubbling up into a laugh.

Drag and drop these red boxes to categorize each piece of text evidence



### Emotion

*Write the given emotion word in the box below.*

Erase this and write here

### Text Evidence

*Copy and paste a vivid detail (word/phrase/sentence) from the passage that best supports this emotion. Categorize this vivid detail with a red box.*

Erase this and write here

Sensory Detail  
Action  
Dialogue

**Because a single piece of writing can convey opposite emotions, consider if the writer is doing that in this piece.**

### Emotion

*Write the given emotion word in the box below.*

Erase this and write here

### Text Evidence

*Copy and paste a vivid detail (word/phrase/sentence) from the passage that best supports this emotion. Categorize this vivid detail with a red box.*

Erase this and write here

Sensory Detail  
Action  
Dialogue



# How Do You Convey Your Tone?

**Authors use the emotions in their writing to convey their tone, or overall feeling.**

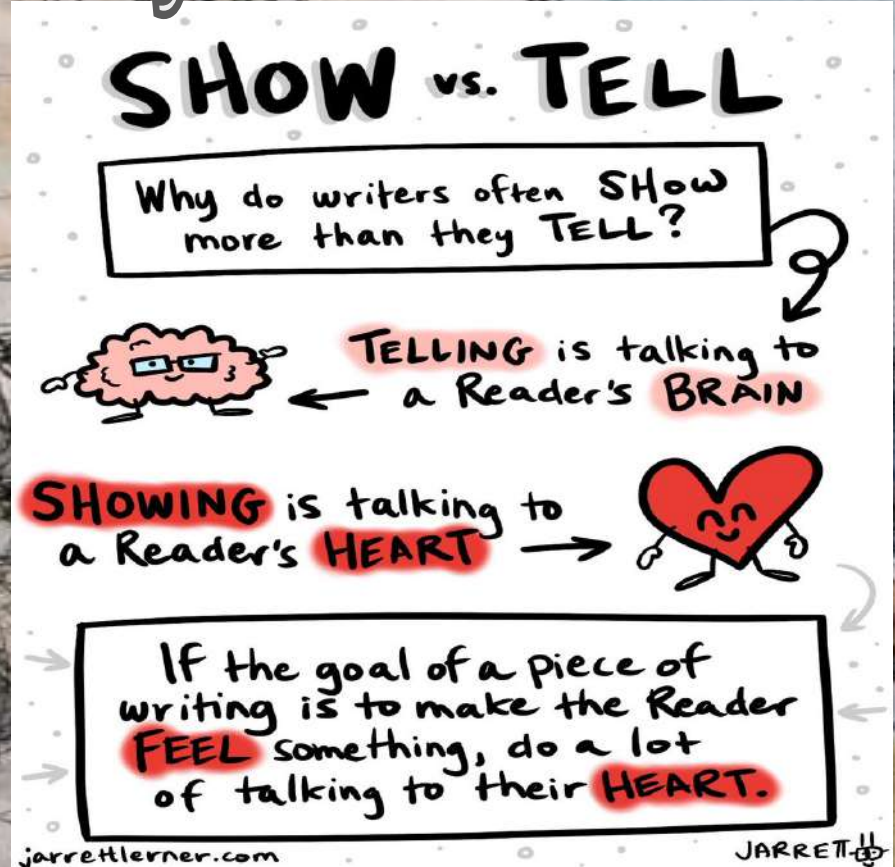
Authors who show, and don't just tell, are able to convey their tone more clearly and effectively to the reader.

## Consider This:

If you are **annoyed** with your mom's request to take out the trash. You might show her when you reply with, "Ugh, okaaaaay Mom. I'll get to it in a second."

She will probably reply with, "I don't like your **tone**. You better change it."

What that means is that your **emotions** are **showing** in your **dialogue**. You are clearly displaying your feelings of annoyance.



# Show, Don't Tell

**So how do you turn a tell into a show? Here are four great strategies:**

**Use strong verbs:** Don't use walk if you can say gallop, skip, saunter, stroll or amble.

**Use specific nouns and clear adjectives in descriptions that paint a picture for the reader.** Don't just tell us Grandma baked a pie; say a cinnamon-apple pie with a golden crust rested on the windowsill above the sink.

**Include sensory details**—describe how something sees, smells, sounds, tastes, and feels

**Use dialogue:** “Don't you walk out of here!” Mom yelled' is better than Mom was angry.

# Show, Don't Tell

**Telling:**

John was sad to see his girlfriend leave.

**Showing:**

John wiped tears down his face as he watched his girlfriend board the plane.



# Show, Don't Tell

## Telling:

The house creeped me out.

## Showing:

Highlight in **light yellow** the vivid details (words/phrases) this narrator uses to show, and not just tell, the emotions they felt upon stepping into this house.

The house had only a single dim candle to light the room. It smelled like dust and rotting wood, and something faintly metallic that made John think of blood. Stuffed animals were mounted around the room: a wild-eyed buck, a grizzly frozen in fury, a screech owl with sharp yellow talons.



# Wrap-Up

**What is tone? How is it established by the writer?**

*Hint: Look at Slide 3*

Erase this and write here

**What are the three types of vivid details that authors use to develop emotions and overall tone?**

*Hint: Look at the table on Slide 4*

1. Erase this and write here
2. Erase this and write here
3. Erase this and write here

Erase this and write here

**What is the difference between showing and telling?**

*Hint: Look at Slides 6-9*

Erase this and write here

**Considering the topic of**

# WRITE

*You should pick up from the very second this moment begins; no context necessary. Bring the action from the very first line.*

**Show**, don't tell the emotions. Let your vivid details be the one to tell the story, **AKA DO NOT** tell me how you were feeling (avoid emotion words); show me with sensory details, dialogue, and actions.

*Your overall tone should reflect your experience and jump off the page for the reader.*

**Write about one awful moment from a recent day at school (or one great moment).**

Erase this and write here



# SUBMIT



Open to Amplify via [Clever](#). Find 8A: Sub-Unit 2, Lesson 4, Card 6, Activity 2.

You will submit your writing on Amplify. If you do not submit it via the website, I cannot grade it.