Using the Garden to Portray Mood

By Inga Lilas, Special Education teacher at Hearst Elementary School

Summary: Indoors, students study the mood of example scenes. Next, students go into the garden to take a picture that captures a particular scene, and then write a description of the mood portrayed in that scene.

Objectives: Students will be able to (1) take a picture in the garden that portrays a mood of their choosing and (2) write a short story that depicts the mood of their picture, using a graphic organizer and rubric to guide them.

Grades: 3-5

**Time needed:** Two class periods; 30-45 minutes

Standards met:
CCSS.ELA-LITERACY.RL.6-7.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RL.6-7.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

Background
Students should have previous experience with identifying mood and tone in text. This lesson will take it a step further and ask them to create a mood in their own writing.
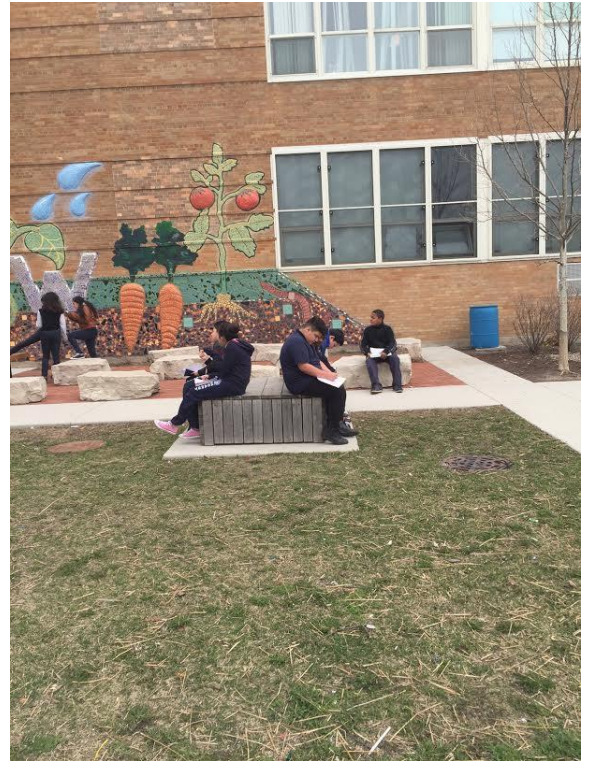
Preparation:

Walk through the garden space to ensure that it is presentable to your students for this lesson, and locate a place where everyone can sit comfortably.

Name the scene	Describe the scene in detail *(This is your "text evidence")*	Infer the mood *(How do the details of the scene make you feel? You can list more than one mood.)*
Example: Field of flowers	*Example: The picture shows a field with long green grass, pink flowers scattered throughout, and the sun shining down onto the field*	*Example: relaxed, bright, cheerful*

Example from graphic organizer on student page

Materials Needed:
- Camera
- Graphic Organizers

Procedure:
Class Period One
1.) To start the lesson, give students a "do-now" where they identify the mood in an image, and explain what about the picture (evidence) led them to infer that mood.
2.) Introduce the student page, which your class can use while looking at different images, to help them explain the mood they inferred. The page uses a graphic organizer to help students name the scene, describe the scene ("text evidence"), and infer the mood.
3.) In small, mixed-ability groups, give students different images to analyze, using the organizer. Afterwards, have them share their findings with the entire class.

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4.) Next, introduce the garden activity: Students will go outside to the school garden and find/make a scene that portrays a specific mood. They will work in pairs to set/find the scene, and then take a picture of it, using the camera. Explain to the students how to use the camera.

5.) Take the class outside, and have them select their scenes. They should use the same graphic organizer to name the scene, describe the scene ("text evidence"), and name the mood.

Class period Two

6.) The following day, students will work on writing a short story/poem that portrays the mood in their picture.

7.) Direct students to use the "Tier it Up" graphic organizer to analyze mood. They should then turn this analysis into a formal paragraph to answer the question "What is the mood of my garden scene?"

8.) Students should then analyze each other's work, and infer the mood from their picture and writing.

Assessment:

9.)   Collect descriptions of mood for a participation grade.

Examples of student photographs from Hearst:

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Look at the images that your teacher shows you and complete this chart. For each image, name the scene, describe it in detail, and infer the *mood* of the scene.

1. Name the scene	2. Describe the scene in detail *(This is your "text evidence")*	Infer the mood *(How do the details of the scene make you feel? You can list more than one mood.)*
Example: Field of flowers	*Example: The picture shows a field with long green grass, pink flowers scattered throughout, and the sun shining down onto the field*	*Example: relaxed, bright, cheerful*