Messages in the Snow

Read a short-film script and track how screen words and sound shape its mood.

RL.5.7 "Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each bold phone message and circle each sound cue in brackets. Number the three message-and-sound pairs from 1 to 3 to track how the mood changes.

The Lost Mitten

1. In this short-film script, bold words are messages on Mara's phone, and sounds in brackets are heard. Mara carries her brother's lost mitten through the snowy park. The winter parade will start soon. Her phone flashes **WHERE ARE YOU?** [A drum beats quickly.] Mara hurries toward the empty bandstand. The trees block the streetlights, and she can barely see the path.

2. Her phone lights up again: **BEHIND YOU.** [The drum stops.] Mara turns. A long shadow crosses the snow, and something crunches on the path. She clutches the mitten and steps back. A small dog trots into view, wearing a red ribbon. Mara recognizes it as the ribbon from her brother's hat. The dog waits beside her, looking toward the bandstand.

3. At last, Mara spots her brother beside the bandstand. He waves, and the dog races to him. Her phone shows **FOUND YOU!** [The drums return with bright bells.] Mara laughs and hands over the mitten. The parade lights blink on along the path. She and her brother walk toward the music while the dog trots ahead, its red ribbon bouncing as it runs.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the first phone message and the quick drumbeat make Mara's trip feel urgent? Use a detail from the script.

2. How do the message **BEHIND YOU.** and the sudden stop of the drum work together to change the mood?

3. What might the crunching sound make you expect? How does the dog's arrival change that feeling?

4. How do **FOUND YOU!** and the bright bells make the ending feel different from the start?

3 YOUR TURN

Your own words

After the dog appears but before Mara sees her brother, invent a short phone message and a sound cue in brackets. Write two sentences explaining how your choices affect the mood and fit that moment.

ANSWER KEY

Messages in the Snow

GRADE 5 · RL.5.7

PART 1 · READ AND MARK

Underline each bold phone message and circle each sound cue in brackets. Number the three message-and-sound pairs from 1 to 3 to track how the mood changes. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the first phone message and the quick drumbeat make Mara's trip feel urgent? Use a detail from the script.	**The message asks where Mara is, and the quick beat adds a hurried feeling as she rushes toward the bandstand before the parade.**
2	How do the message **BEHIND YOU.** and the sudden stop of the drum work together to change the mood?	**The message warns Mara that something is behind her. When the drum stops, the moment feels tense and uncertain.**
3	What might the crunching sound make you expect? How does the dog's arrival change that feeling?	**The crunching may make a viewer expect something frightening on the dark path. Seeing a small dog eases that fear.**
4	How do **FOUND YOU!** and the bright bells make the ending feel different from the start?	**The message shows that Mara has found her brother, and the bells make the ending feel joyful rather than hurried and uncertain.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Phone: **FOLLOW HIM.** Sound: [The dog barks once.] The message turns Mara's fear into curiosity by pointing her toward the dog. The single bark makes the dog seem friendly enough to follow.

Accept responses that connect a specific message or sound to its effect on the mood. For Part 3, the invented message and sound should fit the moment before Mara finds her brother.