Teacher Guide

Our resource has been created for ease of use by both TEACHERS and STUDENTS alike.

Introduction

This study of literary devices is designed to make the language of storytelling more useful to upper-elementary students. The goal of this workbook is to help learners know and use literary devices to examine the meaning and purpose of different types of literature. Through a mixture of narration and age appropriate learning activities, this book enables students to examine and understand the "building blocks" of all good stories. Also, with the study of literary devices comes the increased desire and ability to write well-balanced stories of their own.

Throughout *Literary Devices*, important concepts are emphasized and discussed. Definitions of important terms and many opportunities to practice the skills being taught make this book user-friendly and easy to understand. In addition, the objectives used in this book are structured upon Bloom's Taxonomy of Learning to ensure educational appropriateness.
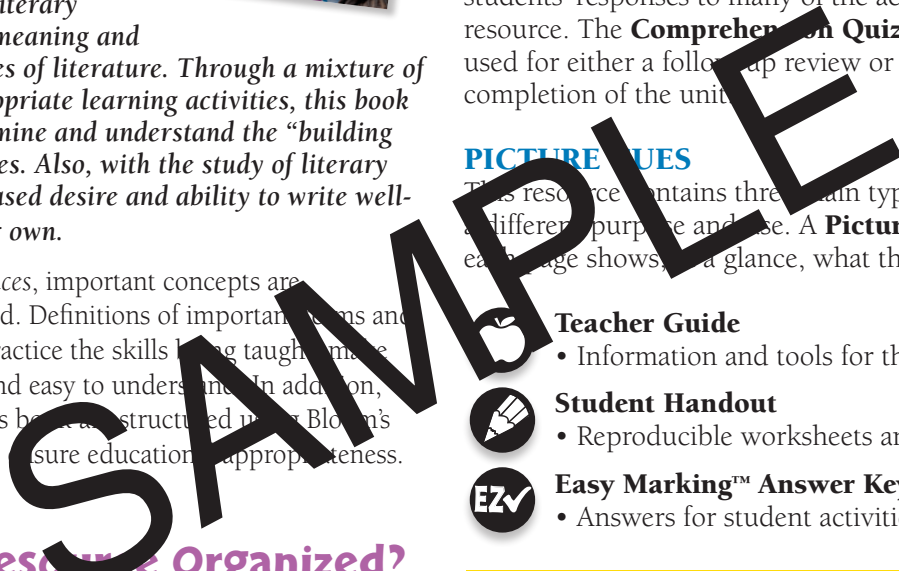
How Is Our Resource Organized?

STUDENT HANDOUTS

Reading passages and **activities** (*in the form of reproducible worksheets*) make up the majority of our resource. The reading passages present important grade-appropriate information and concepts related to the topic. Embedded in each passage are one or more questions that ensure students understand what they have read.

For each reading passage there are **BEFORE YOU READ** activities and **AFTER YOU READ** activities.

- The BEFORE YOU READ activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapters are also presented.

- The AFTER YOU READ activities check students' comprehension of the concepts presented in the reading

passage and extend their learning. Students are asked to give thoughtful consideration of the reading passage through creative and evaluative short-answer questions, research, and extension activities.

Writing Tasks are included to further develop students' thinking skills and understanding of the concepts. The **Assessment Rubric** (*page 4*) is a useful tool for evaluating students' responses to many of the activities in our resource. The **Comprehension Quiz** (*page 48*) can be used for either a follow-up review or assessment at the completion of the unit.

PICTURE CUES

This resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.

🍎 **Teacher Guide**
• Information and tools for the teacher
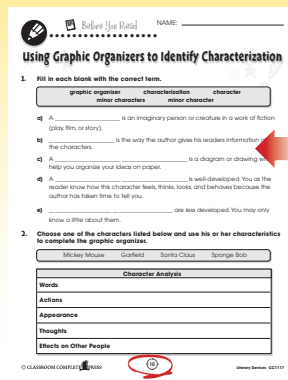
✏ **Student Handout**
• Reproducible worksheets and activities
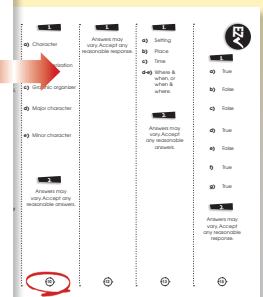
EZ✓ **Easy Marking™ Answer Key**
• Answers for student activities

EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns – just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!

Every question matches up with its answer!

Irony and Symbolism

Place a check mark (✔) beside the best answer to each question.

1. Which of the following is an example of **situational** irony?

- ○ **A** The rabbit ran away from the boy.
- ○ **B** She told everyone what a dreary day it was.
- ○ **C** A carpenter's roof caves in.
- ○ **D** Sally is beautiful.

2. Which of the following is an example of **verbal** irony?

- ○ **A** A right handed person is called "Righty"
- ○ **B** A tall boy is called "Shorty"
- ○ **C** A smart robber gets caught.
- ○ **D** A best selling actor's latest movie loses money at the box office.

3. The student with the highest grades in cooking class makes a terrible dessert. This is an example of:

- ○ **A** Verbal irony
- ○ **B** Situational irony
- ○ **C** Literary symbolism

4. When a narrator or a character in a book, play, or movie says one thing and means another, it is an example of:

- ○ **A** Verbal irony
- ○ **B** Situational irony
- ○ **C** Literary symbolism

5. When an object in a story, play, or movie stands for a feeling, idea, or concept, it is an example of:

- ○ **A** Verbal irony
- ○ **B** Situational irony
- ○ **C** Literary symbolism

SAMPLE

Comprehension Quiz

Put a "T" in front of each true statement and put an "F" in front of each false statement.

1. Literary devices help readers understand the meaning of a story.

2. A character is a simple line drawing of a person.

3. In a book, play, or movie, major characters are well-developed and minor characters are less developed.

4. A crossword puzzle is a diagram or drawing which help you organize your ideas on paper.

5. Character Analysis Graphic Organizer asks the writer to describe the main character's words, actions, appearance, thoughts, and effect on other people.

6. The setting of a story is the time and location in which it takes place.

7. The setting of a story is never used to create mood or atmosphere.

8. Weather, scenery, rooms, local customs, clothing, and dialects are keys to a story's setting.

9. Characters are usually the most important elements in a story.

10. Plot refers to what happens and how it happens in a narrative.

10

SAMPLE

Write the answers to the following questions.

11. Draw a plot diagram. Be sure to include all five of the stages of plot development.

2

12. What is the climax of a story, play, or movie?

_____

_____

_____

2

SUBTOTAL: /14

Five Stages of Plot Development

1. _____
(Describes the characters and the setting of the story.)

5. _____
(A tying-up of all the loose ends left in the story.)

2. _____
(Conflicts are introduced, and readers find out more about the characters.)

SAMPLE

4. _____
(Deals with the results of the climax.)

3. _____
(The "high point" of a story.)