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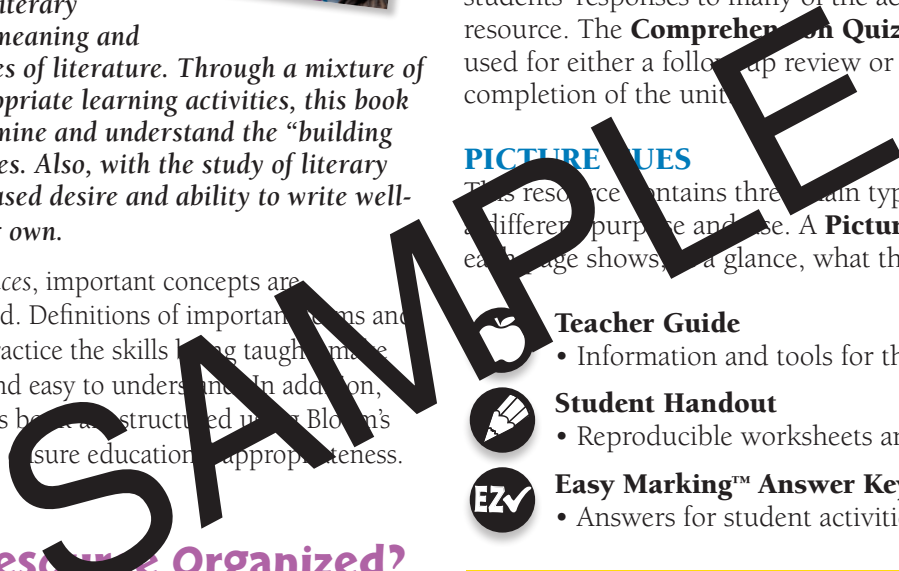
passage and extend their learning. Students are asked to give thoughtful consideration of the reading passage through creative and evaluative short-answer questions, research, and extension activities.

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

Easy Marking™ Answer Key
• Answers for student activities

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

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!
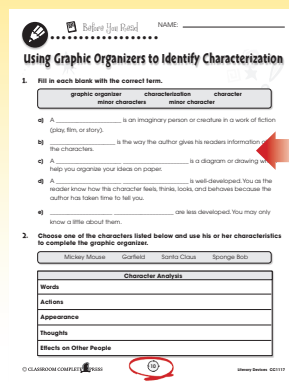
Every question matches up with its answer!
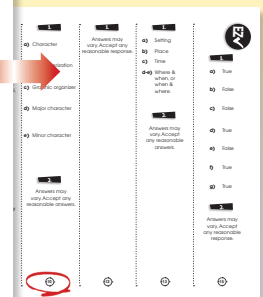
Characterization

Read the following excerpt from Charlotte's Web by E.B. White. Then, answer the questions listed below.

Charlotte's Web: **Chapter One**

Before Breakfast

"Where's Papa going with that ax?" said Fern to her mother as they were setting the table for breakfast.

"Out to the hoghouse," replied Mrs. Arable. "Some pigs were born last night."

"I don't see why he needs an ax," continued Fern, who was only eight.

"Well," said her mother, "one of the pigs is a runt. It's very small and weak, and it will never amount to anything. So your father has decided to do away with it."

"Do away with it?" shrieked Fern. "You mean kill it? Just because it's smaller than the others?"

Mrs. Arable put a pitcher of cream on the table. "Don't yell, Fern!" she said. "Your father is right. The pig would probably die anyway."

Fern pushed a chair out of the way and ran outdoors. The grass was wet and the earth smelled of springtime. Fern's sneakers were sopping by the time she caught up with her father.

"Please don't kill it!" she sobbed. "It's unfair."

Mr. Arable stopped walking.

"Fern," he said gently, "you will have to learn to control yourself."

"Control myself?" yelled Fern. "This is a matter of life and death, and you talk about controlling myself." Tears ran down her cheeks and she took hold of the ax and tried to pull it out of her father's hand.

"Fern," said Mr. Arable, "I know more about raising a litter of pigs than you do. A weakling makes trouble. Now run along!"

"But it's unfair," cried Fern. "The pig couldn't help being born small, could it? If I had been very small at birth, would you have killed me?"

Mr. Arable smiled. "Certainly not," he said, looking down at his daughter with love. "But this is different. A little girl is one thing, a little runty pig is another."

"I see no difference," replied Fern, still hanging on to the ax. "This is the most terrible case of injustice I ever heard of."

a) How many characters are introduced in this portion of Charlotte's Web?

_____

b) List some things you know about Fern by reading this selection.

_____

c) Who is Mrs. Arable?

_____

d) Who is Mr. Arable?

_____

e) What do you think Mr. Arable does for a living?

_____

f) What do you think "injustice" means?

_____

After You Read

Comprehension Quiz

22

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

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

SAMPLE

SUBTOTAL: **/14**

Theme Chart

Title	
Main Characters	
Main Conflict	
Main Theme	
Beginning of Theme	
Development of Theme	
Climax of Theme	
Resolution of Theme	

SAMPLE

Literary Devices CCP1117-1