



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.



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.

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 using Bloom’s Taxonomy of Learning to ensure educational appropriateness.

SAMPLE

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

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- Information and tools for the teacher

Student Handout

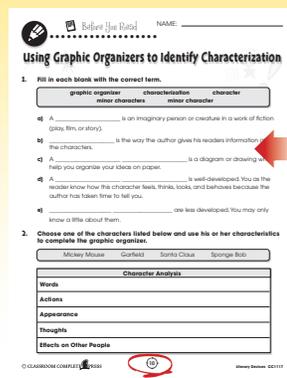
- Reproducible worksheets and activities

Easy Marking™ Answer Key

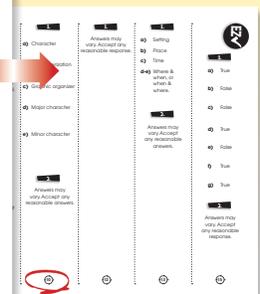
- Answers for student activities

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!





Theme

1. Answer each question with a short paragraph.

a) Explain the difference between the **theme** and **subject** of a story, play, or movie.

b) Discuss the four ways that most authors express the theme of their narrative works.

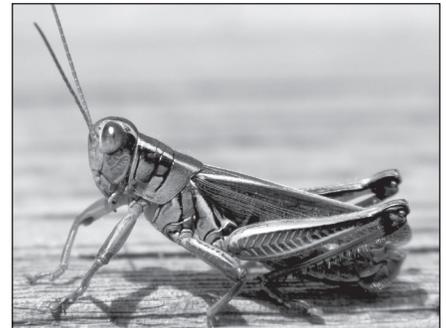
2. Read the following fable, "The Ant and the Grasshopper," and then answer the questions.

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, wearily pushing a piece of corn she was taking to the nest.

"Why not come and play with me," said the Grasshopper, "instead of working so hard?"

"I am helping to put up food for the winter," said the Ant, "and I think that you should do the same thing."

"Why worry about winter?" said the Grasshopper; "we have got plenty of food right now." But the Ant went on its way and continued its working. When the winter came the Grasshopper had no food, and found itself dying of hunger, while it saw the ants distributing corn and grain every day from the stores they had collected in the summer.



a) Which best states the theme of "The Ant and the Grasshopper?"

i) "Pretty is as pretty does."

ii) "Saving today will help you tomorrow."

iii) "Never do today what you can put off until tomorrow."

b) List the characters in "The Ant and the Grasshopper."

NAME: _____

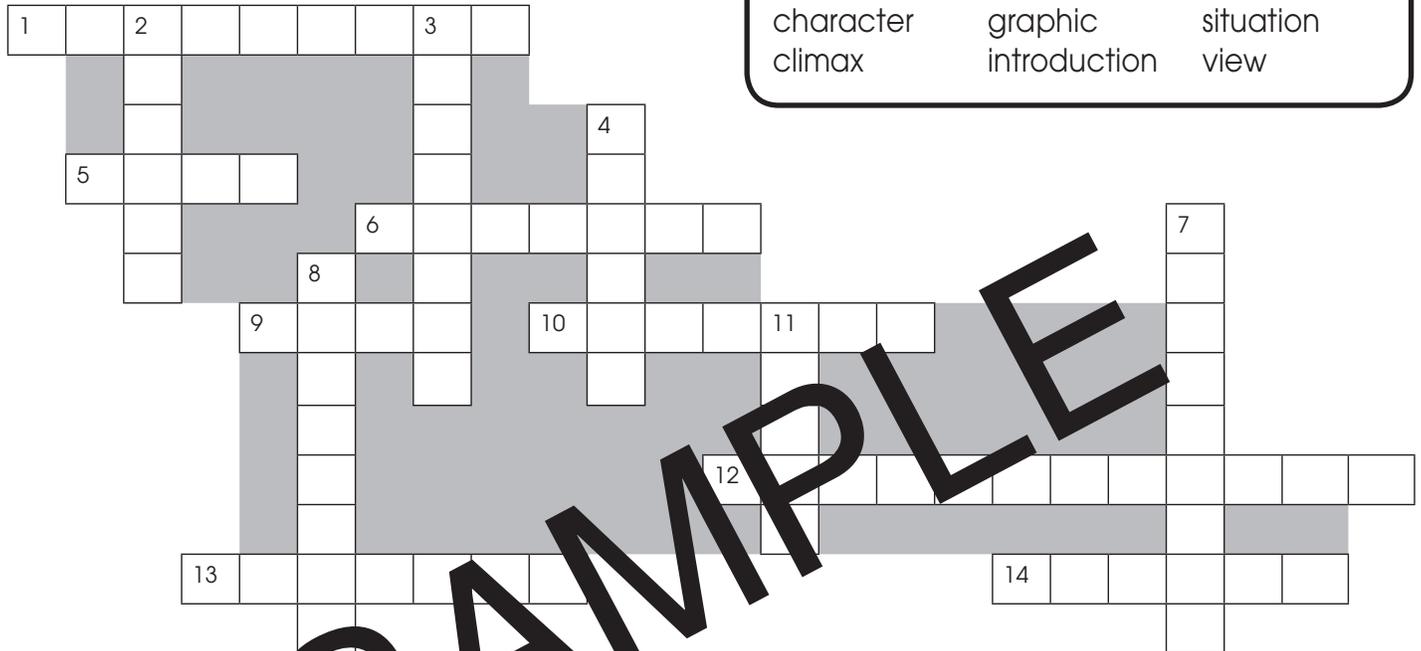
After You Read



Crossword

Word List

action	elements	irony
Aesops	falling	plot
character	flashback	setting
climax	graphic	situation
	introduction	view



Across

1. A person in a story.
5. Point of _____.
6. The time and location of a story.
9. Plan of action for a story.
10. _____ action.
12. The first stage of plot development.
13. _____ organizer.
14. _____ fables.

Down

2. Rising _____.
3. Literary _____.
4. The "high point" of a story.
7. _____ irony.
8. Refers back to an event that has already happened.
11. An expression in which the meaning of the words are the opposite of their usual meaning.

Literary Point Of View



Examples of the Author's Opinions, Ideas, and Thoughts

CHARACTER'S
NAME

POINT OF VIEW

Person

SAMPLE