

Reading: Literary Elements [LA05] 7th Grade

PURPOSE-

- Understanding "Literary Elements"
- Using "Before Reading Strategies"
- Meeting ESD Reading Targets for first trimester

Why do we need to know about literary elements?

- Knowledge of these elements can enhance students' enjoyment of literature.
- They increase understanding of the text they read.
- They help the students to read beyond the words and literal meaning, to be swept up in inferences that shape and drive their thinking.
- They cause awareness of how the author uses language, symbolism, or other literary devices to foreshadow events and outcomes
- They enable students to think more deeply about issues and relationships.

Why do we use a storymap to teach literary elements?

- A storymap is a graphic organizer that shows the story's main elements as they follow one another to a resolution of the problem.
- These organizers create an awareness of narrative structure, and they help students learn the special vocabulary that people use to discuss a story.
- As students share and compare their storymaps, the teacher can promote a rich discussion around their comprehension of the story.
- Brain research shows that visual representations of written and read text help cement the learning and understanding of the text.



<p>Demonstrate understanding of literary elements (genres; story elements such as plot, character, setting; stylistic devices) and graphic elements/illustrations (Reading GLE 2.2.2, 2.2.3, 2.3.3)</p>	<p>What is the main conflict in the story/selection/poem?</p>	<p>How does (character's action or trait) contribute to the conflict in the story/selection/poem? Include two details from the story/selection/poem in your answer.</p>	<p>What problem does (character) experience? What are three steps he/ she takes to solve this problem? Include information from the story/selection/poem in your answer.</p>
	<p>According to the story/selection/poem, which word best describes (character/setting)?</p>	5B	
	<p>What object does the author/poet personify?</p>	5BB	
	<p>How does (character) feel about (character/event, etc)?</p>	<p>Any of these words could be used to describe (character) in the story/selection/poem. Choose the word you think best describes (character).</p> <p>Adjective Adjective Adjective</p> <p>Provide two details from the story/selection/poem to support your choice.</p>	<p>According to the story/selection/poem, describe how (character) feels about (character/event/issue). Provide three details from the story/selection/poem to support your answer.</p>
	<p>Which two objects does the author/poet compare using a simile/metaphor?</p> <p>NOTE: This item type should be passage-dependent; i.e., students should have to return to the text in order to answer the question.</p>	5C	
		<p>How does (character) change in the story/selection/poem? Use information from the story/selection/poem to support your answer.</p>	

I DO

Day 1:

What are the literary elements-

- Restate purpose and introduce "storymap" on OH or infocus
 1. setting
 2. characters
 3. main idea
 4. plot (rising action, climax, falling action)
 5. theme

- Make a poster that has the five elements on it and hang it up. As the lessons in following days illustrate, the definitions will be added
- Point out "Prediction" area
- Point out connection between "The 4 P's" and the "Storymap"
- Read a story/picture book to class (ex. Strega Nona) and MODEL filling out a storymap, discussing the five story elements

WE DO

Day 2/3:

Introduce the Literary Element "Character" = today's purpose

- On OH or infocus, revisit the storymap and its five elements (6 with Prediction)
- Read picture book The New Kid by Katie Couric focusing on character

- On a piece of paper list story elements (or a premade sheet entitled Literary Elements Definition Sheet) Hand out to students.

<p>Literary Elements</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.

- Record definition for **character**: the people who carry the story forward. (main and minor). The main character **MUST** change.

New Activity

- Do the following WOrd Sort as prereading strategy for The Stolen Day by S. Anderson; page 484 PH

WORD SORT follow activity then

1. HO "Clock Partners" fill out, put in reading folder
 2. HO Literary Elements "Character" sheet
 3. Read story independently OR with a partner
 4. Focus on all "Word Sort" vocab/concepts
 5. Discuss the following questions from TE, especially focus on:
 - Page 484 ?#2, 3, 4
 - Page 485 ?#7, 8
 - Page 486?#1, 2, 3, 5
- Discuss with Clock partners answer questions on page 4867
 - Quickly discuss as whole group
 - FOCUS: CHARACTERS
 - Draw them back to the definition of character and compare/discuss

WE DO or YOU DO

ACTIVITY: Diary Entry

As the narrator of Stolen Day, compose a diary entry in which you explain your behavior on this day. Discuss the reasons for what you thought and what you did.

MODEL

As you fill out the class storymap section of "character" have the students fill out their own storymap

Day 4/5:

Introduce the Literary Element "Setting" = today's purpose

I DO

- Revisit storymap (show visually)
- Read picture book Smoky Night by Eve Bunting focusing on setting
- On their definition sheet record definition for "**setting**": The (1) **time** and (2) **place** of action within a story. (ex. Time of year, time of day, place, country, state, building, home, etc...)
- **KEYPOINT:** The "setting" serves as "backdrop" that helps create a "mood" for the story.

New Activity

- Do the following activity as a prereading Strategy: WORD SORT (follow activity in folder)
- All Summer in a Day by Ray Bradbury (PH pg. 288)
- HO "Literary Element Setting" worksheet

- READ story
 1. FIRST silently
 2. SECOND aloud as a whole group OR
 3. as a whole group FIRST OR
 4. as partners FIRST
- As you read either DURING or AFTER: fill out setting worksheet
- FOCUS on the following questions:
 1. TE 289 ?# 1, 2
 2. TE 290 ?# 4
 3. TE 291 ?# 6
 4. TE 292 ?# 3
 5. TE293 ?#4, 6
- CHOICE: can use "Clock Partners" for questions on TE 295
- KEYPOINT: lots of discussion!

WE DO or YOU DO

ACTIVITY: "Illustration"

In the paragraph that begins with "They stopped funning and stood in the great jungle that covered Venus that they grew and never stopped growing..." Bradbury provides a vivid description of the SETTING. In a small group, use this paragraph as springboard to create a story illustration showing the setting on Venus.

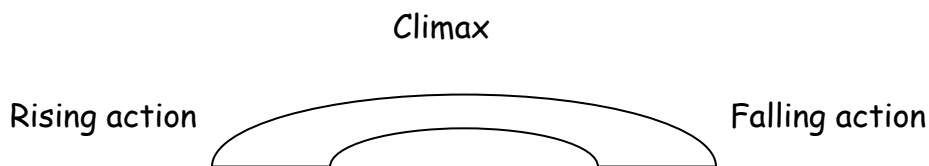
- Tell them that "Good Readers" VISUALIZE
- Model filling out setting on the storymap; make sure they complete their own

Day 6/7:

Introduce the Literary Element "Plot" = today's purpose

I DO

- On overhead or infocus, revisit the storymap and go over the sections that have been taught and filled in.
- Point out the general flow of the map



- On their "Literary Definition" chart, define **plot**: it is the description of action:
 1. What happened?
 2. To whom?
 3. Why?
- If a story DOES NOT have a good plot - it will NOT hold the reader's attention.

A. Beginning: Introduces

1. characters
2. setting
3. problem

- B. **Rising Action**: a series of "sequentially important details"/events. The character(s) take ACTION to solve a problem
- C. **Climax**: the MOST exciting part of the story; the tension is at its HIGHEST point - the problem is ALMOST resolved; problem resolved
- D. Problem resolved
- E. **Falling Action**: a BRIEF ending - ties up loose endings and gives a feeling of completion

- Read picture book Little Red Riding Hood and fill out the plot section of the storymap

New Activity

- After Twenty Years by O'Henry (PH pg 453)
- Prereading Strategy: WORD SPLASH (follow activity in folder)
- Read the story: OPTIONS: 1. have the students read silently, then read aloud OR 2. Read aloud with a partner OR 3. teacher reads it aloud to students
- Discuss using three questions from the TE
- Model filling out setting on the storymap; make sure they complete their own

WE DO or YOU DO

ACTIVITY:

- A. **WANTED POSTER:** Create a wanted poster for "Silky" Bob. Make a drawing that shows what he looks like. Provide information about his real name and aliases, distinguishing characteristics, and crimes.

OR

- B. **LETTER FROM PRISON:** Write a letter to Patrolman Wells from "Silky" Bob. In your letter, describe the events of the story from Bob's point of view. Express Bob's feelings about his friend's actions. Is he angry? Why or why not? Does he understand why Jimmy had to turn him in?

- Fill out storymap on plot

Day 8/9:

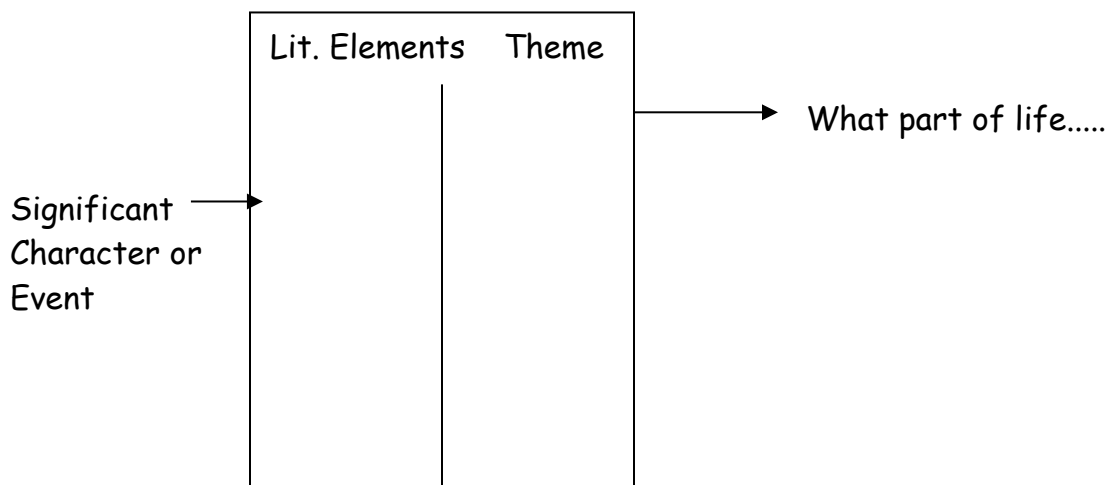
I DO/WE DO

Introduce the Literary Element "Theme" = today's purpose

- On overhead or infocus, revisit the storymap and go over the sections that have been taught and filled in.
- On literary elements definition page define **theme**: 1. the author's Big idea, 2. the author's underlying MESSAGE about LIFE
- Ask the question: "What aspect of life does the author want me to think about?"
- Brainstorm some ideas of theme.
- **KEYPOINT**: Themes are HUGE, OVERRIDING IDEAS THAT TRANSCEND TIME
- Note: theme is a difficult concept for students to grasp
- Handout and post in room: the "Theme" idea handout/poster
- Read picture book The Wretched Stone by Chris Van Allsburg focusing on theme

New Activity

- Prereading Strategy: WORD SPLASH (see activity in folder)
- HO or on infocus or on overhead: "Literary Element - Theme skills



- Read The Cat Who Thought She was a Dog Who Thought He was a Cat by Isaac Singer (PH pg. 5)
- Read story. Options: popcorn read, whole group, silent, partner, teacher...
- Discuss as you read AND focus on the WORD SPLASH vocab/concepts
- Fill out "Literary Theme" skills page on overhead or infocus
- A possible THEME from this story:
 1. What is inside a person counts more than outward appearance
- Fill out storymap in Theme area

WE DO or YOU DO

ACTIVITY: Storyboard

- Pretend that a T.V. producer is interested in turning "The Cat..." story into a cartoon. You have been asked to create a storyboard : a series of boxes in which you sequentially draw the major actions of the story.
 1. Write a short description of the scene under each picture
 2. Directly indicate HOW/WHY the storyboard depicts the significant events of the story and ILLUSTRATES THE THEME.

LITERARY ELEMENTS AND STORYMAPPING FORMATIVE OR SUMMATIVE ASSESSMENT

- B. Define the 5 literary elements
- C. Read a short story and fill out a storymap
- D. Feedback: make an overhead using some of the student's storymaps and definitions that show at standard or above understanding of the Reading Target LA05: Literary Elements

Additional Resources:

Daybook

1. pgs. 39-52 Essentials of a Story

2. pgs. 145-160 Character
3. pgs. 203-218 5 Elements