## Lesson #1: Story Vocabulary

I hope this seems like a simple review lesson for you, but to review let's cover some the basic vocabulary we need to embark on our journey of studying literature. Let's get started!

First things first, what does the term **Plot** mean? *What can you recall about this word? Are there any images that come to your mind?*

Sometimes we view a graphic such as a triangle or a mountain when discussing plot. (Don't worry, we will check out that mountain later this week.) We use this shape to outline the action of a story from exposition to resolution, or beginning to end.
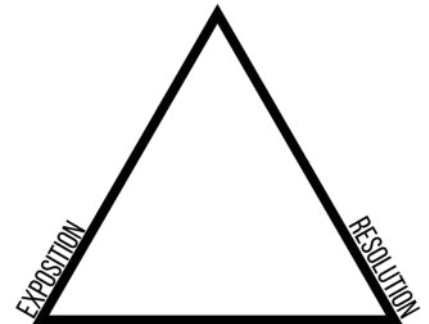
The best stories are the ones where characters face a difficult situation that requires problem solving. These are called **complications.** Characters often find themselves in situations that require them make certain decisions and create an entertaining story for the reader. Look at this clip from Toy Story 3. *Can you identify the complication?*

Click on the link for more

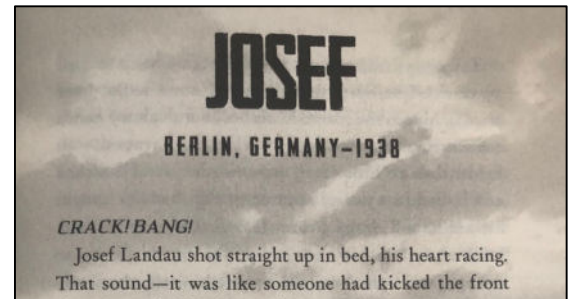Toy Story 3 – The Furnace
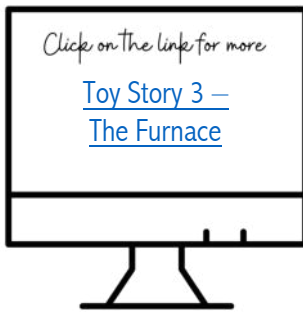
Woody, Buzz, and their friends find themselves up against an industrial furnace ready to take them away. This heartbreaking scene left viewers wondering what will happen next. *Do you think the characters were able to problem solve and get out of this situation?*

While watching that scene, did you notice the **setting?** Did Disney state or can you infer the time and place of this scene? Occasionally, an author will you give the time and place of the scene in a book like Alan Grantz did in Refugee (see the image to the right). Other times, you will need to infer the setting of a story with clues like how the characters talk, dress, and where they are located.

JOSEF

BERLIN, GERMANY–1938

CRACK! BANG!

Josef Landau shot straight up in bed, his heart racing. That sound—it was like someone had kicked the front

Lastly, we need to understand the difference between a protagonist and antagonist. *Based on the prefix of each word, can you predict what each term means?* Think back to The Lion King by Disney. In this movie we have Simba vs. Scar. If you have seen The Lion King, you already know which one is the good guy. Simba is the hero of the story. He's the main character and the one working to overcome a problem. Scar, on the other hand, is plain evil. He is Simba's enemy and creating the problems to overcome. Let's see if we can decide who's who.

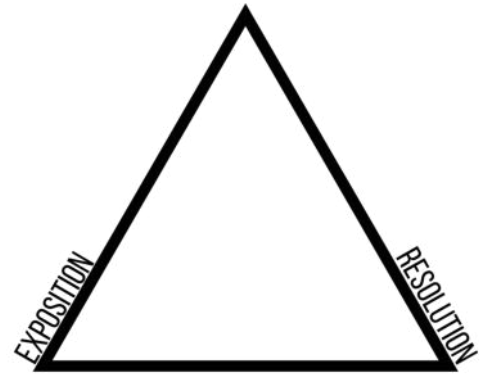**Protagonist:** The main character, often the hero, trying to solve a problem.

Antagonist: What or who is keeping the protagonist from reaching his goal.

Lesson #1: Story Vocabulary

1. <u>Plot:</u>

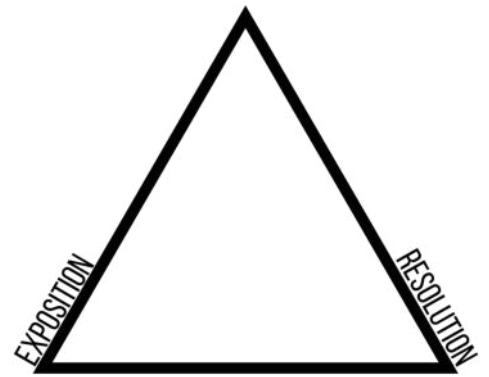2. <u>Complication:</u>

3. <u>Setting:</u>

4. <u>Protagonist:</u>

5. <u>Antagonist:</u>

TEACHER NOTES - Lesson #1: Story Vocabulary

1. <u>Plot:</u>

   Action of the story from exposition to resolution

2. <u>Complication:</u>

   difficult situation a character faces to solve a problem

3. <u>Setting:</u>

   the stated or suggested time and place of a story

4. <u>Protagonist:</u>   5. <u>Antagonist:</u>

   the main character of a story   *what or who is keeping the main character from his goal*

- Discuss using a picture book

Lesson #2: Elements of Plot

In the last lesson, we talked about the word "plot." We had an image of a triangle and discussed how the plot covers the events from exposition to resolution. Along the adventure up and over the mountain, five terms will be added to our literary discussion vocabulary.

First and foremost, a story would begin with the **exposition.** The exposition <u>sets up the story by revealing the characters and setting</u>. This is usually marked as the most left point of the plot mountain. Second, readers encounter the **inciting incident.** The inciting incident <u>sets the story in motion</u>.

> Vocab words:
> - Exposition
> - Rising Action
> - Climax
> - Falling Action
> - Resolution
> - Inciting incident

If you've ever seen Monsters, Inc. you have watched these steps take place in a movie. For example, in the beginning of the movie, viewers get to know Sully and Mikey. We see them getting ready for work and the dangers of touching a real child. This is the exposition. Then, the inciting incident takes place – Randall leaves a door open and a little girl, named Boo, finds herself in a world of monsters.
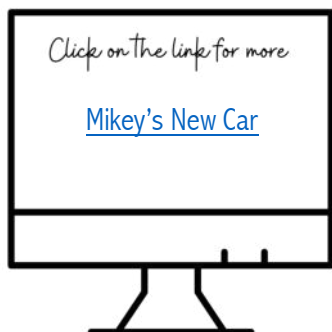
This moment kicks off the **rising action** as <u>conflict begins</u>. Now that the little girl is inside Monsters, Inc., she must be hidden and protected. Others know that something is up and she needs to get back to her home.
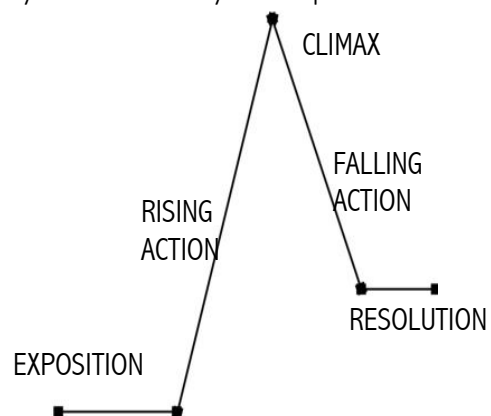
The <u>turning point of the story,</u> or **climax**, is often dramatic. This is the peak of Plot Mountain. In the case of Monsters, Inc., Sully and Mikey are sent away and Boo makes it home safely. Following the climax, readers travel down the mountain of **falling action.** Falling action happens as <u>conflict moves towards a resolution.</u> In Monsters, Inc., the boss is arrested for stealing screams and the door back to Boo's room is demolished to keep her out forever.

Lastly, the viewer sees the **resolution.** This resolution is the <u>end of the story</u>. In the final minutes of Monsters, Inc., the company decides to collect laughs instead of screams making it a better place for everyone.

You can see these elements in every story you read. These are not always obvious and sometimes cannot be plotted until you complete the story, but next time you read a book, see if you can identify the exposition and inciting incident!

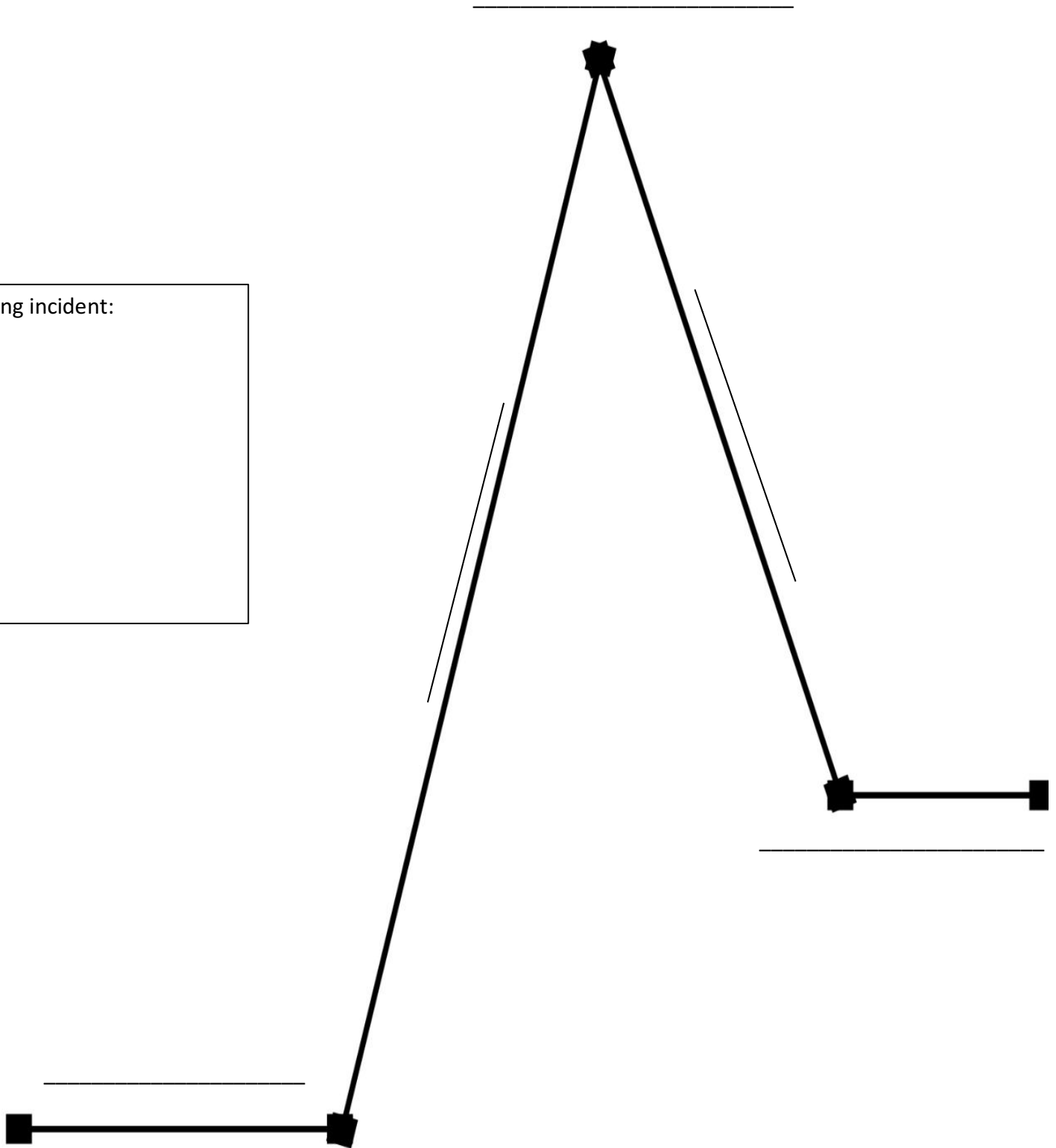Watch this clip of Mikey's New Car for another example of plotting a story.

Click on the link for more

[Mikey's New Car](#)

CLIMAX

FALLING
ACTION

RISING
ACTION

RESOLUTION

EXPOSITION

Lesson #2: Elements of Plot

_____

Inciting incident:

_____

_____

_____CLIMAX_____

Turning point of the story

Inciting incident:

Sets the story in motion

*Conflicts move
toward a resolution*

RISING ACTION

FALLING ACTION

When conflicts arise

_____RESOLUTION_____

End of the story

____EXPOSITION_____

*Reveals the character
and setting*

Goldilocks & three bears analysis
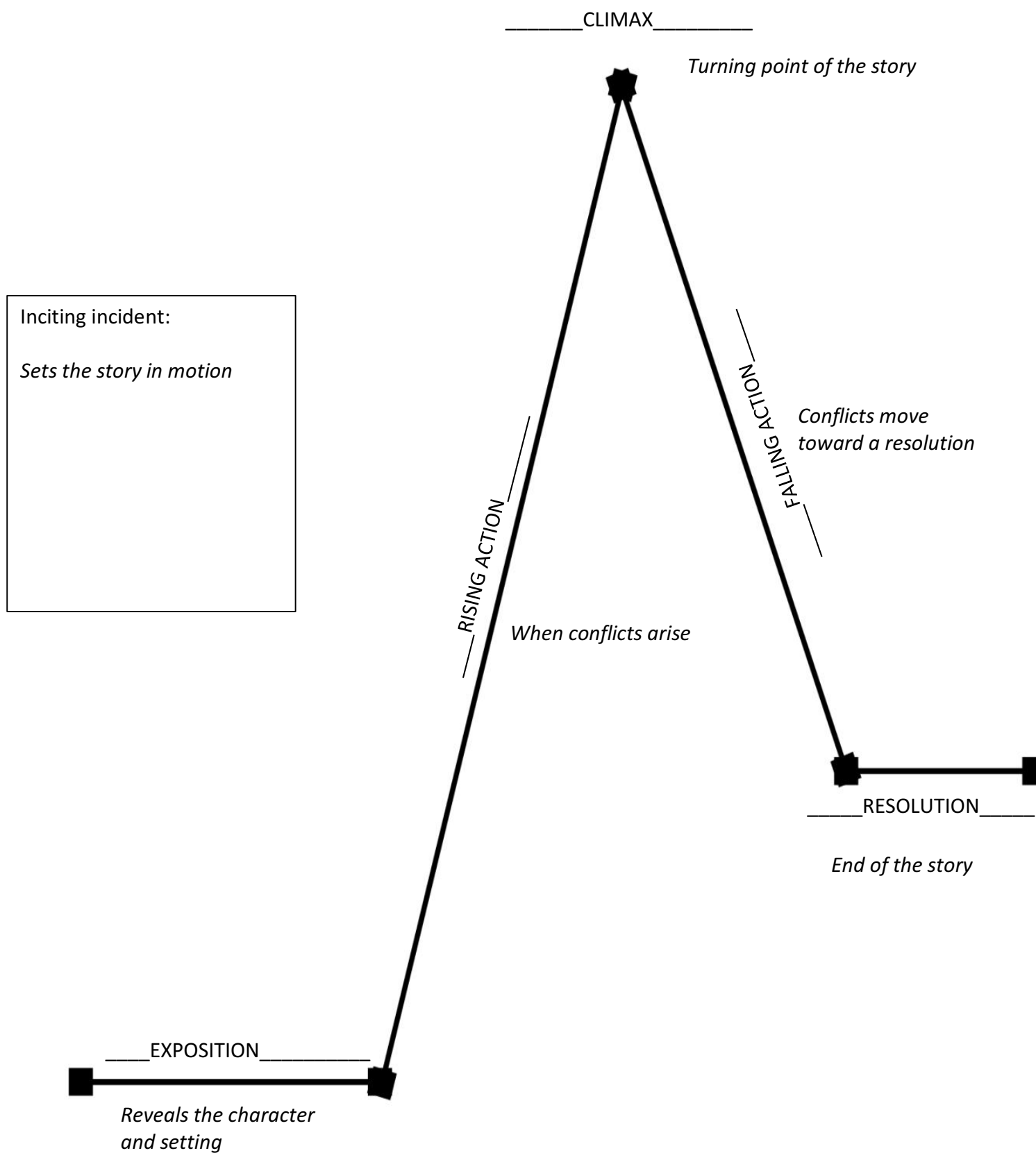
Lesson #3: Internal vs. External Conflict

When we think about conflict, we often think of an argument between friends, however, conflict in literature is so much more. **Conflict** in a story is the struggle between two opposing forces. We can connect this to last week when we discussed a protagonist and antagonist. These are examples of opposing forces.

Conflict can be internal or external. Let's break these down using the donut below.

External

When a character struggles with an external force.

Internal

When a character is in conflict with him or herself.

Man vs. _____
- Self

Example: Joanna wins a scholarship to a fancy college, but she is unsure if she wants to go because she is afraid her friends will miss her.

Man vs. _____
- Nature
- Society
- Man

Example: Two candidates are running for mayor, but only one can win.
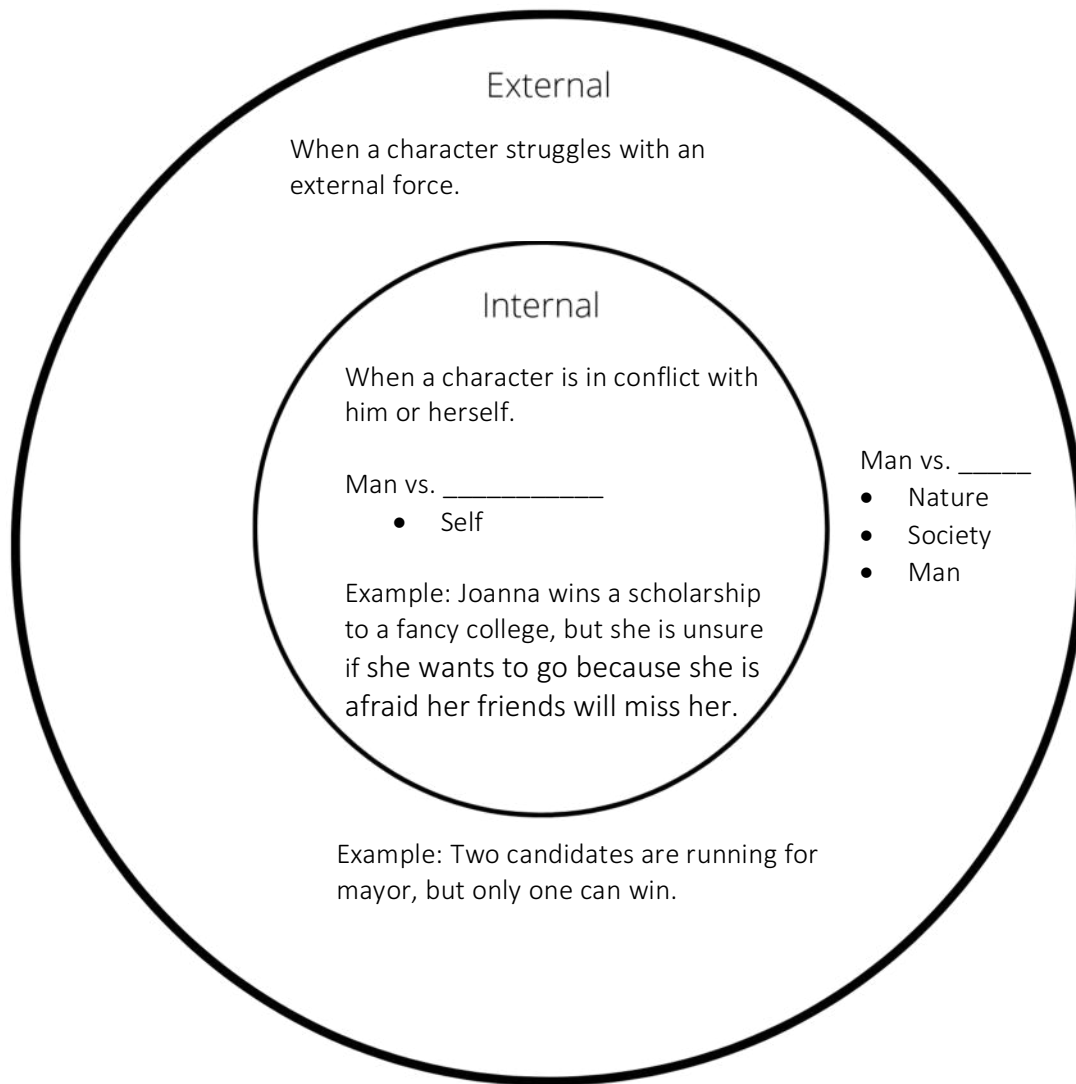
Can you think of an example of internal or external conflict in your life?

Lesson #3: Internal vs. External Conflict

External

Internal
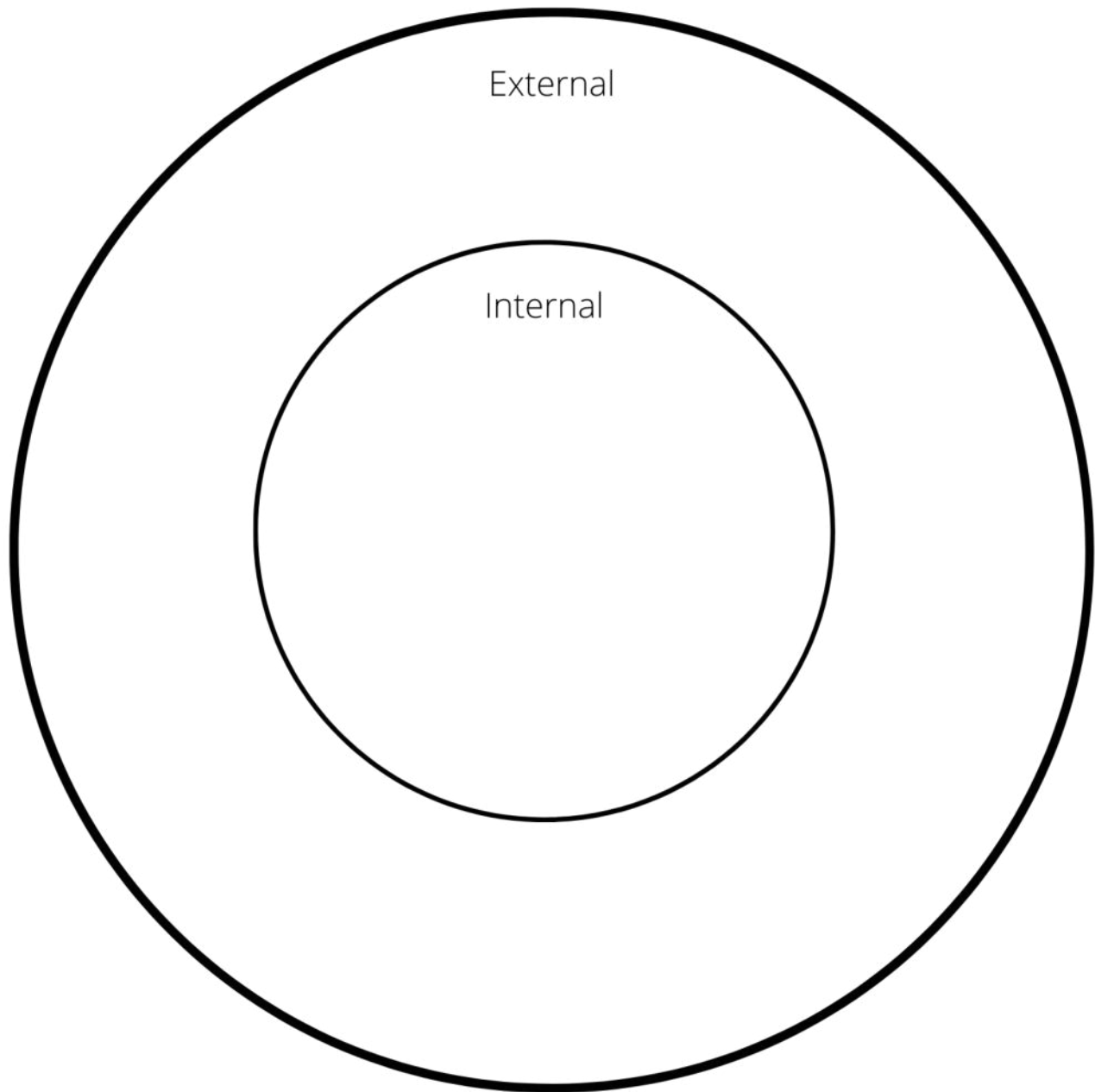
Practice examples:

1. Two candidates are running for mayor. Only one can win.   _____

2. Joanna wins a scholarship to a fancy college, but she is unsure if
she wants to go because she is afraid her friends will miss her.   _____

Lesson #4: Types of Conflict

In the previous lesson we discussed internal vs. external conflict. Remember, conflict is a struggle between two opposing forces. We can expand on conflict by identifying the four types of conflict we encounter in literature. *See if you can identify which ones are internal and which are external!*
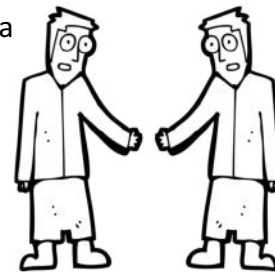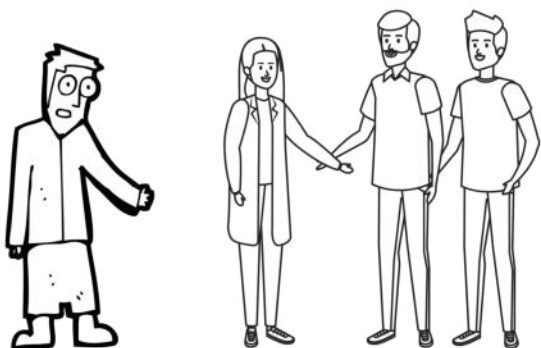
First, **Man vs. Self** occurs when a <u>character is in a struggle with their own thoughts</u>. Example: While she knew it was wrong to copy a paper from the Internet, Darla also knew that she would fail social studies if she didn't turn this report in on time. It seemed like she didn't have a choice.

Second, **Man vs. Nature** occurs when a <u>character is up against something in nature such as weather, terrain, or insects.</u>
Example: As the men huddled in the lifeboat, they stared out into the dark night. They were hundreds of miles from shore. The sea was choppy. The temperature was dropping.

Third, **Man vs. Society** occurs when a <u>character is fighting the law or beliefs of a group.</u>
Example: After a car accident leaves Lewis in a wheelchair, he becomes an activist and fights to change the law so that his school is accessible to him, and he is able to attend classes on his own.

Lastly, **Man vs. Man** occurs when a <u>character struggles with another character.</u>
Example: Year after year, Bryan has come in second place in the school's annual archery contest. Year after year, Sylvia has won. This year, Bryan is determined to be the winner and finally defeat Sylvia, at any cost.

Watch these clips and see if you can identify which type of conflict they are.

[Internal] Tangled: https://www.youtube.com/watch?v=awvSykRdR4s

[External] Toy Story: https://www.youtube.com/watch?v=VLWd8tzQhc0

[External] Jaws: https://www.youtube.com/watch?v=pmLP0QQPqFw

[External] Hidden Figures: https://www.youtube.com/watch?v=hNK8FCFpmm4
***Language warning (Based on a true story)*

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Lesson #4: Types of Conflict
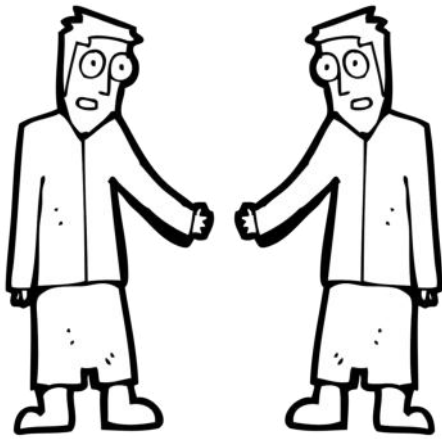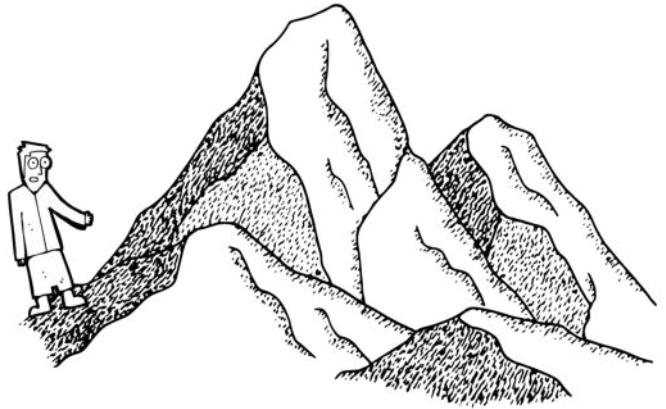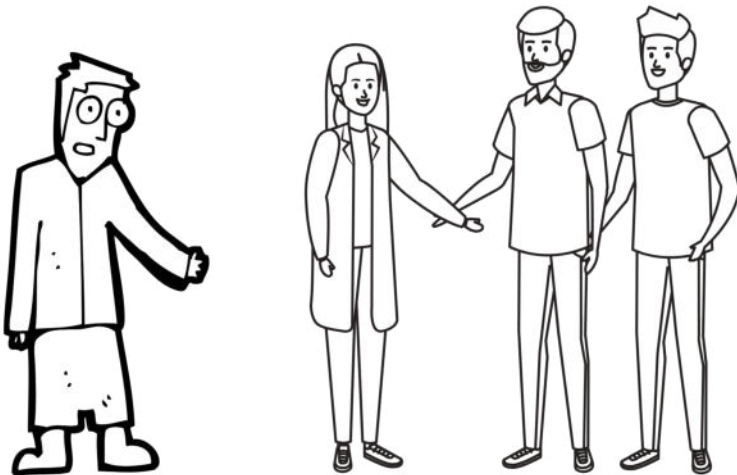
Man vs. _____

Man vs. _____

Man vs. _____
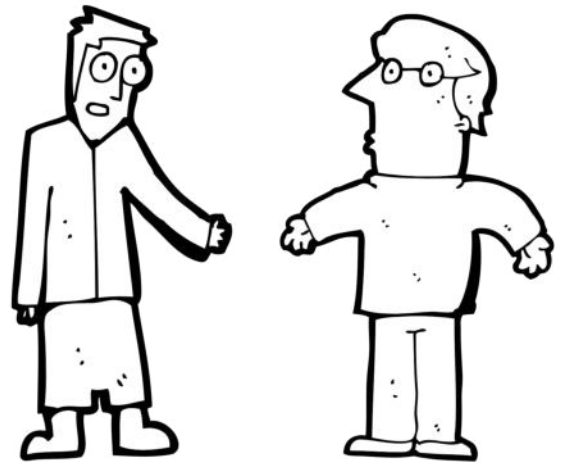
Man vs. _____

TEACHER NOTES: Lesson #4: Types of Conflict
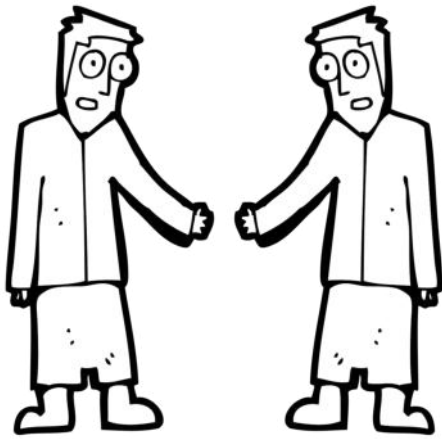
Man vs. _____Self_____

Internal conflict between a character and his thoughts or feelings
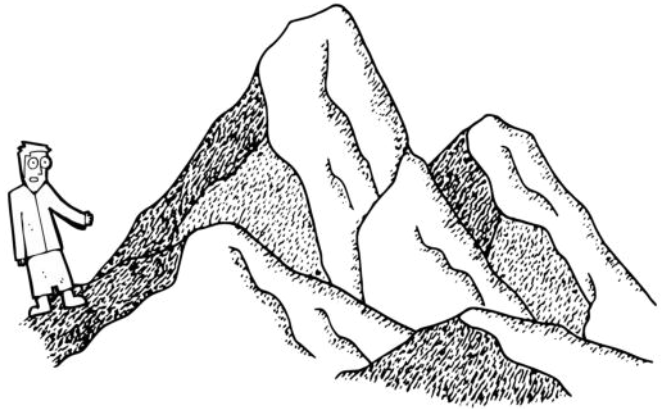
Man vs. _____Nature_____

External conflict that puts a character up against things like insects, weather, terrain

Man vs. _____Society_____

External conflict, character goes up against the laws or beliefs of a group

Man vs. _____Man_____

External conflict, struggle between two characters

Lesson #5: Story devices

When you read the word "devices" what comes to mind? Vocabulary.com defines device as "objects or systems that have a specific purpose or intention, like electronic communication devices like cell phones." In ELA, we apply this same word in literature. These devices help to tell a story or move a story along a plot line.

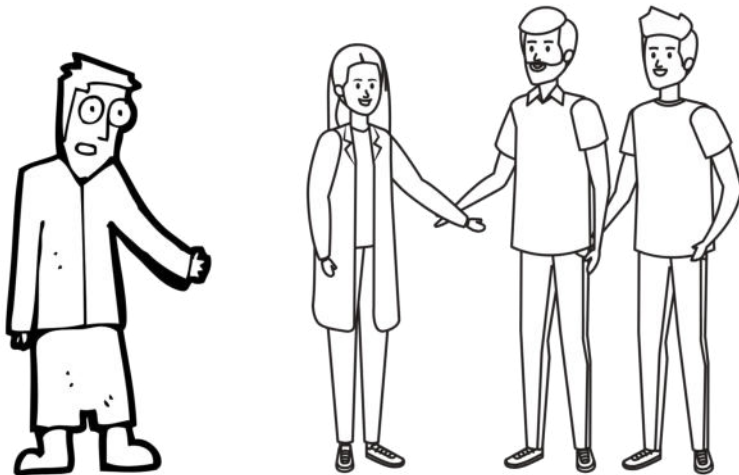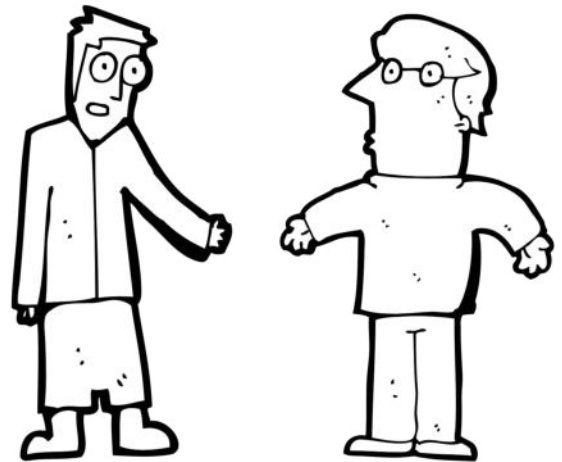In this class, we will discuss four devices commonly encountered in literature starting with **Flashback.** In a flashback, the narrator interrupts a plot to describe a part of the story that happened in the past. This event that happened in the past helps the author make a point or build the back story of a character.

Some authors prefer to leave their readers wondering what will happen next by using a **cliffhanger.** These are typically an abrupt ending with little or no resolution. Sometimes they set the reader up for the next section and sometimes they leave the reader with nothing more. Authors may use this to keep the reader thinking about their story.

Not to be confused with a cliffhanger, **suspense** is a series of events that cause the reader to feel anxious or uncertain about the outcome of events. It is important to recognize the element of anxiety. Suspense gives readers a sense that something dangerous or risky is about to happen.

> *Red herring: an irrelevant topic introduced to divert the reader's attention from the original issue. This distraction should lead them to the wrong conclusion and generate more suspense.*

Finally, writers and authors may use a device called **foreshadowing** to give the readers clues as to what may happen later in the story. Foreshadowing can occur through narrator comments, events that take place, or the feelings and emotions from characters.

Foreshadowing is not always obvious, but it is important to keep a close eye for subtle details. Here's an example - A pipe is going to burst, but before it does, the author writes a scene where the family notices a small dark spot on the ceiling but ignores it (softschools.com).
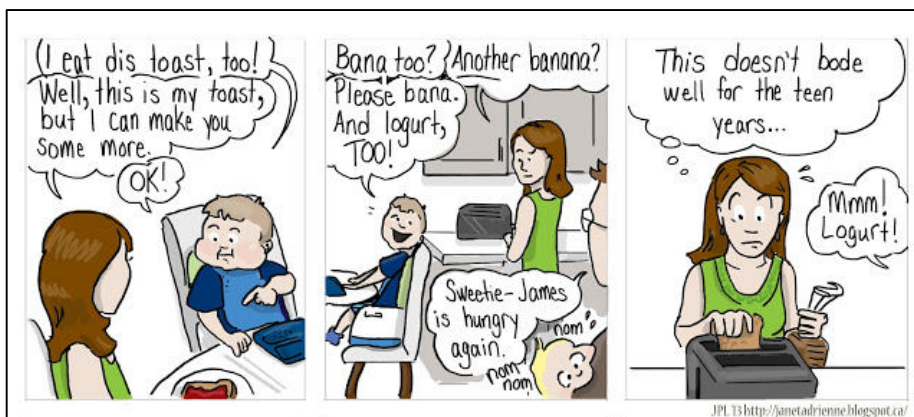
Do you recognize foreshadowing in the comic strip?

Lesson #5: Story devices

_____   _____   _____   _____
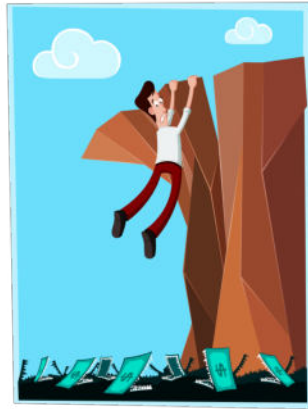
TEACHER NOTES: Lesson #5: Story devices
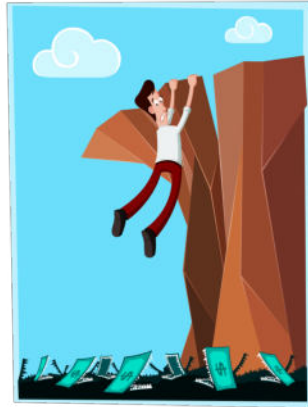
Flashback	Cliffhanger	Suspense	Foreshadow

| Narrator interrupts a plot to describe a part of the story that happened in the past

Ratatouille example-
https://www.youtube.com/watch?v=WGT51_dnuQg | Leaves the reader wondering what will happen next | A series of events that cause the reader to feel anxious

Uncertain about the outcome of events

Monsters Inc-
https://www.youtube.com/watch?time_continue=2&v=07l6HgPDJn0&feature=emb_logo | Gives the reader a clue about what will happen next

Toy Story –
https://www.youtube.com/watch?v=4jPF9ugDKko&t=615s
(Start @ 9:50-11:00) |

Lesson #6: Character Traits & Characterization

If you were a character in a story about our classroom, how would you be described by the author? How would your character interact with other "characters" in the story?

Authors use character traits and characterization to present the "people" they need to make a story great. Reading about a character, we find out who is jealous, cold, lazy, resourceful, and adaptable. We also learn about their physical character traits like if they are "bulky" or have "long bony fingers." Without these details we would not who is involved in the story. Character traits can be positive or negative, as well as, physical being or personality. Character traits are as simple as they sound. Get to know the chart below.

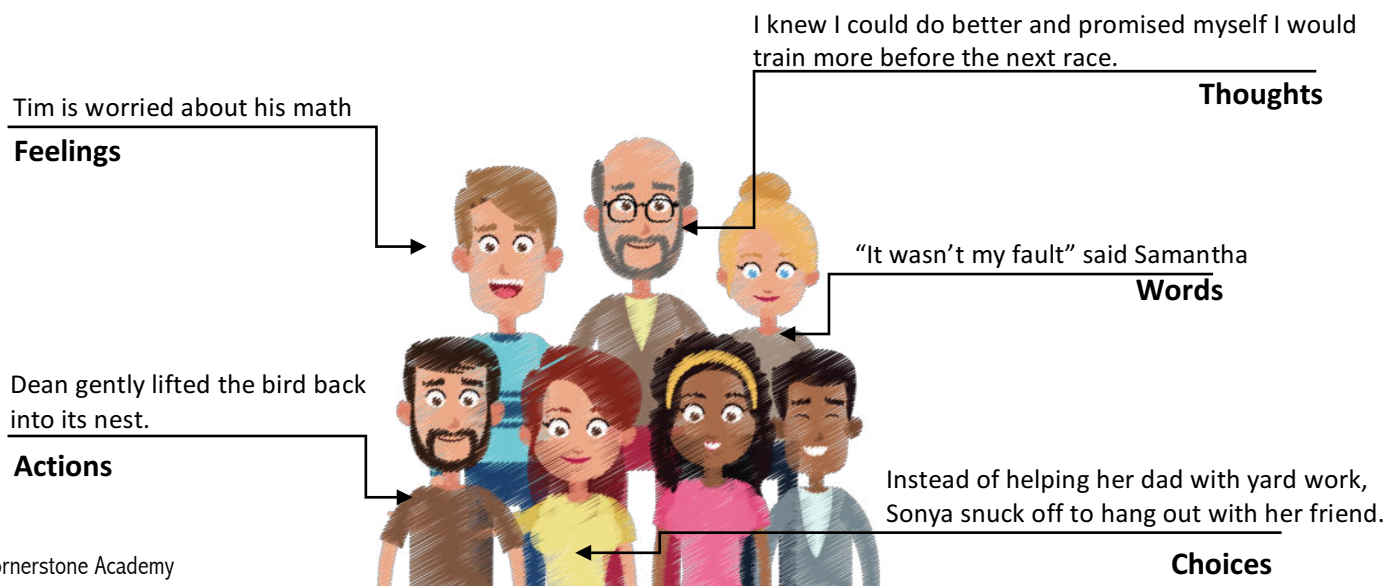| Positive	Negative
A character is described in a likable fashion	A character is described in a non-likable fashion
Examples: Becky is loyal, Tom is responsible	Examples: Jamie is always jealous
Physical	Character
What we see, how the character is physically described	What we learn about the character based on what they say, think, or do.
Example: Ben is a tall boy with the longest legs. He always wears a baseball cap and never washes his hair.	Example: Ben is too lazy to take care of himself. He would rather play video games than take a shower.

Characterization is a bit more in-depth. This covers the thoughts, feelings, actions, choices, and words of the characters in a story. All of these elements create the character and develop that character over time. Characterization may be directly stated in the text (direct) or the author may allow the reader to draw conclusions about characters (indirect). Let's get to know these characters below. *What do you learn about these characters based on their characterization?*

I knew I could do better and promised myself I would train more before the next race.

Thoughts

Tim is worried about his math

Feelings

"It wasn't my fault" said Samantha

Words

Dean gently lifted the bird back into its nest.

Actions

Instead of helping her dad with yard work, Sonya snuck off to hang out with her friend.

Choices

Lesson #6: Character Traits & Characterization

Positive	Negative
Examples: Becky is loyal, Tom is responsible	Examples: Jamie is always jealous
Physical	Character
Example: Ben is a tall boy with the longest legs. He always wears a baseball cap and never washes his hair.	Example: Ben is too lazy to take care of himself. He would rather play video games than take a shower.

Characterization – *thoughts, feelings, actions, choices, words*

I knew I could do better, and promised myself I would train more before the next race.

Tim is worried about his math grade.

"It wasn't my fault" said Samantha

Dean gently lifted the bird back into its nest.

Instead of helping her dad with yard work, Sonya snuck off to hang out with her friend.
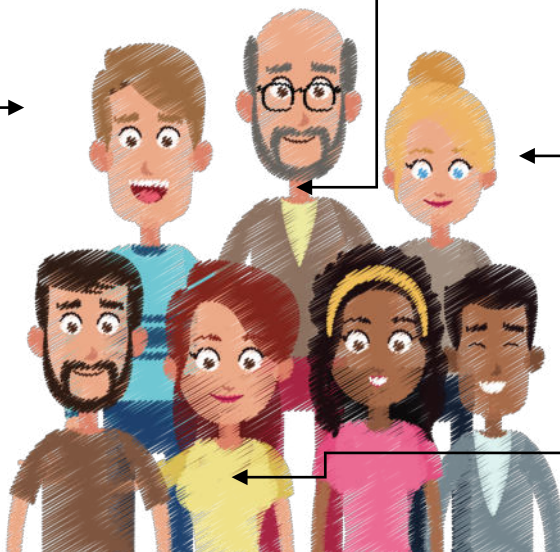
TEACHER NOTES: Lesson #6: Character Traits & Characterization

Positive	Negative
A character is described in a likable fashion	A character is described in a non-likable fashion
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Physical	**Character**
What we see, how the character is physically described	What we learn about the character based on what they say, think, or do.
Example: Ben is a tall boy with the longest legs. He always wears a baseball cap and never washes his hair.	Example: Ben is too lazy to take care of himself. He would rather play video games than take a shower.
	**Clarify "character" vs character in a book. Discuss being a "good judge of character."

Characterization – *thoughts, feelings, actions, choices, words*

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Choices

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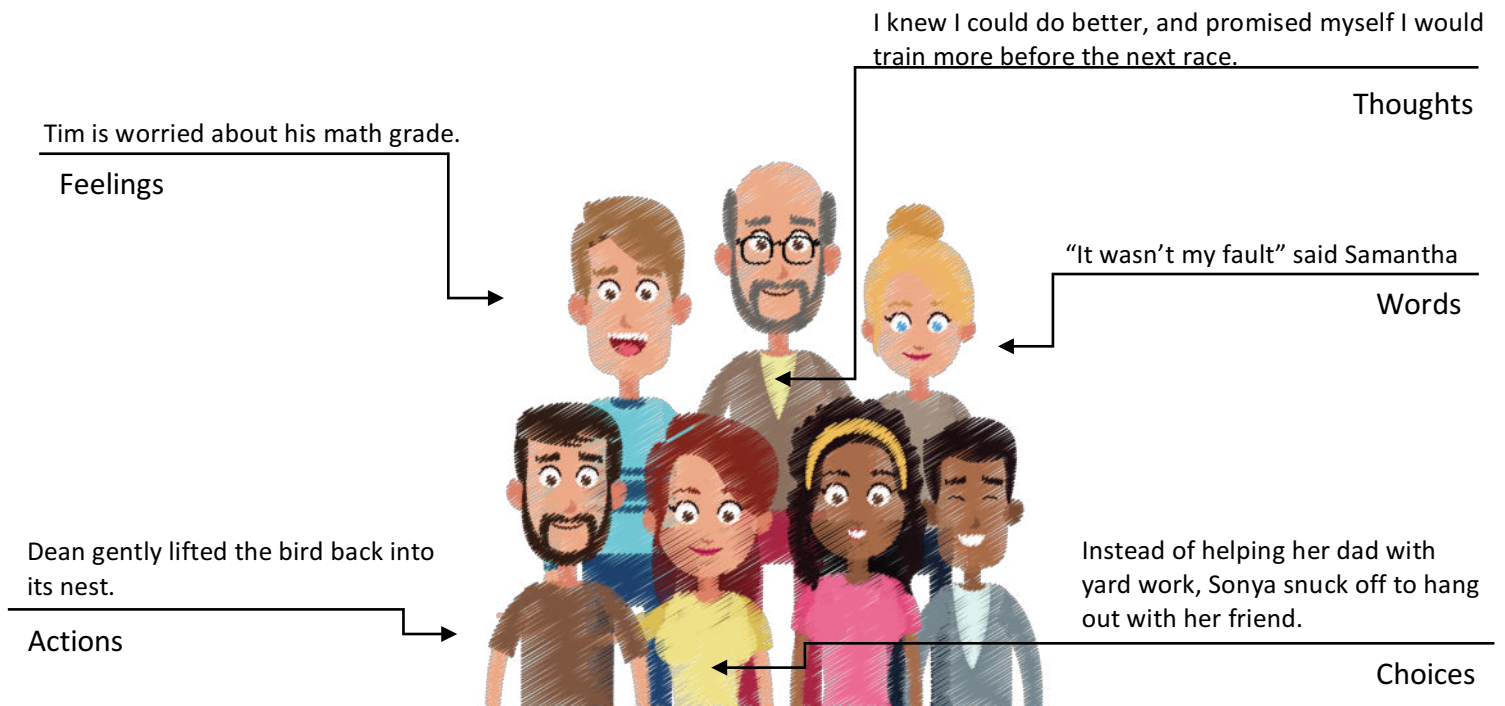
Lesson #7: Types of Characters

In the last lesson, we discussed character traits and characterization. We will continue to build on that and look at a variety of character types we encounter in literature.

Did you know that characters can be round, static, flat, or dynamic? Now this does not mean the character is actually round, but we call a character **round** when they are <u>fully developed</u>. These characters <u>displays many traits – both good and bad.</u> This is often a main character as we know much about them from the beginning to the end of the story.

Willy Wonka *Paramount*

On the other hand, characters can fall into the flat category. A **flat** character is one we <u>do not know much about.</u> They are <u>one-sided and stereotypical.</u> Crush from *Finding Nemo* is an example of a flat character. We learn very little about him in the movie and he falls into the stereotype of being a "beach bum" who is super chill about everything.

Finding Nemo *Disney*

In addition to round or flat, characters can be dynamic or static. A **dynamic** character is one who <u>changes and grows over the course of the story</u>. The opposite, a **static** character is one that <u>does not change over the course of the story</u>. *Can you think of any examples of these characters in the book you are reading right now?*

Now think back to many lessons ago when we discusses protagonist and antagonists. **Protagonist** comes from the Greek word, prōtagōnistés, which means "one who plays the first part." Lets break down the word – the prefix 'proto-' means "first," and 'agonistes' means "actor." We can also identify antagonist by looking at the prefix – 'anti-' which means "against." This tells us that the **antagonist** is a character against the protagonist.

Lastly, an author may decide to make a character sympathetic or minor in a story. A **sympathetic** character is one that <u>we feel bad for</u> as the reader. This is often the protagonist; however, we could also find sympathy with an antagonist. As readers, we come to care for that character and what they go through. A **minor** character, on the other hand, is <u>underdeveloped in the story.</u> We do know much about them. We may know things like their name and they can interact with the main character, but they will not change throughout the story.

SHERLOCK HOLMES VS. PROFESSOR MORIARTY
The Adventures of Sherlock Holmes, A. Conan Doyle

HARRY POTTER VS. LORD VOLDEMORT
The Harry Potter Series, J.K. Rowling

ELIZABETH BENNETT VS. MR. DARCY
Pride and Prejudice, Jane Austen

HAMLET VS. KING CLAUDIUS
Hamlet, Shakespeare

grammarly

Lesson #7: Types of Characters

flat character

ROUND CHARACTER

STATIC CHARACTER

DYNAMIC CHARACTER

Protagonist:

Antagonist:

SYMPATHETIC

MINOR

Lesson #7: Types of Characters

flat character

One-sided

Stereotypical

Don't have many details about this character

ROUND CHARACTER

Fully developed

Displays many traits – both good and bad

STATIC CHARACTER

Does not change

DYNAMIC CHARACTER

Changes or grows during the course of the story

Protagonist:

Antagonist:

SYMPATHETIC

A character that the reader feels sorry for

MINOR

Undeveloped background character

Lesson #8: Theme

When we read a book or watch a movie, we often take away more than just a story. The writer sends us away with a message, concern or a purpose. Maybe you leave inspired to help others in your community or you leave with a sense of concern for the planet's climate. The **theme** is a the message or lesson learned about life.

There are three key elements to theme:
1. Themes are recognizable and repeated throughout literature
2. Themes often require readers to make an inference
3. Stories can have more than one theme

Chances are if you and a classmate read the same story, you will both take away a different message or theme.

It is important to know that themes are not the topic or the central idea. Themes are rarely directly stated meaning readers will need to use background knowledge and textual evidence to infer the message.

Theme is not be confused with **central idea.** The central idea is what the text is about- the specific details like setting and characters. Central idea only applies to that specific text, whereas, the theme can be applied to life and other literature.

Let's look at an example -

COMMON THEMES:

Believe in yourself!
Be happy with what you have.
Treat others the way you would
    want to be treated.
Accept yourself.
Never give up!
Respect authority.
Friendship can come in forms
    you don't expect.
Prejudice is harmful.
It's best to tell the truth.
Don't be afraid to try new
    things.
Accept others differences.
Make good choices.
Procrastination can have
    negative consequences.
Help those in need.

Disney's The Lion King is about a lion cub overcoming obstacles and progressing through life. *Can you think of the theme and central idea? Remember, the theme is universal and the central idea only applies to The Lion King.*

The Lion King	
Central Idea	Theme
A young lion cub grows up to defeat his evil uncle and is able to reclaim the kingdom.	Everyone has to leave childhood behind in order to face adult responsibilities.

Can you relate to the theme of this story?

How about the central idea?

Specific to the story, summarizes details in the text.

Something many people in life can relate to.

Lesson #8: Theme

Themes are…

Themes often require…

Stories…

THEME:

_____

_____

_____

Themes are NOT …

Themes are rarely …

COMMON THEMES:

Believe in yourself!
Be happy with what you have.
Treat others the way you would
   want to be treated.
Accept yourself.
Never give up!
Respect authority.
Friendship can come in forms
   you don't expect.
Prejudice is harmful.
It's best to tell the truth.
Don't be afraid to try new
   things.
Accept others differences.
Make good choices.
Procrastination can have
   negative consequences.
Help those in need.

CENTRAL IDEA:

_____

_____

_____

What's the difference between theme & central idea?

The Lion King	
Central Idea	**Theme**

TEACHER NOTES - Lesson #8: Theme

Themes are…

Recognizable and repeated throughout literature

Themes often require…

Readers to make inferences

Stories…

Can have more than one theme

THEME:

The message or lesson learned about life

_____

_____

_____

Themes are NOT …

The topic or the central idea

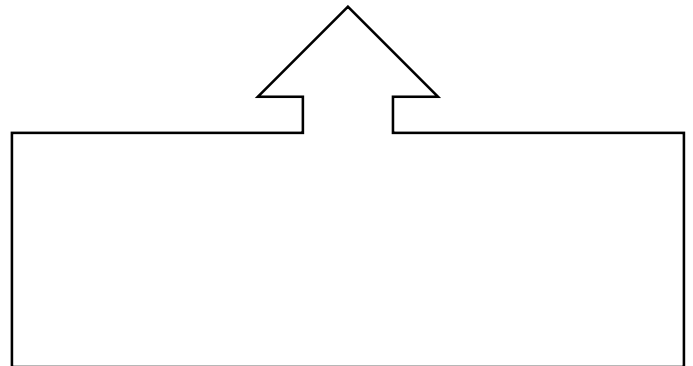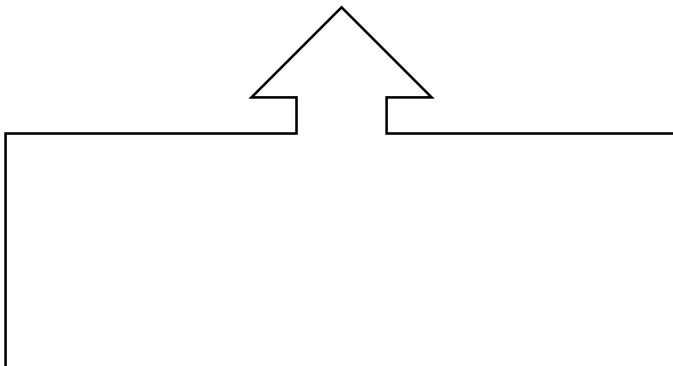Themes are rarely …

directly stated

COMMON THEMES:

Believe in yourself!
Be happy with what you have.
Treat others the way you would
    want to be treated.
Accept yourself.
Never give up!
Respect authority.
Friendship can come in forms
    you don't expect.
Prejudice is harmful.
t's best to tell the truth.
Don't be afraid to try new
    things.
Accept others differences.
Make good choices.
Procrastination can have
    negative consequences. Help
    those in need.

CENTRAL IDEA:

What the text is about – specific details like setting, characters…
_____

_____

_____

What's the difference between theme & central idea?

Central idea can only be applied to this story, theme can be applied to life and other text.

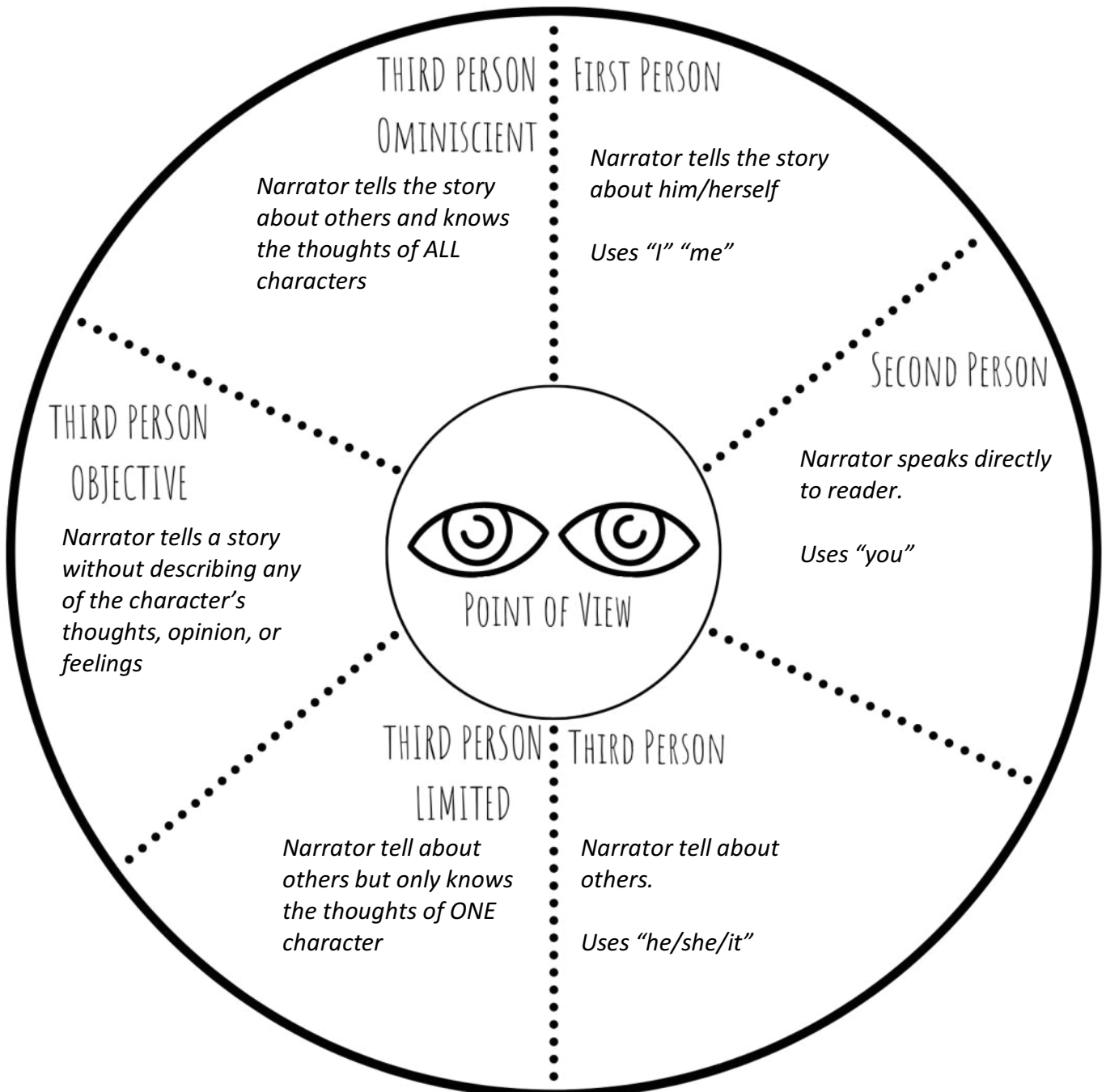| The Lion King	
Central Idea	**Theme**
A young lion cub grows up to defeat his evil uncle and is able to reclaim the kingdom.	Everyone has to leave childhood behind in order to face adult responsibilities.

Specific to the story, summarizes details in the text.

Something many people in life can relate to.

Lesson #9: Point of View

Point of view (POV) is the <u>ability for different characters to tell the same story.</u> Authors can create a **narrator** or <u>character that tells the story.</u> Is the story you're reading a first-hand experience or a second-hand story. In this lesson, we will cover six types of point of view.

THIRD PERSON OMINISCIENT

Narrator tells the story about others and knows the thoughts of ALL characters

FIRST PERSON

Narrator tells the story about him/herself

Uses "I" "me"

SECOND PERSON

Narrator speaks directly to reader.

Uses "you"

THIRD PERSON OBJECTIVE

Narrator tells a story without describing any of the character's thoughts, opinion, or feelings

POINT OF VIEW

THIRD PERSON LIMITED

Narrator tell about others but only knows the thoughts of ONE character

THIRD PERSON

Narrator tell about others.

Uses "he/she/it"

When reading a passage it is important to think about why an author opted to use a specific point of view to tell a story. Ask yourself how a story would be different if told by another character. You can even practice this skill in your real life. Think about the last time something happened in the cafeteria during lunch, how would you tell the story to your classmates? How would your best friend tell the same story?

This leads into **perspective** or the way a character's feelings, beliefs, fears, and background knowledge influence the way that character would describe or feel about events in a story. Keep in mind that perspective comes from background knowledge and life experiences. So, your perspective as a middle school student will be different than the perspective of your 80-year-old grandparents. These different perspectives result in different voices and characterization.

As a reader, you can probably tell how the author feels about something by what their characters do in a story. When you read, pay close attention to the following to see if you can sense the author's perspective:

- Characters' actions
- Characters' feelings
- Language or dialogue
- Problems & conflict

Synonyms for perspective:
- Outlook   - Approach   - Viewpoint   - Interpretation   - Frame of mind

Sensing an author's perspective can help you identify the author's purpose as well. An author's decision to use certain words and mood, based on their perspective, can determine if the story will be used to inform, entertain, or persuade. (We will get into these during a later lesson.)

See if you can figure out the perspective in the example below-

"Mrs. Smith's class is a lot of work, but I am confident that I am learning so much and I am proud of my work."

POV: First person
Perspective: The author has a positive attitude about the class because she uses the words "learn so much." This lets us know that she is happy to have Mrs. Smith as a teacher.

Let's see it in another way-

"Mrs. Smith's class seems like a lot of work, but Adrianna is studying 2 hours a day and remains confident that there will be an A+ on her report card."

POV: Third person
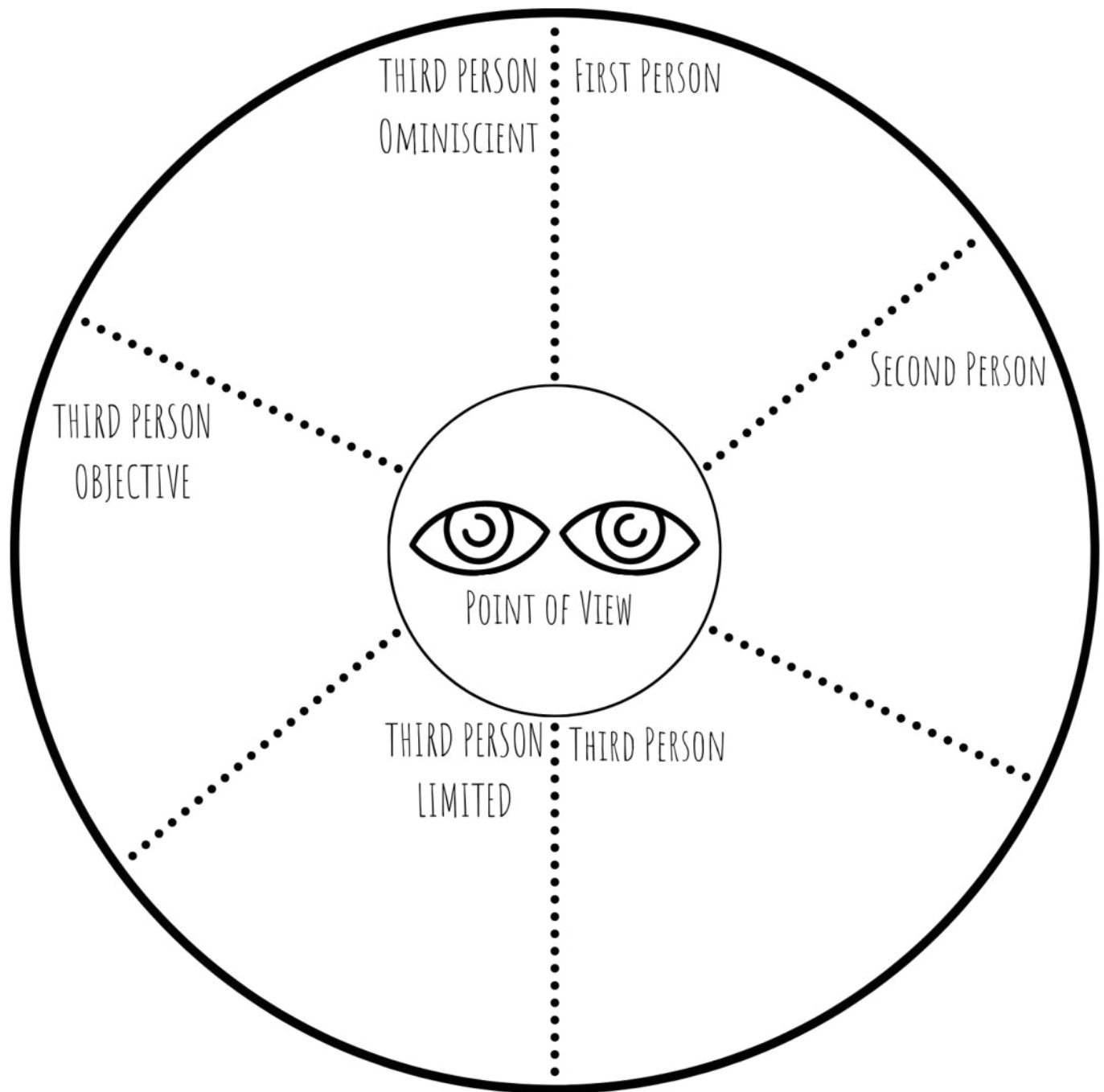**Perspective:** The author seems doubtful because she uses words like "seems like a lot of work" and "studies 2 hours a night." It sounds like Adrianna is confident, but the author does not know that Mrs. Smith is the best teacher for her. *Is there a chance that this person has experienced this type of class and failed?*

As always, we will support our answers with text evidence.

Lesson #9: Point of View

Narrator:

Speaker: *imaginary voice a <u>poet</u> uses when writing a poem*

THIRD PERSON OMINISCIENT

FIRST PERSON

SECOND PERSON

THIRD PERSON OBJECTIVE

POINT OF VIEW

THIRD PERSON LIMITED

THIRD PERSON

How does the point of view develop the perspective of the narrator or speaker?

What about <u>perspective</u>:

Synonyms for perspective:

A big dog is walking across the park. The owner is nowhere near by and he's not wearing a collar.

Sally has a dog at home that looks just like this dog.

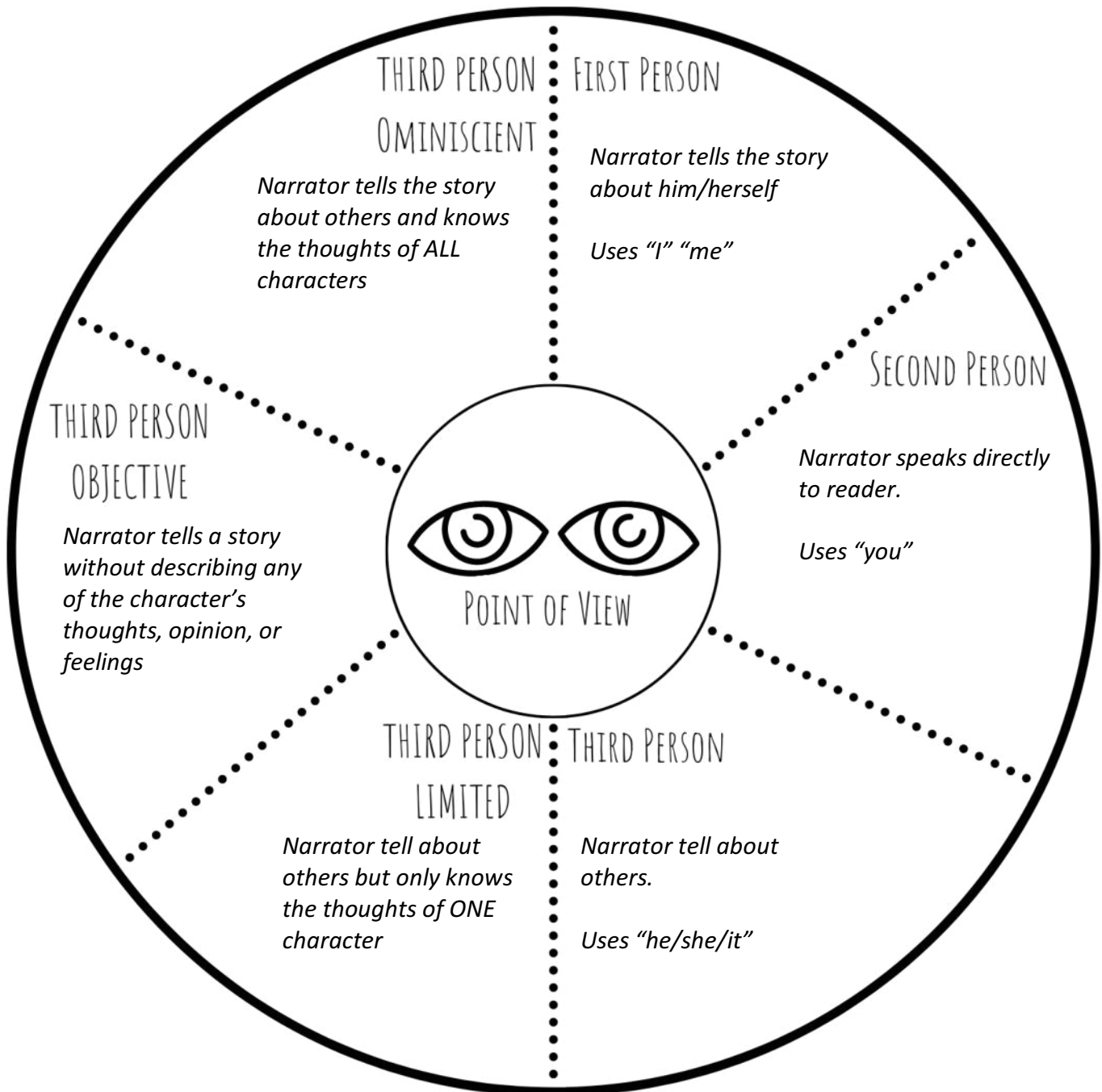John had a bad experience with a dog like this one last summer.

- How will each of them tell their friends about this dog later?
- How will each of them react to the dog walking toward them?

TEACHER NOTES - Lesson #9: Point of View

Narrator: *character who tells the story*

Speaker: *imaginary voice a <u>poet</u> uses when writing a poem*

THIRD PERSON OMINISCIENT

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FIRST PERSON

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POINT OF VIEW

THIRD PERSON LIMITED

Narrator tell about others but only knows the thoughts of ONE character

THIRD PERSON

Narrator tell about others.

Uses "he/she/it"

How does the point of view develop the perspective of the narrator or speaker?

What about perspective: how the author or narrator interprets people, places, and events based on his/her own background. Everyone's perspective is unique.

Synonyms for perspective:

- Outlook
- Approach
- Viewpoint
- Interpretation
- Frame of mind

A big dog is walking across the park. The owner is nowhere near by and he's not wearing a collar.

Sally has a dog at home that looks just like this dog.

John had a bad experience with a dog like this one last summer.

- How will each of them tell their friends about this dog later?
- How will each of them react to the dog walking toward them?

Lesson #10: Figurative Language

"We have been working on this literary unit for a lifetime!" or so it seems. This quote is an example of figurative language, a hyperbole to be specific. Authors use figurative language in text to help readers connect the unfamiliar with the familiar or to paint a picture for readers. Figurative language, or figures of speech, comes in many forms, none of which are meant to be taken literally. This lesson will cover seven common figures of speech.

First, **metaphors** are used to describe something as if it is something else. An example of a metaphor is "the human body is a machine." The human body is not an actual machine; however, the body's ability to complete complex tasks makes these two things similar.

Second is a **simile**, which is used to describe something as if it is something else using *like* or *as*. An example is "The human body is like a machine." *Did you notice the difference?* Again, the human body is not a machine so we cannot use this literally.

Third (and most fun) is **onomatopoeia.** This is the use of words that imitate sounds. Some examples include buzz, screech, hiss, and cluck. *Say these words outload and see if you notice the sounds you make.*
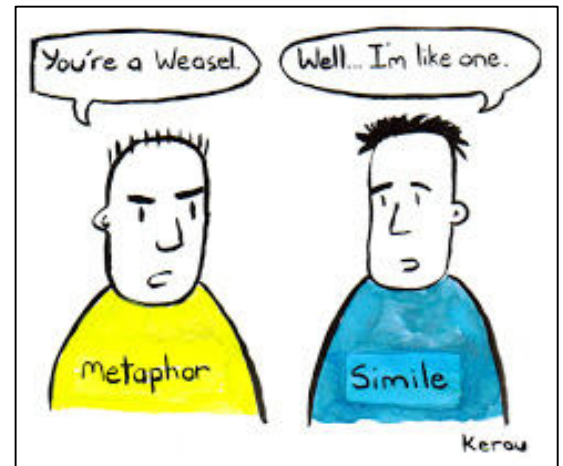
Look at the comic above – what do you think these two are referring to? What does a weasel represent in this conversation?

Fourth is **hyperbole.** A hyperbole is the use of exaggerated statements or claims not meant to be taken literally. If someone were to say "the man is as tall as a house!" they are not saying he is actually thirty-feet tall, but he may be taller than the average person. *Have you encountered another hyperbole in this reading?*

Fifth is **personification** or giving a nonhuman object human characteristics. When describing a storm an author could say "lightning danced across the sky." There is no actual dancing, but the way lightning moves during a storm can represent dancing.

Alliteration is sixth. An author can use alliteration to draw attention to certain words by repeating the initial consonant sounds. Sometimes these create a musical effects as seen in this famous example - Sally sells shells by the sea shore. *Could the author tell us about sally in a less exciting way? Would it have the same impact on the story?*

Lastly, are **idioms.** An idiom is a phrase or expression whose meaning can't be understood from the ordinary meanings of the words in it. You have probably heard the following examples- It's raining cats & dogs, a piece of cake, or going bananas. It will never actually rain cats and dogs, but this idiom makes a greater impact on a story or poem than saying "it rained a lot!"

Lesson #10: Figurative Language

ONOMATOPOEIA

METAPHOR

SIMILE

HYPERBOLE

PERSONIFICTION

ALLITERATION

IDIOM

TEACHER NOTES - Lesson #10: Figurative Language

METAPHOR

Describe something as if it is <u>something else</u>.

Points out a similarity between 2 unlike things

EXAMPLE: The human body is a machine.

ONOMATOPOEIA

The use of words that imitate <u>sound.</u>

EXAMPLE: crash, buzz, hiss, jingle, cluck

https://www.youtube.com/watch?v=Xgi37v-syt0

SIMILE

Describe something as if it is something else using <u>like</u> or <u>as.</u>

EXAMPLE: "Spread like wildfire" or "clever as a fox"

HYPERBOLE

<u>exaggerated</u> statements or claims not meant to be taken literally

EXAMPLE: The man is as tall as a house!

https://www.youtube.com/watch?v=kuzWLDWm6Zs

PERSONIFICTION

A nonhuman object is given <u>human</u> characteristics.

EXAMPLE: Lightning danced across the sky

https://www.youtube.com/watch?v=7JY7s3C6aSk

ALLITERATION

The repetition of initial consonant <u>sounds.</u>

Writers use alliteration to draw attention to certain words

EXAMPLE: Sally sells shells by the sea shore

IDIOM

phrase or expression whose meaning can't be understood from the ordinary meanings of the words in it.

EXAMPLE: It's raining cats & dogs, a piece of cake, going bananas

Lesson #11: Tone & Mood

Ben approached the task with sheer determination. He studied his plans carefully, spent hours preparing himself, and was sure of his approach. Those hours he spent practicing were grueling and exhausting, but he was ready. The lack of sleep made his eyes puffy and his hair was a scraggly mess, but this was his year. He is going to win the pie eating contest at school.

After reading this passage, can you identify the authors attitude toward the pie eating contest? How does this passage make you feel? These questions refer to the tone and mood in literature. These can be easily confused so pay close attention.

First, **tone** is the <u>writers</u> attitude toward a subject. The author creates the tone through diction and details. Look at this example to see if you can identify how the author feels about the subject – *The prisoners who escaped are violent and dangerous.* Does this author seem to feel positive about the prisoners? The words used by the author in this sentence like dangerous and violent give readers an idea of how the author feels. How would this sentence be different is the author said "the prisoners who escaped are gleeful and optimistic?"

TONE WORDS	
Excited	Happy
Miserable	Comforting
Critical	Serious
Tired	Annoyed
Scholarly	Selfish

MOOD WORDS	
Anxious	Calm
Heartbroken	Joyful
Hopeful	Warm
Boring	Gloomy
Lazy	Cold

Mood is the <u>feeling the reader gets when reading the story.</u> Sometimes this is referred to as 'atmosphere.' An author can create the mood by using imagery (sensory words), setting, and diction. Let's go back to the previous example - *The prisoners who escaped are violent and dangerous.* After reading, how does this make you feel? Calm? Anxious?

Wait! What does diction mean? **Diction** is the <u>choice of words of phrases in speech or writing</u>. Maybe you've heard "it's not what you say, it's how you say it." Part of this comes from the attitude and body language you display, but in literature, this comes from the authors choice of words. There are two types:

DICTION

1. Slang – informal, re-purposing of words for a new meaning. Ex: "That's lit!" or dough, kicks, cool.

    Can you identify the slang in the sentences below? How is each sentence different?
    "Hey, those are some nice shoes!" Vs. 'Hey, those are some sweet kicks!"

2. Jargon – special words or expressions that belong to a specific profession or activity. Ex: gigabyte, Benchmark, 10-4

Lastly, **sensory words** are used to create the mood in literature. An author can describe the way a character looks or smells to give the reader a greater sense of who is involved. Go back to Ben's story, can you identify the sensory words used by the author? How does this impact the story?

Lesson #11: Tone & Mood

Diction:

Slang:

Jargon:

TONE →

← MOOD

Tone Words:

Mood Words:

What is sensory language?

ELABORATE: How do word choice and figurative language impact meaning & tone?

Mood and Tone in the movies is achieved by using techniques such as ......special lighting, music, sound effects as well as diction and the actor's tone.

Wing Clip Activity Directions: Today your job is to watch the following film clips.
Jaws (2 min) http://www.wingclips.com/movie-clips/jaws/a-bigger-boat
Toy Story 3 (2 min) https://www.youtube.com/watch?v=zCNgNkAZqg4
Remember the Titans (2 mins) https://www.youtube.com/watch?v=1bXDarXk-JI

Watch the videos and fill in the following charts. In the first column, choose 1-3 words from the word banks that describe the scene. In the second column cite the technique(s) that were used to create that Mood. Finally in the last column answer what you think the director's intended tone was for that particular scene and if you feel like it came across to the viewer.

Movie	Words to describe the MOOD	Techniques used to create the MOOD	Director's intended TONE of the scene and did it convey to the viewer?
Jaws			
Toy Story 3			
Remember the Titans			

NAME: _____

Now you will view two different movie trailers for a very famous and popular movie. The purpose of this activity is to demonstrate how mood and tone can change depending upon the creator's choice. As you view this movie trailer you will choose 1-3 words that convey Mood of the trailer and 1-3 words that convey the Tone of the Creator's choice.

Movie Title	Mood of the trailer (Please also include some notes on the techniques used to create that mood)	Tone of the Creator's trailer choice (Please also include some notes on the techniques used to create that tone)
Finding Dory (Original) https://www.youtube.com/watch?v=JhvrQeY3doI		
Finding Dory - A Thriller https://www.youtube.com/watch?v=brmBMObYMhg		

ELABORATE: Which version of the Finding Dory trailer did you enjoy more? Explain why using evidence from the chart above.

TEACHER NOTES - Lesson #11: Tone & Mood

Diction:

The choice and use of words or phrases in speech or writing.

Slang – That's Lit!
Jargon – technical (Your calculator is a TI-30)

TONE →

Writers attitude toward his/her audience or subject

Mainly created by diction or details

Tone Words:

Excited
Miserable
Critical
Tired

← MOOD

Emotions felt by reader while or after reading

Sometimes called atmosphere

Created by setting, imagery, diction

Mood Words:

Anxious
Heartbroken
Hopeful

What is sensory language?

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Tone & Mood in Movies   NAME: _____

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Finding Dory (Original) https://www.youtube.com/watch?v=JhvrQeY3doI		
Finding Dory - A Thriller https://www.youtube.com/watch?v=brmBMObYMhg		

ELABORATE: Which version of the Finding Dory trailer did you enjoy more? Explain why using evidence from the chart above.