

Writing With Literary Elements

After introducing and exploring a literary element, invite students to use what they know about that element in a writing activity. To further reinforce learning, encourage students to share their writing with classmates or the whole class. The following activities address the literary elements featured on your display:

Character: Have students take the main character of a story and write a brand new mini-story about that character. Remind them to stay true to the character's personality and attributes.

Setting: Ask students to write about their favorite real-world setting. Encourage them to use sensory details to bring their writing to life.

Plot, Conflict, and Resolution: Working individually or in pairs, have students write an original mini-story complete with a plot, conflict, and resolution. Encourage them to examine, edit, and revise their writing as needed to ensure that they include each of the three elements.

Theme: Review the examples of theme on the *Theme* card. Then have students choose one and write a mini-story to support that message.

Dialogue: Challenge students to write a mini-story that is told completely through dialogue between two or more characters. You might provide them with a story-starter, such as: "I see the Big Bad Wolf in the woods," whispered Paula Pig. "Oh, no! He sees us, too!" quivered Peter Pig. Encourage students to avoid overusing the word *said* in their dialogue.

Tone: Have students rewrite their own version of a familiar story using a different tone. If desired, they can choose a tone from the examples listed on the *Tone* card.

Mood: Ask students to think of a story that makes them feel a certain way—such as cheerful, rejected, excited, or fearful—as they read. Have them rewrite the story to try to elicit a different mood from readers.

Figurative Language and Symbolism: Have students invent a new mini-story for the characters of the story you shared in your Figurative Language lesson. Encourage them to include as many similes, metaphors, and examples of symbolism as they can. (You might point out that metaphors are figures of speech that use symbolism.)

Flashback: Invite students to flashback on their own lives! Have them travel back in time, tap their memories, and then write about an event that happened to them in the past.

Foreshadowing: Have students place a character from a familiar story into a mini-story of their own design. Challenge them to incorporate foreshadowing in their story by giving hints about events that will happen later in the story.

Allusion: Encourage students to write a mini-story that uses one or more allusions from facts, events, or stories that are familiar to your class (such as a fairy tale or popular children's book).

Point of View: Ask students to choose a simple fairy tale (such as *Little Red Riding Hood* or *Goldilocks and the Three Bears*) and rewrite it from one of the points of view listed on the *Point of View* card.

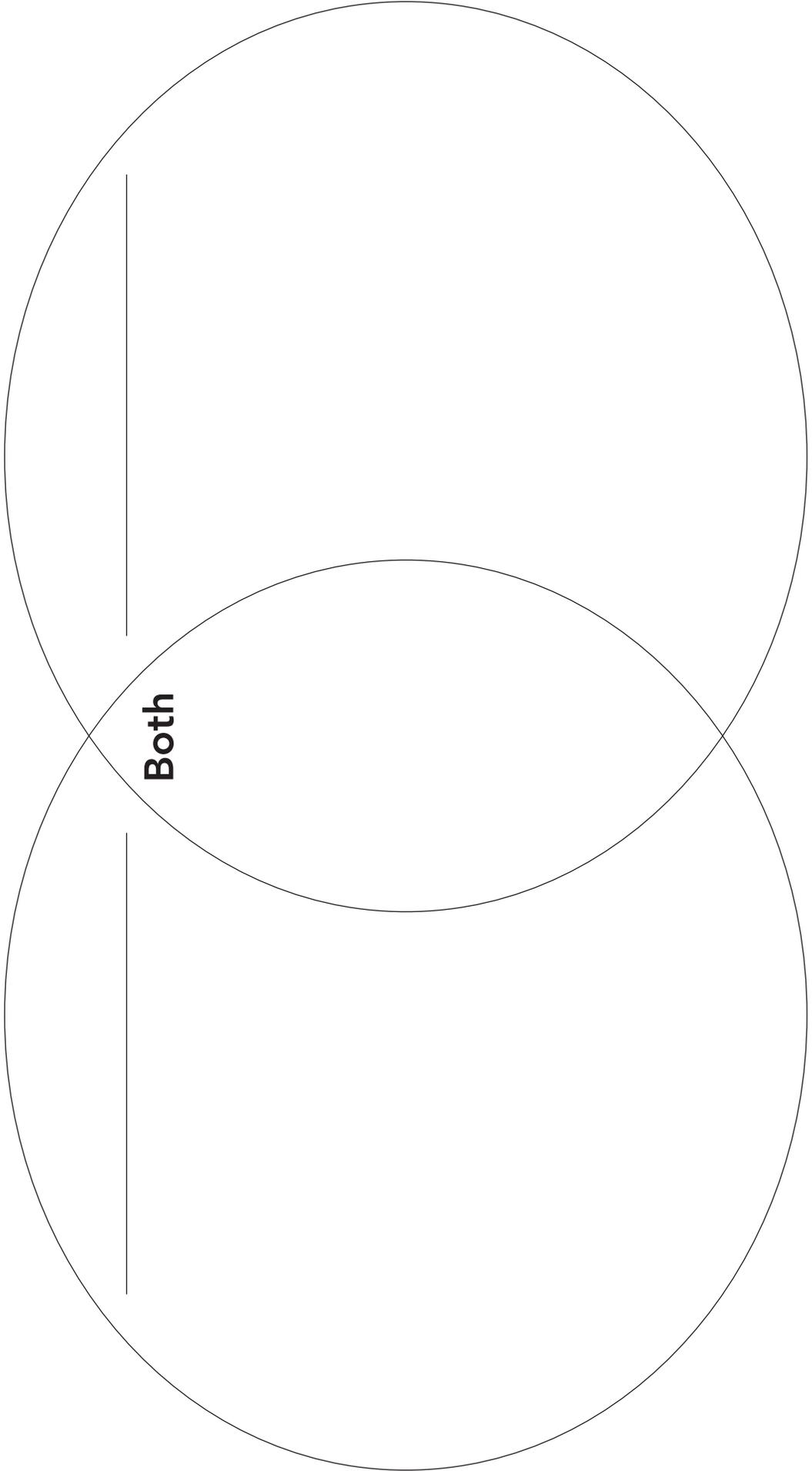
Using the Reproducibles

Reinforce students' understanding of literary elements with the graphic organizers on pages 3 and 4. To use, do the following:

- ◆ **Venn Diagram:** This open-ended diagram can be used to compare the characters, settings, plot, theme, tone, and mood, as well as other attributes between two stories. To prepare, copy the diagram (page 3) and fill in the titles of the two stories you want students to compare. Then label the lines in the circles with the literary element. (For *Character*, fill in a character's name from each story.) Copy a class supply of the page and distribute to students. Have them work individually, in small groups, or as a class to complete the diagram.
- ◆ **Literary Element Web:** Students can use the story web (page 4) to explore different elements of a story. First, ask them to write the title of a story on a copy of the page. Then have them label the middle oval with the literary element, such as *Setting*, *Figurative Language*, or *Flashback*. To complete, students fill in each outer oval with an example of that element. For *Character* or *Setting*, they can label each outer oval with a descriptive word for the subject. For *Plot*, students can fill in events from the story, then number them in the order in which they occurred.

Name: _____ Date: _____

Story: _____ Story: _____



Name: _____ Date: _____

Story: _____

