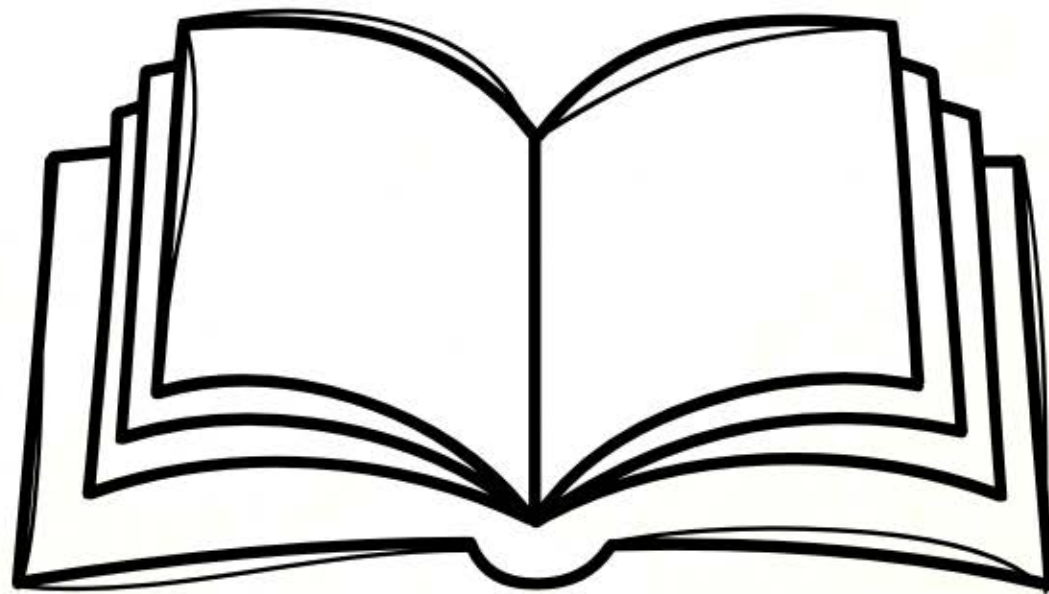


LITERARY ELEMENTS

10 Video Lessons

90 Activities Templates



OVERVIEW OF CONTENTS

- 10 Animated Videos
 - Characterization, Setting, Conflict, Plot, Theme, Point of View, Tone & Mood, Symbolism, Flashback & Figurative Language Video Lessons
- 90 Story Activities Templates
 - 9 Templates per Story Element
 - **EDITABLE** Templates to Use with ANY Text
- Suggestions for Implementation

CHARACTERIZATION VIDEO

CHARACTERIZATION



➤ Characterization
Definition

➤ Animated
Example of
Direct &
Indirect
Characterization



SAM'S DAD ENJOYS FINDING RECYCLED
MATERIAL TO MAKE ART.

➤ Explanation of
Indirect
Characterization

➤ Utilize **Replay**
for Skill Review

CHARACTERIZATION ACTIVITIES

9

➤ Characterization Activities

➤ Timelines, Monologues, Comics & More!

➤ Help Students Develop Essential Skills

➤ Scaffold Students' Learning

[TEXT NAME]

Name:

Characterization Activity 3: Your Character Connection

Directions: For this activity, identify a character from **[TEXT NAME]** you are most like. After you have selected a character, fill out the graphic organizer below. In the left column, provide evidence about the character (their thoughts, feelings, actions, or other characters' reactions). In the right column, explain how you are similar to the character with evidence from your own life.

Evidence of _____'s character (the character's thoughts, feelings, actions or other characters' reactions to them)	Evidence of MY connection to the character (How are you like the character? What evidence from your life proves this connection?)

Character Trait – Based on the evidence detailed above, what character trait do you share with the character you selected? Explain your connection.

Evidence of _____'s character (the character's thoughts, feelings, actions or other characters' reactions to them)	Evidence of MY connection to the character (How are you like the character? What evidence from your life proves this connection?)

Character Trait – Based on the evidence detailed above, what character trait do you share with the character you selected? Explain your connection.

Evidence of _____'s character (the character's thoughts, feelings, actions or other characters' reactions to them)	Evidence of MY connection to the character (How are you like the character? What evidence from your life proves this connection?)

Character Trait – Based on the evidence detailed above, what character trait do you share with the character you selected? Explain your connection.

SETTING VIDEO

SETTING

MOOD
ACTIONS & FEELINGS } ANALYZE
CONFLICT



Setting
Definition



Animated
Example of
Identifying &
Analyzing
Setting

THE MESSY GARAGE WAS FILLED WITH SAM'S DAD'S ART MATERIALS. WHEN SAM WENT TO SEE HER DAD'S LATEST CREATION, SHE WATCHED EVERY STEP AND WAS CAREFUL NOT TO TOUCH ANYTHING AS IF SHE WERE IN A MUSEUM.



Text Example
of Literary Skill



Utilize Replay
for Skill Review



SETTING ACTIVITIES

[TEXT NAME]

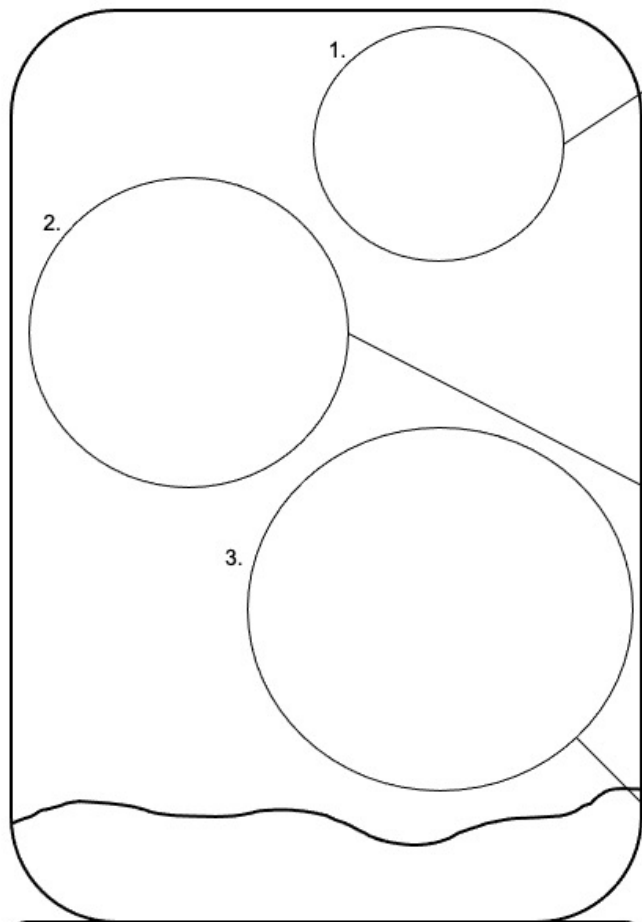
Name: _____

Setting Activity 5: Mood Lamp

Directions: The settings in [TEXT NAME] create distinct moods. After you read the text, select a color you believe represents the mood [SETTING] creates. Color the mood lamp that color. Then, in the lamp's three bubbles, draw the three elements of the setting that create the mood you selected. In the boxes to the right, explain how each of the three elements you selected help create that mood. Then, answer the question that follows.

Color of Mood Lamp: _____

Mood: _____



1. What element or aspect of [SETTING] helps create the mood you selected? How does it help create this mood?

2. What element or aspect of [SETTING] helps create the mood you selected? How does it help create this mood?

3. What element or aspect of [SETTING] helps create the mood you selected? How does it help create this mood?

[SETTING]

1. What color did you choose for the mood lamp? Why? What aspects of [SETTING] help create this mood? Support your answer with details from the text.

9 Setting Activities

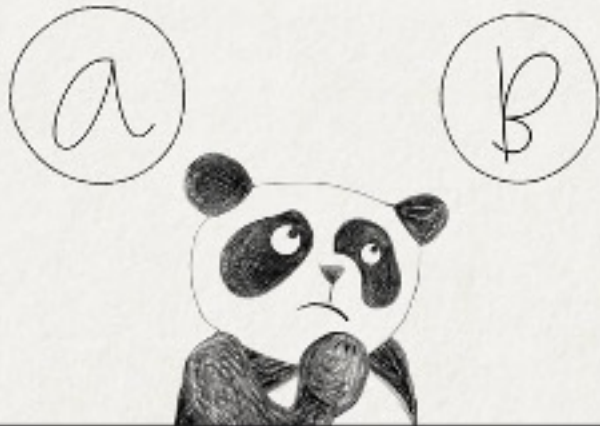
Timeline, Mood Lamps, Postcard & More!

Pair with ANY short story or novel

Use for Differentiation

CONFLICT VIDEO

CHARACTER VS. SELF



➤ Conflict
Definition - 4
Main Types

➤ Animated
Example of
Identifying &
Analyzing
Conflict

THE POP-UP THUNDERSTORM POSED A SERIOUS DANGER TO SAM'S FAMILY AS THEY HIKE ALONG THE TRAIL. THEY QUICKENED THEIR PACE AND ANXIOUSLY SEARCHED FOR A SAFE PLACE TO STOP AND WAIT OUT THE STORM.



➤ Text Example
of Analysis

➤ Utilize Replay
for Skill Review

CONFLICT ACTIVITIES

[TEXT NAME]

Name:

Conflict Activity 8: Layers of Conflict

Directions: For this activity, chose a pivotal moment in the story that also captures a conflict the characters face. Summarize the moment. Then, answer the prompts in the graphic below to dig deeper into that conflict and uncover how it influences many other elements of the story.

Pivotal Moment Image

Pivotal Moment Summary

Summarize the moment. What happens? Why?

What conflict most closely connects to this moment? What type of conflict is it?

How are the characters influenced by this conflict in this moment?

How does this moment build suspense in the story?

What other conflicts or actions does this moment cause or contribute to later in the story?

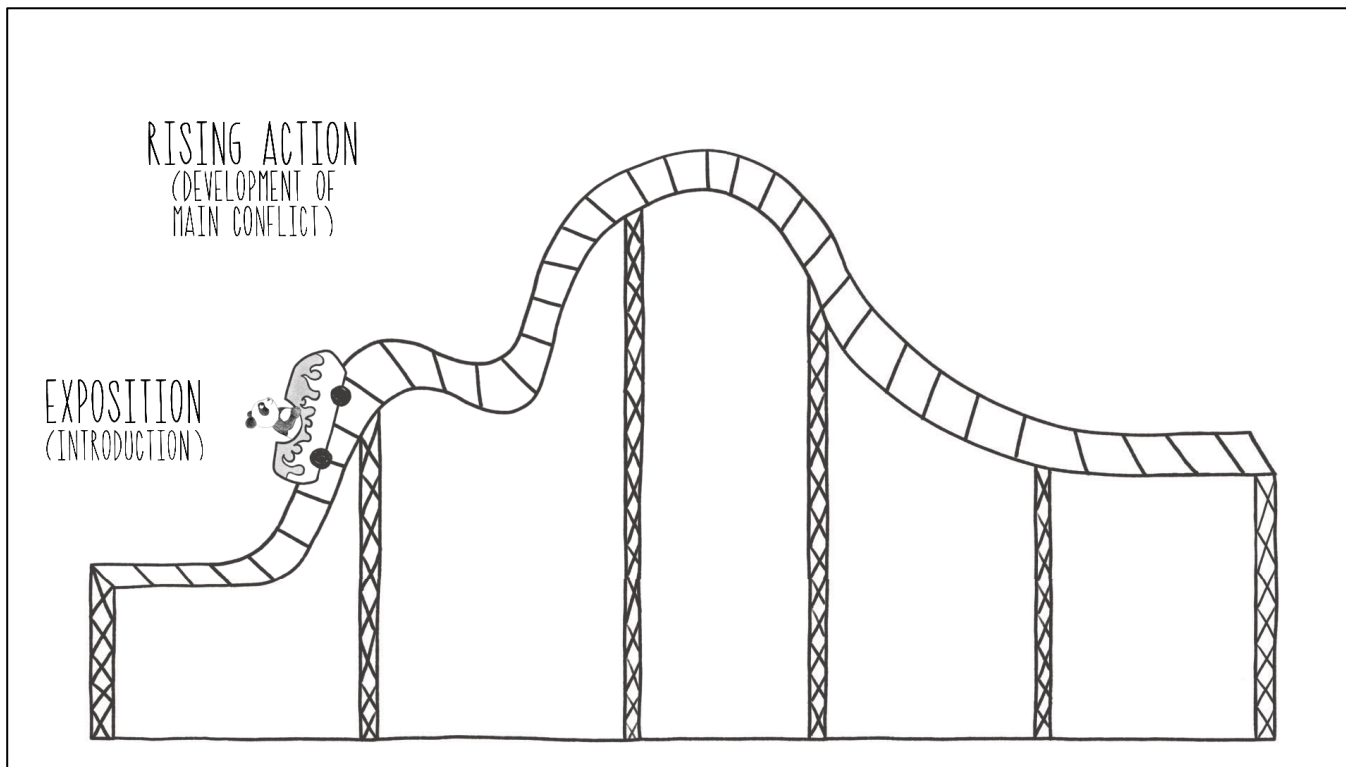
9 Conflict Activities

Graphic Organizers, Advice Column & More!

Varying Levels of Difficulty

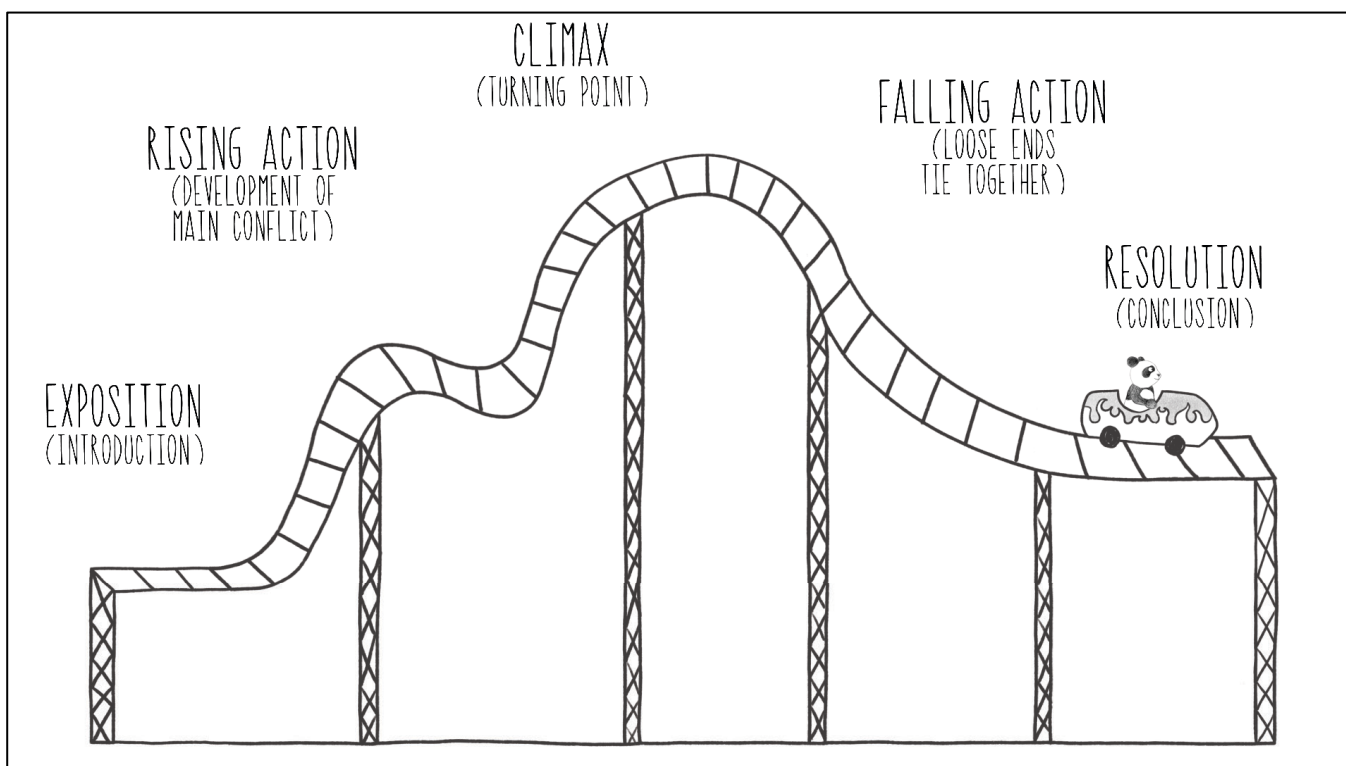
Pair with Mentor Texts

PLOT VIDEO



➤ Plot Definition –
5 Elements

➤ Animated
Example of
Identifying
Elements of Plot



➤ Engaging
Graphics

➤ Utilize Replay
for Skill Review

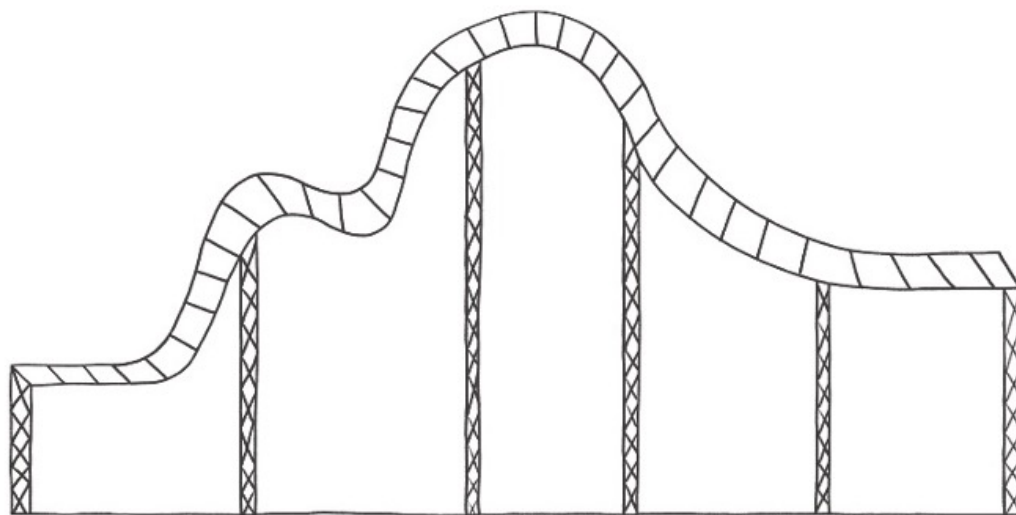
PLOT ACTIVITIES

[TEXT NAME]

Name: _____

Plot Activity 9: Design a Plot Coaster

Directions: For this activity, you will closely examine the plot of [TEXT NAME]. First, read the story and summarize each part of plot in the coaster below. Then, as you reread the story, design a roller coaster that captures the plot of the story. The coaster should be a physical reflection of the events, emotions, and journey of the characters and problems they face. The coaster you design should not be the plot chart provided below.



Plot Coaster Design Brainstorm

Title of Coaster: _____

In the space below, draw a rough sketch of a roller coaster design you believe reflects the plot structure of [TEXT NAME]. Be creative and consider the events, emotions of characters, suspense, and conflicts of the plot. Draw your final coaster design on the next page. Answer the questions that follow.

9 Plot
Activities
Templates

Plot Roller
Coaster,
Character
Letter & More!

Use with
Rotation Models
or Centers

Engage
Students with
Creative Tasks

THEME VIDEO

THEME
LESSON
MESSAGE

Theme
Definition

Animated
Example of
Identifying
Theme



SAM AND HOPSCOTCH BOTH HATED TO THINK THAT THE OTHER WOULDN'T ENJOY THE FUN JUST BECAUSE THEY WEREN'T WITH EACH OTHER. THEY SAT THEIR DISAPPOINTMENT ASIDE, AND TOGETHER REALIZED: WE WOULD WANT EACH OTHER TO HAVE A GOOD TIME. THAT'S WHAT BEST FRIENDS DO.

Identifying
Evidence of
Theme

Assign Digitally
for ANY
Classroom
Model

THEME ACTIVITIES

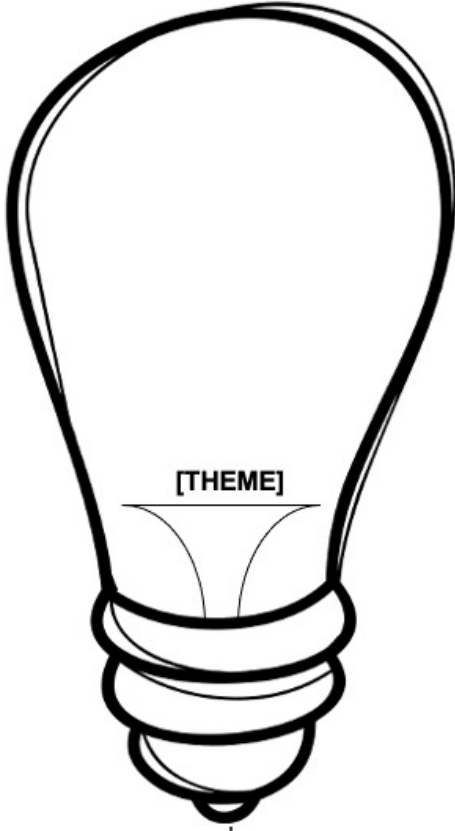
[TEXT NAME]

Name:

Theme Activity 4: Lightbulb Lesson

Directions: When authors develop themes in a story, they include evidence that supports and *contrasts* with the lesson. For instance, if a character learns the lesson that lying is wrong, the author usually includes times when the character lies. Then, the character has a "lightbulb" moment and comes to the realization that lying is wrong. For this activity, you will analyze the theme of [THEME]. As you read [TEXT NAME], complete these three tasks:

1. Gather evidence that *contrasts* with the theme or lesson the author messages through the story on the left.
2. Explain the "lightbulb moment" where the moral or lesson about [THEME] becomes apparent in the story. Write the moment in the lightbulb.
3. Gather evidence that shows or teaches the lesson about [THEME] on the right.

Evidence that <i>Contrasts</i> with the Theme	Evidence that Shows the Theme
	
Theme Analysis: What do you think the author wants the characters and/or readers to learn about the theme of [THEME]?	

9 Theme Activities

Lightbulb Lesson, Treasure Map & More!

Varying Levels of Difficulty

Scaffold Students' Learning

POINT OF VIEW VIDEO

POINT OF VIEW

PERSPECTIVE
NARRATOR

➤ First Person & 3
Types of 3rd
Person

➤ Animated
Example of
Identifying Point
of View

██████████ HOPSCOTCH CHEERED, HOPING SAM
WOULD GET A HIT AND PROVE TO HERSELF THAT SHE
WAS STILL GREAT WITHOUT HER LUCKY CLOVER. WHEN
THE UMPIRE CALLED STRIKE THREE, HOPSCOTCH'S
HEART BROKE AS HE SAW SAM WALK BACK TO THE
BENCH. TURNING TO HENRY, HOPSCOTCH FELT TEARS
PRICKLE THE CORNER OF HIS EYES.

1ST PERSON
3RD PERSON

OBJECTIVE
LIMITED
OMNISCIENT

➤ Explanation of
Point of View
Analysis

➤ Explicit Steps
to Guide
Students

POINT OF VIEW ACTIVITIES

[TEXT NAME] Name: _____
 Point of View Activity 6: By the Numbers

Directions: Consider the point of view of **[TEXT NAME]**. Complete the in-depth analysis of the point of view by rating the categories below. Include evidence from the story.

Trustworthiness – As a reader, do you trust the narrator?

Evidence to prove the narrator is trustworthy:	Evidence to prove the narrator is not trustworthy:
--	---

On a scale of 1 to 10, how trustworthy do you consider the narrator? (1 not at all to 10 extremely) Shade in the boxes that corresponds with your opinion.

--	--	--	--	--	--	--	--	--	--

Reliability – As a view, can you rely on the narrator?

Evidence to prove the narrator is reliable:	Evidence to prove the narrator is not reliable:
---	--

On a scale of 1 to 10, how reliable do you consider the narrator? (1 not at all to 10 extremely) Shade in the boxes that corresponds with your opinion.

--	--	--	--	--	--	--	--	--	--

Forthcoming – Do you think the narrator is informative and helpful?

Evidence to prove the narrator tells too little:	Evidence to prove the narrator tells too much:
--	--

On a scale of 1 to 10, how forthcoming do you consider the narrator? Do they tell too little or too much? (1 not at all to 10 extremely) Shade in the boxes that corresponds with your opinion.

--	--	--	--	--	--	--	--	--	--

➤ 9 Point of View Activities

➤ Perspective Rating, Blind Spots, Letter & More!

➤ Tap Into Students' Creativity

➤ Graphic Organizers & Scaffolds

tone & mood video

tone

attitude of author
or character
towards subject

Tone & Mood
Definition

Animated
Example of
Identifying Tone
& Mood

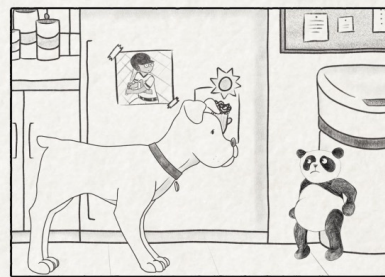
"OH BOY, ARE YOU OK, HOPSCOTCH?"

WHILE HOPSCOTCH GINGERLY STOOD UP, HE FELT HIS FRUSTRATION WITH HENRY BUBBLE TO THE SURFACE.

"NO HENRY. I TOLD YOU TO TAKE IT EASY."

"I'M SORRY, HOPSCOTCH. I'LL LISTEN NEXT TIME. I PROMISE."

"BUT YOU ALWAYS SAY THAT, AND YOU NEVER DO IT."



HENRY'S TONE: REMORSEFUL
READER'S MOOD: SYMPATHETIC

Explanation of
Difference
Between Tone
& Mood

Use in ANY
classroom
model

TONE & MOOD ACTIVITIES

[TEXT NAME]

Name: _____

Tone & Mood Definitions & Overview

Directions: As you watch the instructional video, jot down the definitions and other important information about tone and mood described.

- **Tone** is the _____ of the author or character towards a _____.

Authors create tone in several ways:

1. One way is through _____ choice.
2. Authors also vary their writing style to create tone such as making _____ long or short, including _____ or exclamations, or _____ words and phrases.

- **Mood** is how the _____ feels about the narrative and its events.

Tone & Mood Overview

Example

"Oh boy, are you OK, Hopscotch?"

While Hopscotch gingerly stood up, he felt his **frustration** with Henry **bubble** to the surface. "**No Henry. I told you** to take it easy."

"I'm sorry, Hopscotch. I'll listen next time. I promise."

"But you always say that, and **you never do it.**"

Tone

VS.

Mood

When we read the following paragraph for *Hopscotch's* tone towards *Henry*, we see how the author creates Hopscotch's tone through **word choice**.

Write the words or phrases that develop Hopscotch's tone below:

1. _____
2. _____
3. _____
4. _____
5. _____

Since mood is how the reader (or viewer) feels about the story and its events, the mood is unique to you. It may be the same as the tone of a character or it may be different.

How does the interaction between Hopscotch and Henry make you feel? Why?

- _____
- _____
- _____
- _____
- _____

9 Tone & Mood Activities

Word Choice Tracker, Graphs, Soundtrack & More!

Standards-Aligned Assignments

Templates Provide Flexibility

SYMBOLISM VIDEO

SYMBOL

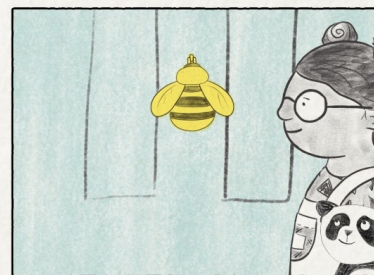
DEEPER MEANING

REPRESENTS SOMETHING ELSE

Symbolism
Definition

Animated
Example of
Identifying
Symbols

FINALLY, THE CAR SLOWED AND TURNED INTO A DRIVEWAY, PARKING IN FRONT OF A SQUAT, CHARMING HOUSE. AS SAM AND HOPSCOTCH WALKED TO THE FRONT DOOR, HE SPIED THE DOOR'S **BUMBLEBEE KNOCKER**. FOR REASONS HE DIDN'T QUITE KNOW, HE FELT HOPEFUL. "WELCOME TO OUR NEW HOME, HOPSCOTCH."



BUMBLEBEE KNOCKER
HOME
COMFORT
FAMILY

Explanation of
Symbol
Analysis

Helpful Visuals
to Guide
Learning

SYMBOLISM ACTIVITIES


THE ADVENTURES OF
Hopscotch

Name: _____

Symbolism Activity 1: Surrounded by Symbols

Directions: The following "sentences" contain symbols that provide a clue as to the missing word's meaning. Read each statement carefully. Then, next to the symbol, write down what the word's literal meaning *and* the symbolic meaning. Use the sample as your guide.

Sample Sentence

Sam was so  when she won Hopscotch at the dentist.




Literal Meaning: **4-leaf clover**

Figurative Meaning: **luck**

What word does the symbol represent in the sentence?

lucky

1 Hopscotch  to play games with Henry, help Sam with homework, and listen to Langston's jokes.



Literal Meaning: _____

Figurative Meaning: _____

What word does the symbol represent in the sentence?

2 Sam and Langston were so excited for  to be over. Their trip to the  was days away!



Literal Meaning: _____

Figurative Meaning: _____

What word does the symbol represent in the sentence?



Literal Meaning: _____

Figurative Meaning: _____

What word does the symbol represent in the sentence?

3 As Hopscotch struggled to think of a plan, Henry shouted to Hopscotch that he had an .



Literal Meaning: _____

Figurative Meaning: _____

What word does the symbol represent in the sentence?

9 Symbolism Activities

Symbol Sentences, Concrete Poem & More!

Great for a Mini-Unit or Single Activity

Use for Remediation or Re-Teaching

FLASHBACK VIDEO

FLASHBACK

CHARACTER BACKGROUND OR DEVELOPMENT
PAST EVENTS <—> PRESENT EVENTS
DEVELOP SUSPENSE

Flashback
Definition

Animated
Example of
Analyzing
Flashback

SAM PAUSED, AS IF A BLOCK OF ICE WAS STUCK IN HER THROAT. "WE JUST MOVED HERE LAST WEEK. MOM AND DAD WANTED A BIGGER HOUSE SO LANGSTON AND I COULD HAVE SEPARATE ROOMS. WE WERE REALLY EXCITED. LANGSTON AND I USED TO SHARE. SOMETIMES IT WAS SO ANNOYING. BUT NO MATTER WHAT, BEFORE WE WENT TO SLEEP, WE WOULD EACH WISH ON A SPECIAL STAR ON THE CEILING. NOW...



CHARACTER BACKGROUND
PAST EVENTS <—> PRESENT EVENTS
DEVELOPS SUSPENSE

Explanation of 3
Purposes
Authors Use
Flashbacks

Utilize Replay
for Skill Review

FLASHBACK ACTIVITIES

[TEXT NAME]

Name:


Flashback Activity 4: Shine a Light


Directions: For this activity, you will closely examine an important flashback a character has in the text. First identify and summarize the flashback. Next, identify key details of the flashback. Finally, explain how these details reveal or "shine a light" on important aspects of the story.


Flashback Summary – What is the flashback about?

--

Flashback Analysis – Shine a Light

Important Flashback Detail	How does this flashback detail help you understand the story better? What do you learn? 
----------------------------	--

Important Flashback Detail	How does this flashback detail help you understand the story better? What do you learn? 
----------------------------	--

Important Flashback Detail	How does this flashback detail help you understand the story better? What do you learn? 
----------------------------	--

9 Flashback Activities

Picture
Parallels,
Develop or
Distract & More!

Varying Levels
of Difficulty

Scaffold
Students'
Learning

FIGURATIVE LANGUAGE VIDEO

FIGURATIVE LANGUAGE

WORDS OR EXPRESSIONS
DEEPER MEANING

➤ Figurative
Language
Definition

➤ Animated
Example of
Identifying
Figurative
Language

SAM WAS THE SUN AROUND WHICH
HOPSCOTCH AND HENRY ORBITED.

➤ Explanation of
Analysis



➤ Engaging Re-
Teaching Tool

FIGURATIVE LANGUAGE ACTIVITIES

MYSTERY PUZZLE PICTURE

1. After identifying the correct type of figurative language in the clues, find all squares with the number next to the figurative language. Color those squares with the color of listed with the clue.

BONUS QUESTION: What type of figurative language is the mystery pictures? _____

15	15	15	11	11	6	6	6	6	6	6	6	6
15	15	11	11	11	11	6	6	6	6	6	6	6
15	11	11	11	11	11	6	6	6	6	6	6	6
15	18	18	18	18	18	6	6	6	6	6	6	6
15	15	18	18	18	18	6	6	6	6	4	6	6
15	15	15	18	18	7	7	7	7	7	4	4	4
15	8	8	8	3	13	13	13	7	7	9	9	9
15	8	8	8	3	13	13	13	7	7	16	16	16
12	12	17	17	3	2	2	12	12	7	5	5	5
12	12	17	17	3	2	2	12	12	7	16	16	16
14	17	17	17	3	2	2	2	7	7	1	1	1
14	14	16	16	16	16	16	7	7	7	16	16	16
14	14	14	10	10	16	16	16	9	16	10	16	16
14	14	14	14	16	10	10	16	16	9	16	10	16

9 Figurative Language Activities

Mystery Puzzle Picture, I Spy, Roll the Dice & More!

EDITABLE to Accommodate ANY Text

Reuse Activities Throughout the Year

IMPLEMENTATION NOTES

Implementation Suggestions

The literacy materials are designed to provide teachers with a variety of resources to teach students the literary elements – in particular – characterization. The collection of materials can be overwhelming. Due to the wide range of needs, the following “road map” provides suggestions for utilizing the activities and maximizing the resources included. The resources can be used for **any** and **all** models.

PLEASE NOTE: When using these templates, they will need some modification to accompany the core, written text being used in the classroom. For instance, character names, text title, and scenarios will have to be included.

Implementation Model	Suggestions
Part of Rotation & Centers	<ul style="list-style-type: none"> • If implementing a rotation model or centers in your classroom, the characterization activities can be used as a center with any core text. • Characterization activities can be assigned, students may select their work, or utilize the choice board to implement the center over several class periods. No matter the assignment choices, a center maximizes their exposure to this skill in a small amount of time.
Pull-Out/Small Groups	<ul style="list-style-type: none"> • Select the activities from the characterization materials that students would benefit from having teacher assistance readily available. Guide students in small groups while the rest of the class engages in independent work or a rotation model. • Use the resources to differentiate for students’ needs when working independently as well. For the periods when students are working independently, the assignments are structured in ways that enable accommodation. For example, assign character timelines for independent work and work on character conversations in a small group.
Remediation	<ul style="list-style-type: none"> • The video and activities can be used over the course of a unit, semester, or even entire school year. Each time students need a refresher on characterization, they can watch the lesson and complete a characterization activity with the core text being used in the classroom. Activities can be assigned by increasing difficulty as the year progresses, ensuring students are being challenged in appropriate ways throughout the year. • The video and activities can also be used to accommodate the needs of all learners. The visual elements allow the resources to be accessible to all students from all backgrounds. The resources can be a teaching tool, remediation tool, and even a re-teaching tool.
In-Class Instruction & Virtual Hybrid	<ul style="list-style-type: none"> • If you engage in in-class instruction and distance learning at the same time, the resources can help facilitate this model. Especially since this model requires a wealth of resources to keep students engaged with a variety of assignments – both in the classroom and independently at home. • For in-class students, direct instruction and small groups provide them with the help they need to master skills and overcome obstacles. Work can be tailored to their specific needs. For instance, a small group may need to focus on the more challenging character assignments, while another group may benefit most from the choice board. In all cases, students engage with work that is differentiated and appropriately rigorous. • When learning takes place at home, access to the video and resources allow for flexible implementation. The video can serve as a re-teaching tool and provide students with an avenue to engage with the material and do so independently. They can then practice the skills they learned in class and do so successfully at home.

Suggestions for Classroom Use

Options to Maximize Learning

Tips for Multiple Instructional Models

Single Class to Year-long Scope

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You May...	You May NOT...
<ul style="list-style-type: none">• Use the video and/or resources for your own personal use.• Use the video and/or resources for your own classroom and/or students.• Copy the video and/or resources for use in your classroom for your students.• Upload and add the video and/or resources to your secured, password-protected classroom website that only your students and parents can access.• Upload and add the video and/or resources to your classroom's Google Drive.	<ul style="list-style-type: none">• Give the video and resources to others.• Copy the video and resources for the use by others.• Upload and post the video and/or resources on a website, including a personal site, public classroom website, school or district website, or any other public website, such as YouTube or Vimeo.• Sell any part of the video and/or resources.• Modify any part of the video and/or resources for resell or for free.• Sell supplementary curricular materials to accompany the video.

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CREDITS

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**GERMANTOWN
STUDIOS**

ANIMATION FOR THE LIFE SCIENCES, FINANCIAL,
NON-PROFIT, EDUCATION, AND RETAIL SECTORS

Yadi Angel Art


katrina kopeloff.com

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