

From Apples to Oranges

Examining Literary Devices

Lisa Loughlin, Laura Halstied
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Grade Level	10th – 12th Grade	**Time Frame**	50-90 minutes
Subject	English/Language Arts	**Duration**	1-2 class period(s)
Course	A.P. Language and Composition, A.P. Literature and Composition, American Literature, World Literatu		

Essential Question

How does understanding literary devices help our understanding of a text? How do we use literary devices in our everyday lives?

Summary

In this lesson about literary devices, students first assess their prior knowledge of common literary devices. Students create acrostic poems of literary device terms and Gallery Walk the created acrostic poems. Students summarize their knowledge by evaluating how comfortable they are with each literary device.

Snapshot

Engage

Students engage in a card matching activity to assess their prior knowledge of literary devices.

Explore

Students highlight literary devices they are not familiar with.

Explain

Students create a vocabulary acrostic of a literary device term.

Extend

Students participate in a Gallery Walk to view the acrostics and summarize literary devices they are not familiar with.

Evaluate

Students evaluate their new knowledge of literary devices and assess which terms they still need to learn.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

WME402: Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings

Oklahoma Academic Standards: English Language Arts (Grade 10)

V.4: Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
10.4.R.2: Use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.
10.4.R.4: Use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.

Attachments

- Lesson Slides - From Apples to Oranges.pptx
- Literary Devices Card Matching - From Apples to Oranges.docx
- Literary Devices Card Matching - From Apples to Oranges.pdf
- Literary Devices Card Matching—From Apples to Oranges - Spanish.docx
- Literary Devices Card Matching—From Apples to Oranges - Spanish.pdf
- Literary Devices Definitions - From Apples to Oranges - Spanish.docx
- Literary Devices Definitions - From Apples to Oranges - Spanish.pdf
- Literary Devices Definitions - From Apples to Oranges.docx
- Literary Devices Definitions - From Apples to Oranges.pdf

Materials

- Lesson Slides (attached)
- Literary Devices Definitions handout (attached, one per student)
- Literary Devices Card Matching handout (attached, one per group)
- Highlighters
- Chart markers
- Large sticky notes
- Copy paper
- Colored copy paper (optional)
- Clipboards (optional)

10 minutes

Engage

Teacher's Note: Lesson Preparation

Prior to teaching the lesson:

- Arrange desks/tables in groups of four, so students may be easily grouped. There should be a minimum of 6 groups with 3-4 students in each, but this number can be adjusted as needed.
- Print one **Literary Devices Card Matching** handout for each group of 3-4 students. Cut the cards and place each card set in a plastic bag or envelope.
    - *Optional:* Print the definitions and terms on two different colors of copy paper. This will help students determine which cards are the terms and which are the definitions. This also will make it easier for you to assess student progress while monitoring the classroom.
- Prepare large sticky paper with each literary term written vertically on the left side to distribute to groups during the Explain portion of the lesson. Depending on class size, each group should have approximately four large sticky notes.

Use the attached **Lesson Slides** to guide the lesson. Display **slide 2** to view the title of the lesson. Transition to **slides 3-4** to review the essential questions and the lesson objective. Transition to **slide 5** and distribute a card matching set to each group of students. Using the Card Matching strategy, instruct students to match the literary device term card with the definition card in their small groups. Students assess their prior knowledge at this time so incorrect answers are acceptable. Allow students about 5 minutes to complete this activity or adjust as needed. Monitor groups, assess their answers, and provide assistance or clarification as needed.

Optional Digital Card Match

Students can complete the card matching digitally at http://k20.ou.edu/apples. After students match the terms to definitions, have them click the Check button at the bottom of the activity to receive feedback on their responses. A Spanish version of the card matching is available at http://k20.ou.edu/manzanas.

5 minutes

Explore

Transition to **slide 6**. Distribute highlighters and the attached **Literary Devices Definitions** handout. Invite students to highlight all of the devices they are not familiar with. Allow about 4 minutes for students to review the definitions and then tell students to set the handout aside to revisit at the end of the lesson.

20 minutes

Explain

Transition to **slide 7**. Distribute the large sticky papers with the literary devices written at the top, four for each group (this number may need to be adjusted depending on class size). Provide each group with 1 chart marker. Introduce students to the Vocabulary Acrostics strategy. Instruct students to create an acrostic poem for each literary device on their large sticky papers.

Display **slide 8** and review the example of an acrostic poem that uses the word "analogy." Review the definition and then go through each letter, explaining how the phrases and examples relate to the definition. Allow time for students to ask clarifying questions and ensure students have an understanding of an acrostic poem.

Transition to **slide 9** to review the expectations of the acrostic word puzzle. Their acrostic poem must simplify the explanation of the literary device and provide examples. Encourage students to use the Literary Devices handout and use the definition for their word. Students may also use a thesaurus or other resources to find synonyms, examples, and ideas.

After verifying the students' understanding of the assignment, transition to **slide 10** and display a 20-minute timer. Give students 20 minutes to create their acrostics in groups. Adjust time as needed. Students may need more time than anticipated.

Teacher's Note

Students may decide that each student in their group will complete one of their assigned terms; although this is an efficient way of completing the task, it would be more effective for the group to work together to complete each term. This would ensure that they have some knowledge of their four terms instead of just the one they completed.

15 minutes

Extend

After the timer ends, transition to **slide 11**. Instruct students to place their posters somewhere around the room where they can be easily viewed and perform the following tasks:

- Explain the Gallery Walk strategy to students.
- Advise students to use the Literary Device Definition handout as they view the posters with literary device terms.
- Have students review the terms they previously highlighted earlier in the lesson.
- Instruct students to read each poster that contains a term they have highlighted.
- Write one example and one simplified explanation from the vocabulary acrostics on their Literary Device Definition handout.
- Allow anywhere from 10-15 minutes to complete the Gallery Walk. You may adjust the time as needed.

Alternative Gallery Walk Option

This activity can also be structured so that students visit every poster and write an example and a simplified explanation for each literary device.

In the unlikely scenario that a student feels confident that they know each term and they do not need to write down examples or simplified explanations, instruct them to create their own example for each literary device.

5 minutes

Evaluate

Transition to **slide 12**. Tell students to use the Literary Devices Definition handout to label each term according to their current understanding. Have students add the following symbols to each term based on how they are feeling about their knowledge.

- Triangle: I don't understand this at all. It's still pretty new to me.
- Square: I somewhat understand this. But I still need more practice
- Circle: I understand this completely. I feel confident about it.

Collect the Literary Devices Definition handout to assess student understanding of the content and support further instruction.

Resources

- K20 Center. (n.d.). Card Matching. Strategies. https://learn.k20center.ou.edu/strategy/1837
- K20 Center. (n.d.). Gallery Walk / Carousel. Strategies. https://learn.k20center.ou.edu/strategy/118
- K20 Center. (n.d.). Vocabulary Acrostics. Strategies. https://learn.k20center.ou.edu/strategy/2322