
Critical Thinking Literary Mini-Books

This resource includes 11 individual mini-books (one for each element of critical thinking-) that can be used with ANY novel. The mini-books measure about 5 x 7 inches, contain 3-5 pages, and can be glued into an interactive notebook or lapbook. They can be used as a concluding project once students have finished a novel, or they can be completed based on smaller reading selections within a book (chapters, pages, etc.). Each of the 11 books comes with detailed teaching notes. The topics/concepts that are covered are as follows:

- Language of the Discipline: descriptive words, word connotation, literary devices
- Details: character and setting analysis, sensory description
- Patterns: exposition, rising action, climax, falling action, resolution
- Rules: character relations, theme, rules within a story
- Trends: character types, compare and contrast with nonfiction, influence of setting
- Unanswered Questions: author's purpose, examples of ambiguity, human nature
- Ethics: plot dilemma, ethical elements, controversy and debate
- Big Idea: summarization, theme, literary archetypes, literary motif
- Relate Over Time: changes in character and setting, historical relevance, future implications
- Multiple Perspectives: characterization, protagonist vs. antagonist, point of view
- Across Disciplines: multidisciplinary connections, illustration, research

Thank You!!!

Thank you so much for purchasing this resource. It's important to me that you love this project just as much as I do, so please contact me if you have ANY questions, comments, or suggestions. If you found this teaching tool to be valuable in your classroom, I would greatly appreciate it if you would direct your friends and colleagues to my [Teachers-Pay-Teachers store](#). Keep in mind that I do offer multiple-license discounts that I hope you will take advantage of if purchasing this resource to be used by multiple teachers.

Thanks,
Melissa

GotToTeach@icloud.com
www.GotToTeach.com

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Critical Thinking Literary Mini-Books

Overview of Topics Covered

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Language of the Discipline

Descriptive Words (page 1), Word Connotation (page 2), Literary Devices (pages 3-5)

Details

Character Analysis (page 1), Setting Analysis (page 2), Sensory Description (page 3)

Patterns

Exposition (page 1), Rising Action (page 2), Climax (page 3), Falling Action (page 4), Resolution (page 5)

Rules

Character Relationships (page 1), Identify Theme (page 2), Rules Within the Story (page 3)

Trends

Character Types (page 1), Compare & Contrast with Nonfiction (page 2), Influence of Setting (page 3)

Unanswered Questions

Author's Purpose (page 1), Examples of Ambiguity (page 2), Human Nature (page 3)

Ethics

Plot Dilemma (page 1), Conflict (page 2), Ethical Elements (page 3), Controversy & Debate (page 4)

Big Idea

Summary (page 1), Theme (page 2), Literary Archetypes (page 3), Literary Motif (page 4)

Relate Over Time

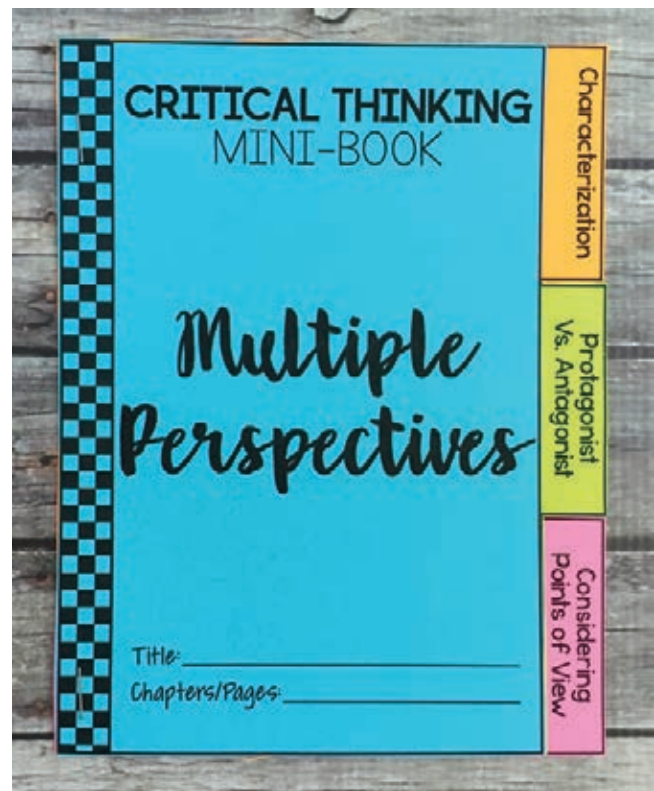
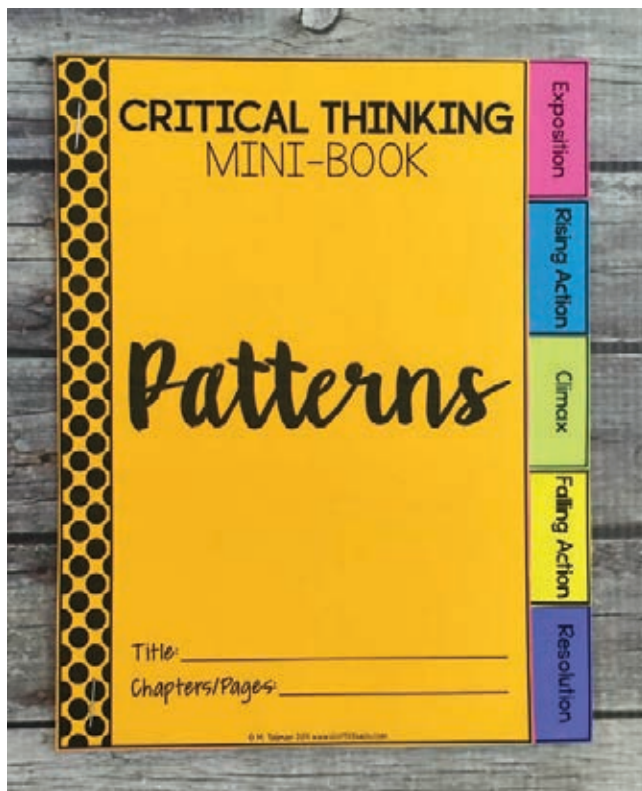
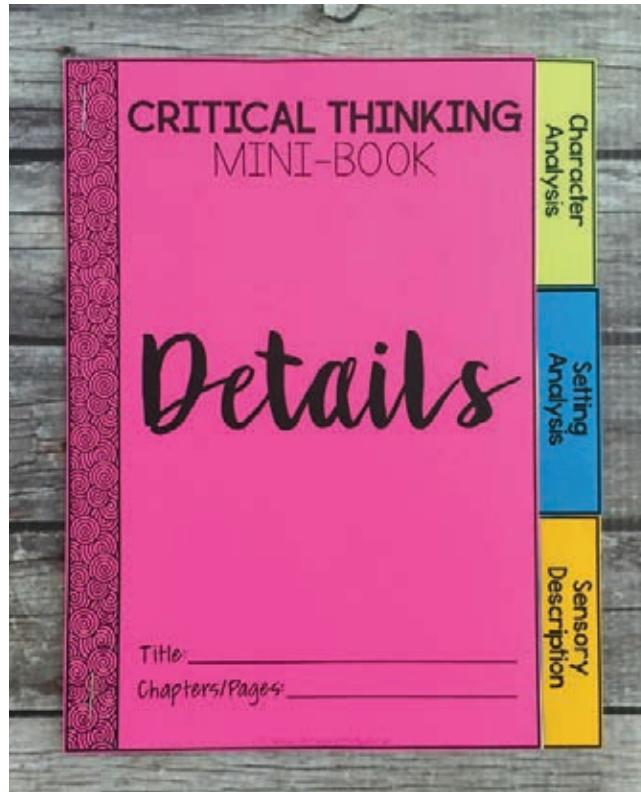
Changes in Character (page 1), Changes in Setting (page 2), Historical Relevance (page 3),
Future Implications (page 4)

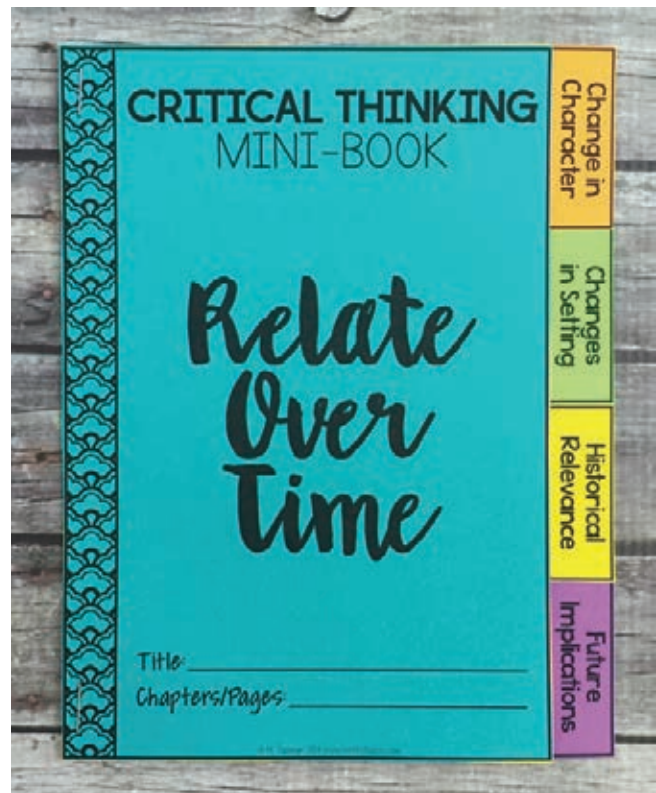
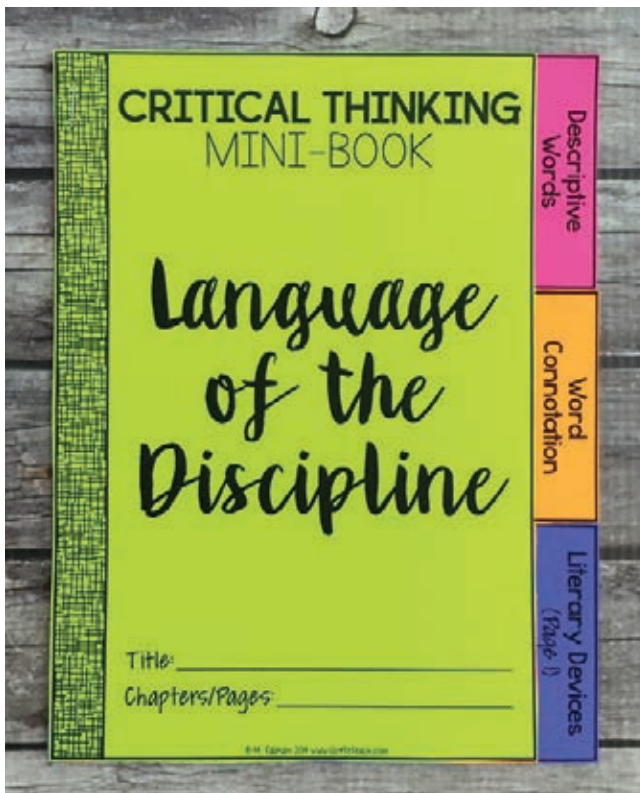
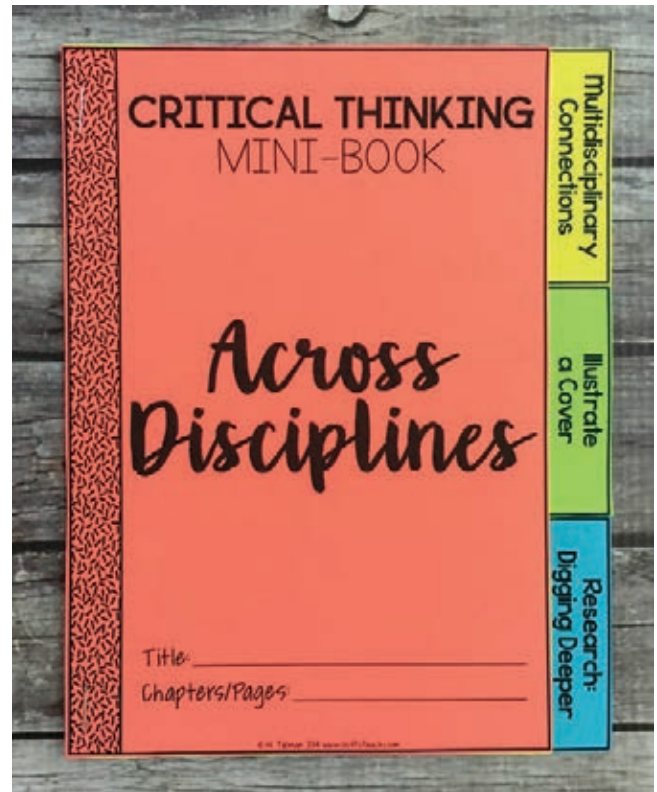
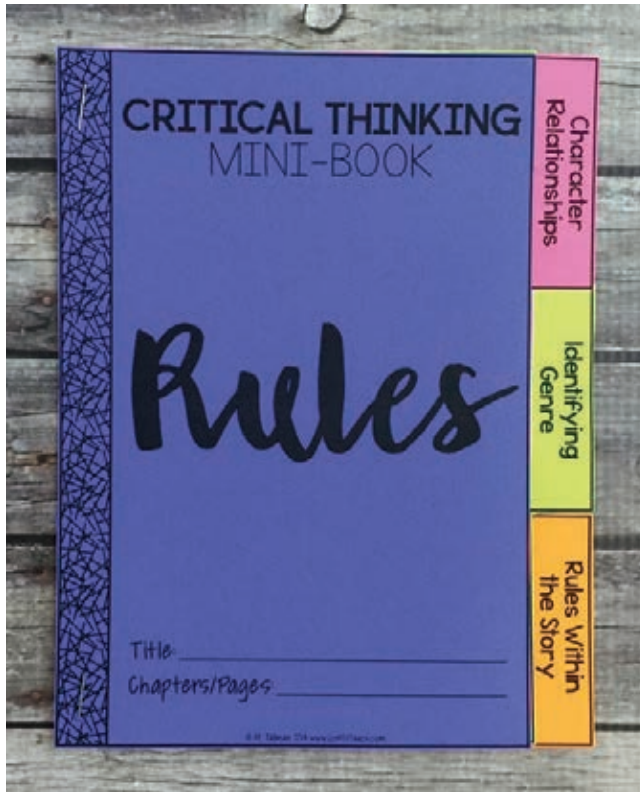
Multiple Perspectives

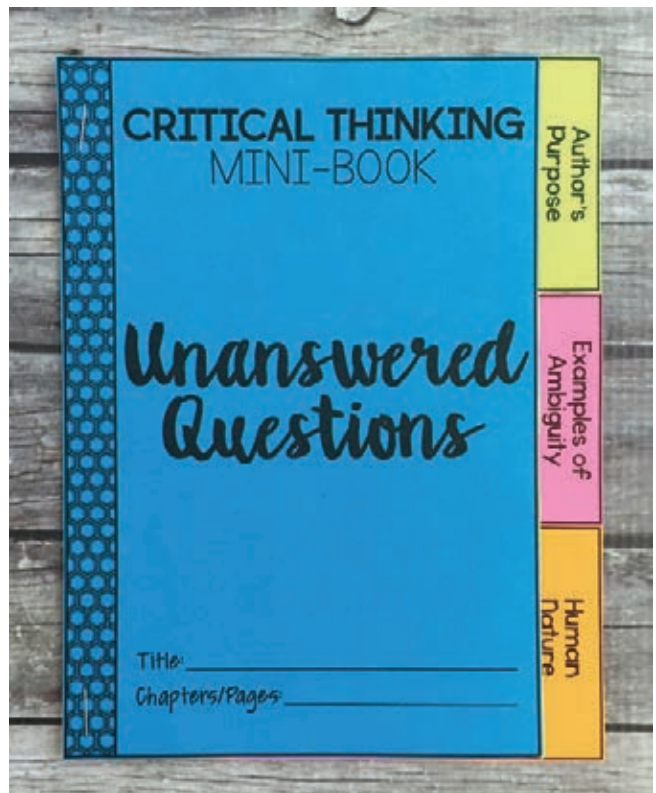
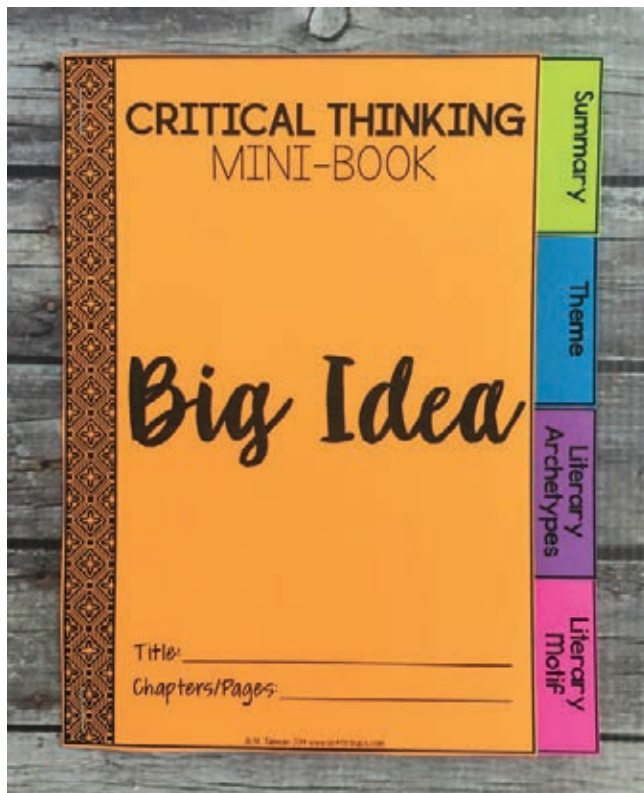
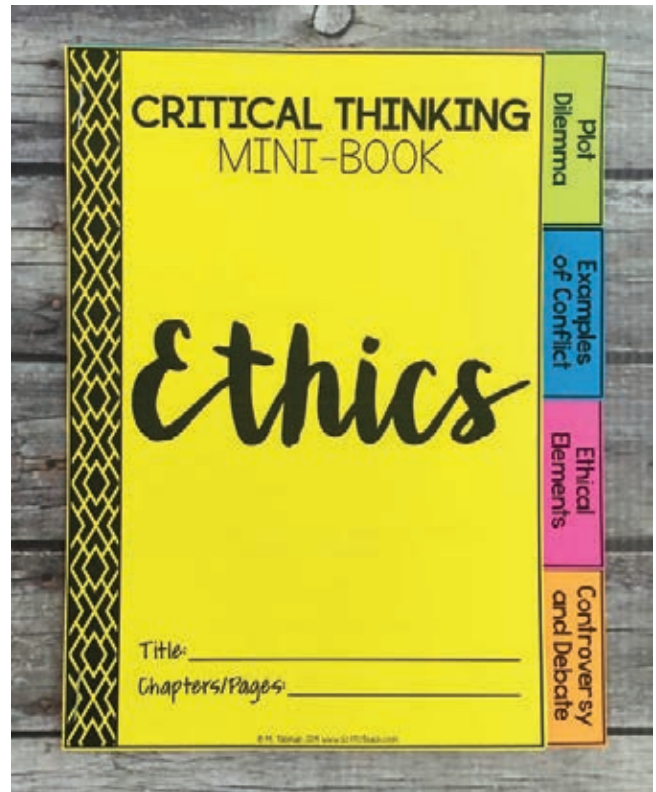
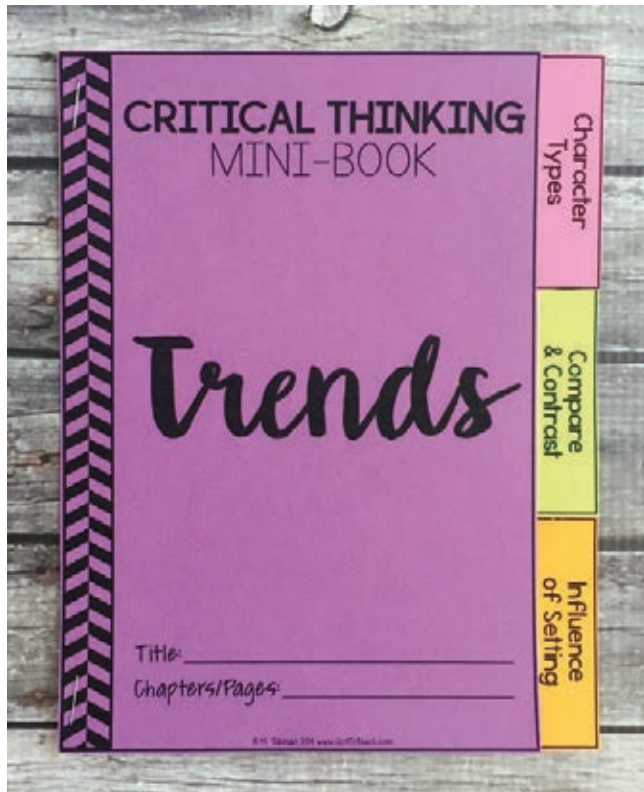
Characterization (page 1), Protagonist Vs. Antagonist (page 2), Point of View (page 3),

Across Disciplines

Multidisciplinary Connections (page 1), Illustrate a Cover (page 2), Research (page 3).







Language of the Discipline

Teaching Notes

Descriptive Words: Page 1

Word: _____ Page: _____	Descriptive Words
Context: _____	
Meaning: _____	
Significance/Effect: _____	

Word: _____ Page: _____	Descriptive Words
Context: _____	
Meaning: _____	
Significance/Effect: _____	

The objective of this page is to emphasize the importance of word choice and examine how an author carefully crafts his/her writing by selecting just the right words.

- ➡ **Word:** Have students select words that stand out to them from the story.
- ➡ **Context:** The students need to provide the relevant sentence(s) that surround the word in the text.
- ➡ **Meaning:** Students provide a definition for the word as it was used in the story.
- ➡ **Significance/Effect:** In this section students should explain the reason they chose this word. Did it sound interesting? Did it convey connotative meaning? Was it an unfamiliar word they had never read before? Did it have a noticeable effect on the mood of the story? Did it help them understand a character in more depth? Etc.

Word Connotation: Page 2

	Positive word	Negative word	Neutral word	Word Connotation
Description/Definition				
Feelings/Visuals				

	Positive word	Negative word	Neutral word	Word Connotation
Description/Definition				
Feelings/Visuals				

Similar to Page 1, Page 2 also requires students to consider the impact that words have on a piece of writing by specifically looking at positive, negative, and neutral word connotation and denotation.

- ➡ Student will find words with various connotations and record them at the top of each column in the matrix.
- ➡ **Description/Definition:** This can be a student's own definition, a dictionary, or the literal denotation of the word.
- ➡ **Feelings/Visuals:** Here students can describe any physical sensations, emotions, or mental images that this word conjures within them. In the case of neutral words, students should consider why the use of a "flat" word is important in that particular instance (e.g. Why do you think the author chose to avoid a more polarizing, emotionally charged word?).

Language of the Discipline

Teaching Notes

Literary Devices: Pages 3-5

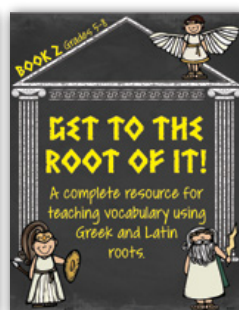
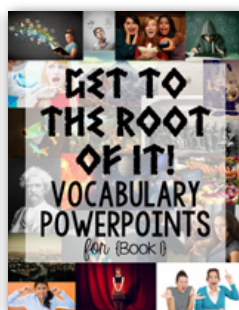
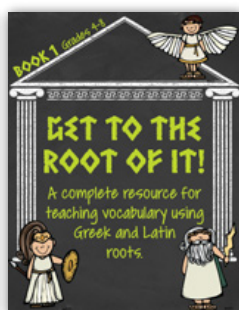
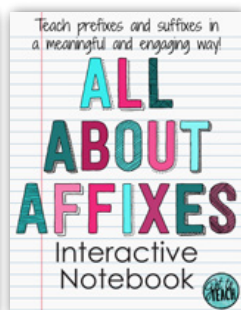
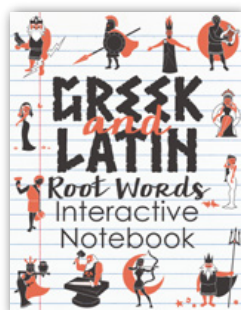
Onomatopoeia Page: _____ Example: _____ Effect: _____ Alliteration Page: _____ Example: _____ Effect: _____ Personification Page: _____ Example: _____ Effect: _____ Literary Devices (Page 1)	Simile Page: _____ Example: _____ Meaning: _____ Metaphor Page: _____ Example: _____ Meaning: _____ Idiom Page: _____ Example: _____ Meaning: _____ Literary Devices (Page 2)	Hyperbole Page: _____ Example: _____ Purpose: _____ Dialect Page: _____ Example: _____ Effect: _____ Jargon Page: _____ Example: _____ Purpose: _____ Literary Devices (Page 3)
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Literary devices can have a powerful effect on a story, yet many go unnoticed by readers. When students become more aware of these writing techniques, they gain a deeper understanding of the text and are more likely to employ them in their own writing.

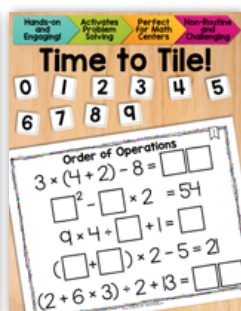
- ➊ **Onomatopoeia:** not only adds an auditory element to a story but this device can also be used to add emphasis to certain words. These words add interest and description to a piece of writing.
- ➋ **Alliteration:** while common in poetry, can also be used to affect a certain mood within a story, depending on the sound that is being alliterated.
- ➌ **Personification:** allows authors to bring inanimate objects to life. The human perspective it lends to literature also allows readers to better understand events or actions within the story.
- ➍ **Simile & Metaphor:** are effective ways for an author to communicate a complex idea or concept in a more simplified manner. They can also be used to add sensory detail to a piece of writing.
- ➎ **Idiom:** can pack a lot of implicit meaning into a small amount of words. It also provides cultural insight into a piece of writing, since many idioms are culture-specific.
- ➏ **Hyperbole:** allows authors to intensify emotions and develop contrast within a story. This device is also used to pique the reader's interest. It is often used to add drama and excitement to a story.
- ➐ **Dialect:** , when used correctly, provides authenticity to literature in which the time and place of the story are key elements of the plot (e.g. Mark Twain's *Huckleberry Finn*)
- ➑ **Jargon:** is similar to dialect, in that its specialized and unique nature lends authenticity to a piece of literature. It can also be used to add emphasis to something within a story.



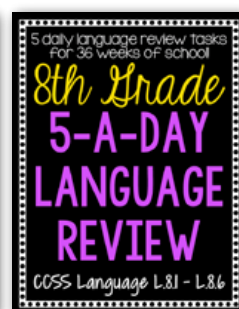
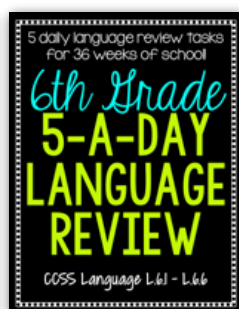
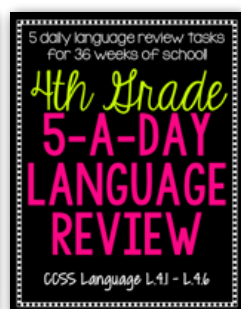
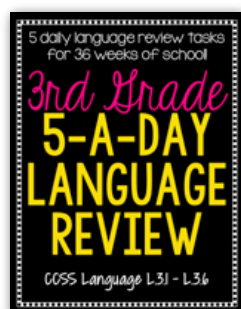
VOCABULARY RESOURCES:



HANDS-ON MATH TILES:



DAILY LANGUAGE REVIEWS (GRADES 3-8):



DAILY MATH REVIEWS (GRADES 3-6):



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