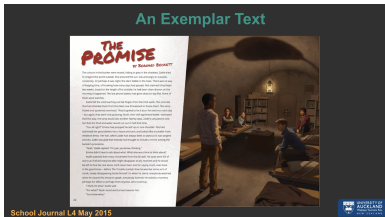
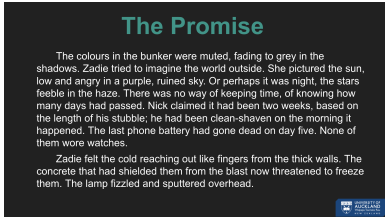
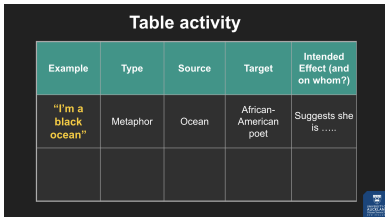
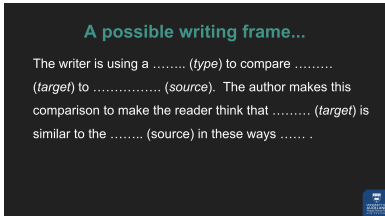
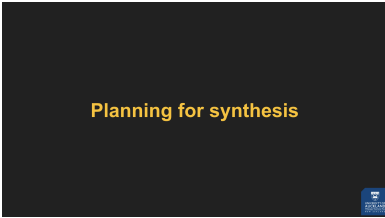
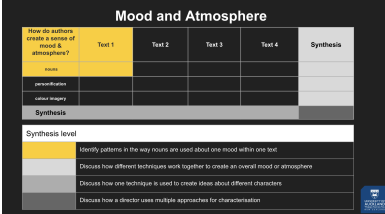
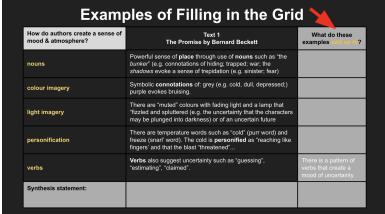
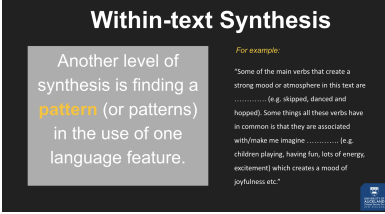
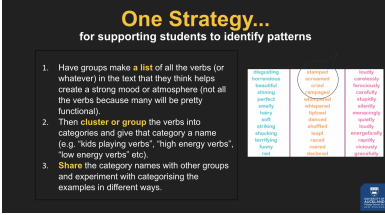


T Shaped Literacy 19/5 - [presentation](#)

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Discuss • Assessment issues • Unit overview doc • Teaching parts of speech and sensory imagery activities doc • Vocab ideas	3 aspects of lang we will be focussing on. • Parts of speech • Sensory imagery • Metaphoric language to create mood and atmosphere ◦ Match definition to example from text • Three key aspects of language to develop mood and atmosphere are vocab (which we will describe referring to parts of speech, and focus on connotations (purr and snarl) more than denotations, sensory imagery and metaphorical language. The idea is that students will revisit these ideas again and again in relation to different texts. The idea of the 'activities' doc was to suggest that there might be some core activities that get repeated over and over e.g. matching activities to build up terminology, jig saw activities for analysis particular aspects etc.
Metaphorical language	• Key focus today:
Metaphorical language The second main reason (people are confusing) is that people often talk using metaphors. These are examples of metaphors: I laughed my socks off. He was the apple of her eye. They had a skeleton in the cupboard. We had a real pig of a day. The dog was stone dead. The word metaphor means carrying something from one place to another, and it comes from the Greek words meta (which means from one place to another) and ferein (which means to carry) and is when you describe something by using a word for something that it isn't. This means that the word metaphor is a metaphor. I think I should be called a le because a pig is not like a day and people do not have skeletons in their cupboards. And when I try and make a picture of the phrase in my head it just confuses me because imagining an apple in someone's eye doesn't have anything to do with liking someone a lot and it makes you forget what the person was talking about.	• Text: Curious Incident of the Dog and the Nighttime • Metaphor eggs: ◦ I laughed my socks off. ◦ He was the apple of her eye. ◦ They had a skeleton in the cupboard. ◦ We had a real pig of a day. ◦ The dog was stone dead. • The word metaphor means carrying something from one place to another, and it comes from the Greek words meta (which means from one place to another) and ferein (which means to carry)

	and it is when you describe something by using a word for something that it isn't. This means that the word metaphor is a metaphor. • Chn do not u/st the info when it is an anecdote or metaphor - being able to u/st increases rdg comp. • Idioms
Simile and Metaphor "Differentiating between the terms <i>simile</i> and <i>metaphor</i> is less important than understanding the meaning of comparisons in books students read and having students use comparisons to make their writing more vivid" -Tompkins (2001)	• Metaphor • Simile • Personification • These are more similar than they are different - it is less import to u/st the diff between the two but more imp. to cf things that are the same
Metaphorical language • Is not LITERALLY true • A comparison that uses "like" 'as' or 'than' is only a simile if the two entities are NOT literally the same • Personification is when a non-human entity is given human qualities - not vice versa	•
'Source' and 'Target' • One way to conceptualise figurative language is as 'source' and 'target'. • 'Source' is the original denotation of the word/phrase • 'Target' is what the writer is describing Boers, 2000 	• One way to conceptualise figurative language is as 'source' and 'target'. ○ 'Source' is the original denotation of the word/phrase ○ 'Target' is what the writer is describing
"Eyes empty like knot holes in a fence..."  Source  Target	• The source is the literal meaning but the target is the what the writer is describing • Useful scaffold to unpack what is going in • To create pictures in the readers head • The poet is cf eyes with the knot hole in the fence... What are the similarities/diff between eyes and knot holes? What is the writer saying? ○ The holes are an absence of something - eyes are like windows to the soul... in this case there's nothing there.
"I'm a black ocean leaping and wide..."  Source  Target	
"The fears of years, like a biting whip, had cut grooves too deeply across our backs"  	○ Critical element is when students disagree with the comparison - What are ways eyes are not the knot holes in the fence? ○ Use source and target to breakdown

	and describe why the cf was made I'm a black ocean... has kinesthetic sensory imagery (powerful force that keeps moving...)- think about all the associations with the source
	
	Egs of literal phrases... - Cold reaching out like fingers from the thick walls (personification) - the stars feeble in the haze. (personification) - The lamp fizzled and sputtered overhead. (personification) - She pictured the sun, low and angry in a purple, ruined sky.
	
	The writer is using a (type) to compare (target) to (source). The author makes this comparison to make the reader think that (target) is similar to the (source) in these ways The writer is using a metaphor (type) to compare dead eyes (target) to the knot holes in the wood. (source). The author makes this comparison to make the reader think that the blank look in the eyes (target) is similar to the hole in the wood (source) in these ways as both have a piece missing. Remember this is open for interpretation and argument as different people see things in different ways.

	- Look for metaphorical (metaphor/simile/personification) when thinking about mood and atmosphere Hyperbole - exaggerated statements or claims not meant to be taken literally. Eg: <i>They ran like greased lightning.</i> Onomatopoeia - the formation of a word from a sound associated with what is named - List of body parts vs list of objects and join together to create own metaphor eg: - Her tears in eyes were like dewdrops sliding down the defrosting the window.
	Core lang features - EG: Use of concrete nouns... Use this scaffold to find eggs of the language feature across the text set to synthesise use Within text synthesis - bunker/shadows/concrete The writer is using nouns that have negative connotations ie: bunker = war/concrete = cold and hard Across the synthesis - The author of text 1 used concrete nouns like concrete and bunker to create a foreboding atmosphere, where as the author of text 2 used swings, slides to create an atmosphere of happiness
	- Example of within text synthesis - Stdnts find multiple eggs of a language feature Use this! To help chn see the context the word is used in
	Underline verbs in text that the students think contribute to creating the mood and atmosphere
	

Talk about text(s)										
Promoting Talk about Text	- Share thoughts about language features and vocab - Lots of opps for open ended talk									
Extended Discussion via 'Talk about Text' - Teacher facilitated talk in small groups about big ideas in: - Each text individually as you go (making <i>emerging</i> connections) - The text set as a whole, towards the end of the unit										
Co-constructing 'Rules for the Road'	Rules for the road - put text at centre of discussion to encourage students to use text to explore vocab, language features and <table><tr><td></td><td>social</td><td>cognitive</td></tr><tr><td>Rules</td><td>I will be respectful and polite when I answer</td><td>When I argue a point i will provide egs from text to support my thinking</td></tr><tr><td>Obligations</td><td></td><td></td></tr></table>		social	cognitive	Rules	I will be respectful and polite when I answer	When I argue a point i will provide egs from text to support my thinking	Obligations		
	social	cognitive								
Rules	I will be respectful and polite when I answer	When I argue a point i will provide egs from text to support my thinking								
Obligations										
	- Authors use tools (vocab/lang features) to create mood and atmosphere - Chn work in 'jigsaw' group to analyse how verbs/colour etc create mood and atmosphere									