

Annotating Fiction *Made Easy*

CCSS Aligned
Printable Teaching Resources
Editable PowerPoint



The Daring English Teacher

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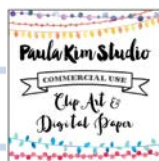
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The Daring English Teacher

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Annotating Fiction *Made Easy*

Hello! Thank you for purchasing this educational resource. Please take the time to provide feedback. Providing meaningful feedback helps me improve the quality of my lessons AND helps you earn TpT credit that you can use toward future purchases!

Every single year, I find that my new students struggle with reading. In particular, they struggle with close reading. That is why I created this unit: I wanted to teach my students how to closely read stories in class. That way they not only understand the stories more, but they also understand and can analyze all of the intricacies.

In this resource, you will find two files: 1, an editable PowerPoint presentation; and 2, this PDF file with supplemental material. I like to provide teachers with editable PowerPoint files so that they can customize the lesson to fit their exact needs.

The PowerPoint presentation guides students through the process of annotating fiction. It includes an annotation guide with suggested annotation marks, the steps to annotate, and a step-by-step example of annotating using one of Aesop's fables. (The complete annotated fable is available in this file).


The supplements included in this PDF include a black-and-white and color version of a student annotation guide, a black-and-white and a color version of annotation bookmarks, a copy of an Aesop fable to annotate while teaching the PowerPoint, and a suggested annotation key for the fable. To challenge your students a bit more, I've also included a second annotation activity –the introduction of O. Henry's short story, "The Gift of the Magi." This activity only annotates the introduction of the story, and it is a bit more challenging than the fable. Finally, there are student notes handouts (front and back) for students to take notes as you teach the PowerPoint.

I hope that you enjoy this resource. If you have any questions, please do not hesitate to contact me.

Sincerely,
The Daring English Teacher
TheDaringEnglishTeacher@gmail.com




Fiction Annotation Guide

Symbol	Guide	Action
underline	Characters and words/phrases the author uses for characterization *Notice: main characters will change throughout the story	Write down connections you make and additional information about the characters in the margin
circle	The setting and descriptive phrases that reveal information about the setting	Write down connections you make and additional information about the setting in the margin
Number (1, 2, 3...)	Number significant events in the plot	Write a brief summary in your own words in the margin
Box	Place a box around vocabulary/unknown words	Write the definitions of the words in the margin
?	Write a question mark next to ideas, events, or references you don't understand/know	As the questions become more clear, write the answers in the margin
()	Place parenthesis around key information that reveals information about the theme – values, beliefs, morals, etc.	Briefly write how this information contributes to the theme of the story
	Place a star next to the climax (highest emotional moment) of the story	Make a prediction about how you think the conflicts will be resolved
WRITE	Predictions as you read	As you read, make predictions about what will happen; write these predictions in the margin
WRITE	Comment on the author's style (tone, diction, pacing)	In the margin, specific information about the author's style

Helpful Hints:

- Only annotate and write on materials that belong to you
- Read with a pencil in your hand
- Be consistent with your symbols
- Always try to include notes along with your symbols
- Go back and answer questions and define unknown words

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Bookmarks

Print out these bookmarks and distribute them to your students. There is a black and white and color option included in this resource.

Annotation Bookmark

Underline

Characters and words or phrases that describe the characters

Circle

Settings and words or phrases that describe the setting

Number

Write numbers next to major events in the plot

Box

Place a box around unknown words or vocabulary words

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Place a question mark next to unknown/confusing events

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Place parentheses around values, beliefs, morals



Draw a star next to the climax

Write predictions in the margins

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The Lion and the Mouse

Aesop

Directions: Using the fiction annotation guide, annotate this fable.

Once when a Lion was asleep a little Mouse began running up and down upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse: "forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn some of these days?" The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go. Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts. "Was I not right?" said the little Mouse.

Little friends may prove great friends.

The Lion and the Mouse

Aesop

For suggestions only!

Directions: Using the fiction annotation guide, annotate this fable.

Once when a Lion was asleep a little Mouse began running up

Q: Why would a little mouse run up and down a big lion?

? A: The author uses this example to set the initial conflict between the mouse and lion.

and down upon him; this soon wakened the Lion, who placed his huge

Setting: The beginning of the fable takes place on a lion.

paw upon him, and opened his big jaws to swallow him. "Pardon, O

2 The lion is going to eat the mouse!

Huge paw and big jaws - these phrases help emphasize how big the lion is

King," cried the little Mouse: "forgive me this time, I shall

Repetition of the word little emphasizes just how little the mouse is!

never forget it: who knows but what I may be able to do you a turn

some of these days?" The Lion was so tickled at the idea of the

Prediction: Can a mouse really help a lion?

Mouse being able to help him, that he lifted up his paw and let

him go. Some time after the Lion was caught in a trap, and the

Setting: The lion is in a trap

3
Setting: Time has passed since the lion and mouse met.

hunters who desired to carry him alive to the King, tied him to a

tree while they went in search of a wagon to carry him on. Just

4 ★ The lion is in grave danger with no way to escape!

Setting: The lion is tied to a tree

then the little Mouse happened to pass by, and seeing the sad

plight in which the Lion was, went up to him and soon gnawed away

5 Def: bit or nibbled persistently

Def: a dangerous, difficult, or otherwise unfortunate situation.

the ropes that bound the King of the Beasts. "Was I not right?"

Def: held together

said the little Mouse.

(Little friends may prove great friends.)

The moral of this fable is stated explicitly. Another takeaway from this fable could be "don't judge a book by its cover."

The Gift of the Magi

By: O. Henry

Directions: Using the fiction annotation guide, annotate this excerpt of O. Henry's short story, "The Gift of the Magi." This excerpt is the beginning of the story.

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at \$8 per week. It did not exactly beggar description, but it certainly had that word on the lookout for the mendicancy squad.

In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income was shrunk to \$20, though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

The Gift of the Magi

By: O. Henry

For suggestions only!

Directions: Using the fiction annotation guide, annotate this excerpt of O. Henry's short story, "The Gift of the Magi." This excerpt is the beginning of the story.

The story just starts...there isn't a traditional beginning

This is not a lot of money why does Della think she needs money?

Della is upset that she doesn't have the money.

The apartment is not nice.

The doorbell and the mailbox are both broken.

Times are tough and this couple is not doing well financially right now.

Jim and Della are husband and wife.

Repetition (One dollar and eighty-seven cents *It was difficult for her to collect that money.* That was all). And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas. *setting!*

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

Alliteration: Repetition of the "s" sound

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at \$8 per week. It did not exactly beggar description, but it certainly had that word on the lookout for the mendicancy squad. *Def: The condition of being a beggar*

Def: belonging to
In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

when they were more prosperous, they flaunted their middle name
The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. (Now, when the income was shrunk to \$20), though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above (he was called "Jim" and greatly hugged by Mrs. James Dillingham Young), already introduced to you as Della. Which is all very good. *Della loves James very much.*

Some of the moral fabric is shining through. It doesn't matter how much money they have; this couple is clearly in love with each other!

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Annotating Fiction Notes

What is annotating?

What is **NOT** annotating?

Why do we annotate fiction?

What will I need?

What is an annotation guide?



Summary: _____

Annotating Fiction Notes Continued

What is the first step in annotating?

What is the second step in annotating?

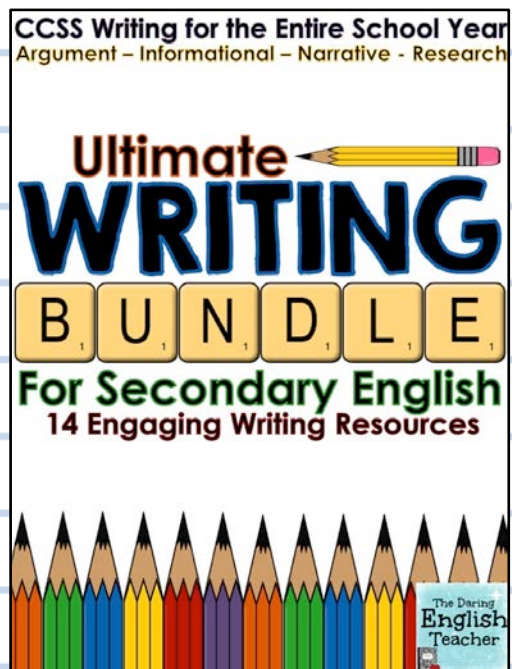
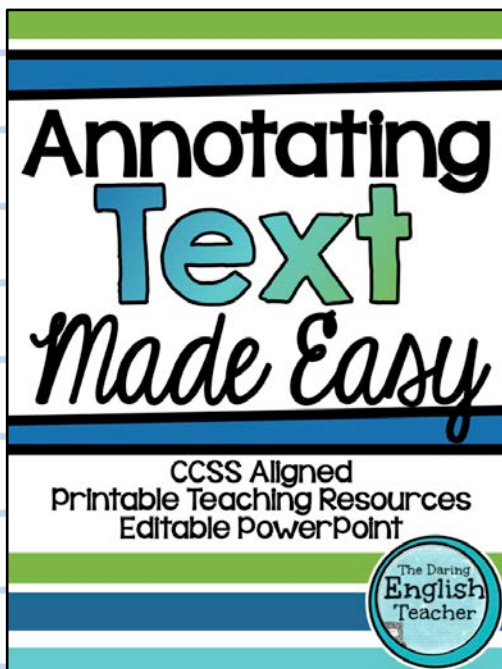
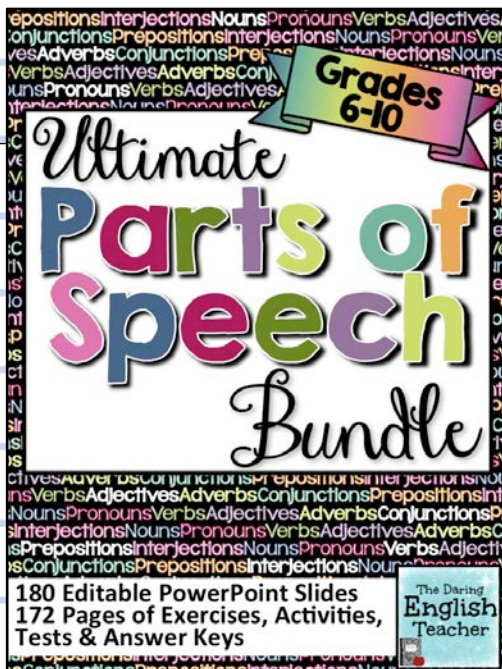
What is the third step in annotating?

What is the fourth step in annotating?

How will annotating fiction help me understand the story better?

Summary: _____

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