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MY LEARNING GOALS**I can**

- identify types of figurative language.
- understand how to analyze language.
- tell what I know about fantasy.

Imaginary Worlds

Some fiction stories take place in imaginary places. These places do not exist in real life, although they may include elements with which you are familiar. In addition, they may include unusual creatures, talking animals, fairies or wizards, and magical powers. These stories are called fantasy. In fantasy, and in other writing, authors often use language to help the reader see, hear, smell, and feel things in words. Some words appeal to your senses, and others help you think about something in a different way.



Before We Read

Analyzing Language

An author's word choice can grab the reader's attention and keep the reader thinking about the story long after it is over. Some language helps you use your senses to better imagine what the author is writing. The language makes the author's words come alive. Figurative language is a colorful and interesting way of saying something. An **idiom** is a phrase that has a meaning that is distinct from the words in the phrase. **Personification** means that the author has made something that is not human seem like a person in some way. A **simile** is a comparison of two very different things using the words *like* or *as*. A **metaphor** is like a simile, but it does not use the words *like* or *as*. When an author exaggerates to make a point, the author is using **hyperbole**.

Read each example of figurative language. Write one of the types of figurative language given above in the table to identify each example.

Example	Type of Figurative Language
It's raining cats and dogs!	
I had to wait forever for my brother to finish eating.	
Autumn is a waterfall of leaves.	
The wind complained bitterly.	
The dog was sleeping like a log.	



MY LEARNING GOALS

I can

- read and understand a fantasy story.
- analyze language in a story.

Landing in Oz

from L. Frank Baum's *The Wonderful Wizard of Oz*

She was awakened by a shock, so sudden and severe that if Dorothy had not been lying on the soft bed she might have been hurt. As it was, the jar made her catch her breath and wonder what had happened; and Toto put his cold little nose into her face and whined dismally. Dorothy sat up and noticed that the house was not moving; nor was it dark, for the bright sunshine came in at the window, flooding the little room. She sprang from her bed and with Toto at her heels ran and opened the door.

The little girl gave a cry of amazement and looked about her, her eyes growing bigger and bigger at the wonderful sights she saw.

The cyclone had set the house down very gently—for a cyclone—in the midst of a country of marvelous beauty. There were lovely patches of green all about, with stately trees bearing rich and luscious fruits. Banks of gorgeous flowers were on every hand, and birds with rare and brilliant plumage sang and fluttered in the trees and bushes. A little way off was a small brook, rushing and sparkling along between green banks, and murmuring in a voice very grateful to a little girl who had lived so long on the dry, gray prairies.



Highlight the words that show that Toto is not happy about what is happening.



How would you feel if you woke up in a strange new land?

I would feel _____. I would want to _____.



Let's Read

While she stood looking eagerly at the strange and beautiful sights, she noticed coming toward her a group of the oddest people she had ever seen. They were not as big as the grown folk she had always been used to; but neither were they very small. In fact, they seemed about as tall as Dorothy, who was a well-grown child for her age, although they were, so far as looks go, many years older.

Three were men and one a woman, and all were oddly dressed. They wore round hats that rose to a small point a foot above their heads, with little bells around the brims that tinkled sweetly as they moved. The hats of the men were blue; the little woman's hat was white, and she wore a white gown that hung in pleats from her shoulders. Over it were sprinkled little stars that glistened in the sun like diamonds. The men were dressed in blue, of the same shade as their hats, and wore well-polished boots with a deep roll of blue at the tops. The men, Dorothy thought, were about as old as Uncle Henry, for two of them had beards. But the little woman was doubtless much older. Her face was covered with wrinkles, her hair was nearly white, and she walked rather stiffly.

When these people drew near the house where Dorothy was standing in the doorway, they paused and whispered among themselves, as if afraid to come farther.



Underline the words that tell about the people's size.



How do you act when you meet new people?

I _____.



But the little old woman walked up to Dorothy, made a low bow and said, in a sweet voice:

“You are welcome, most noble Sorceress, to the land of the Munchkins. We are so grateful to you for having killed the Wicked Witch of the East, and for setting our people free from bondage.”

Dorothy listened to this speech with wonder. What could the little woman possibly mean by calling her a sorceress, and saying she had killed the Wicked Witch of the East? Dorothy was an innocent, harmless little girl, who had been carried by a cyclone many miles from home; and she had never killed anything in all her life.

But the little woman evidently expected her to answer; so Dorothy said, with hesitation, “You are very kind, but there must be some mistake. I have not killed anything.”

“Your house did, anyway,” replied the little old woman, with a laugh, “and that is the same thing. See!” she continued, pointing to the corner of the house. “There are her two feet, still sticking out from under a block of wood.”



Circle the word that means “without guilt.”



From the story, what can you tell happened to the Wicked Witch of the East?

I can tell that _____.



Let's Read

Dorothy looked, and gave a little cry of fright. There, indeed, just under the corner of the great beam the house rested on, two feet were sticking out, shod in silver shoes with pointed toes.

“Oh, dear! Oh, dear!” cried Dorothy, clasping her hands together in dismay. “The house must have fallen on her. Whatever shall we do?”

“There is nothing to be done,” said the little woman calmly.

“But who was she?” asked Dorothy.

“She was the Wicked Witch of the East, as I said,” answered the little woman. “She has held all the Munchkins in bondage for many years, making them slave for her night and day. Now they are all set free, and are grateful to you for the favor.”

“Who are the Munchkins?” inquired Dorothy.

“They are the people who live in this land of the East where the Wicked Witch ruled.”



Highlight the words that tell you why the Munchkins didn't like the Wicked Witch of the East.



Who are the Munchkins?

The Munchkins are _____.

Show What You Know

Find one example of figurative language and one example of language that appeals to your senses in the story. Fill in the charts.

Figurative Language	
Sentence/Phrase	
Type	Meaning
Language that Appeals to the Senses	
Sentence/Phrase	
Sense	How does this make the writing "come alive"?



Let's Read

What Did You Learn?

Think about what you learned from the passage. Then circle the letter of the correct answer.

1. Which of the following helps you know that Dorothy is in an imaginary land?
 - A Delicious fruit grows on trees.
 - B She meets people who look differently than she does.
 - C The men are wearing boots.
 - D Small, odd-looking people called Munchkins live there.
2. The “small brook, rushing and sparkling along between green banks, and murmuring in a voice very grateful” is an example of _____.
 - A an idiom
 - B personification
 - C a simile
 - D a metaphor
3. How does Dorothy help the Munchkins?
 - A Her house kills the Wicked Witch of the East.
 - B She picks magic fruit from the trees for them.
 - C She teaches them how to build flying houses.
 - D She is a powerful sorceress who frees them from the Wicked Witch.
4. Why is Dorothy in Oz?
 - A She came to defeat the Wicked Witch.
 - B She wanted to visit a new place.
 - C She was moved there by a cyclone.
 - D She wanted to make friends with the Munchkins.



Listen and Discuss

MY LEARNING GOALS

I can

- listen to and understand a poem.
- analyze language in a poem.

Listen to a poem about finding a magical land. While you listen the second time, take notes on the web below. List words and phrases that help you see what is happening in the poem.



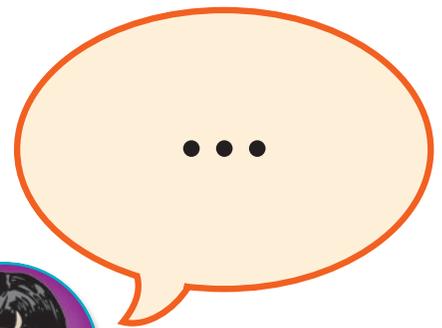
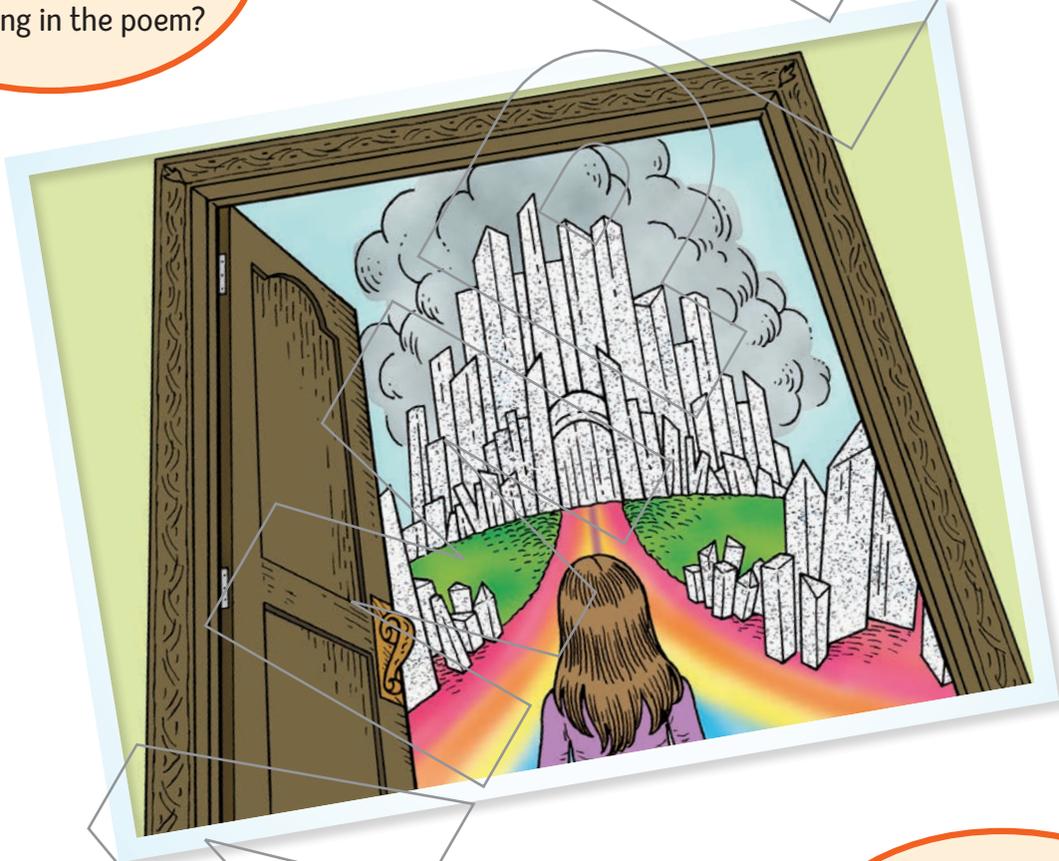


SPEAKING

Listen and Discuss



How does the poet use words to help you imagine what is happening in the poem?



I can

- identify and use action verbs.
- identify and use helping verbs.

Action and Helping Verbs

Action verbs name an action. They tell what a noun does. Verbs can tell about action in the past, the present, or the future. This is called the **tense** of the verb. Most of the time, a verb has a different form for each tense. **Helping verbs** come before the main verb in a sentence. Use the helping verb *will* to show future tense. A helping verb and an action verb make up a verb phrase.

Past Dorothy landed in Oz.

Present Dorothy lands in Oz.

Future Dorothy will land in Oz.

Verb Phrases Dorothy had landed in Oz.
Dorothy was landing in Oz.



Read these sentences from the passage. Underline the action verb in each sentence. Some sentences may have more than one. Circle any helping verbs.

1. Toto put his cold little nose into her face and whined dismally.
2. Dorothy listened to this speech with wonder.
3. The cyclone had set the house down very gently.
4. She sprang from her bed and with Toto at her heels ran and opened the door.
5. She has held all the Munchkins in bondage for many years.

Learning About Language

Read each sentence. Write an action verb to complete the sentence.

1. Kyra _____ along the trail.
2. After school, the team _____ on the field.
3. Sam _____ the train and _____ in a seat.
4. Tyrone _____ a sandwich.
5. The dogs _____ and _____ in the yard.
6. In the summer, Aiko _____ in the pool.

Write two sentences using action verbs. Write two sentences using helping verbs and action verbs.

Action Verbs

1. _____
2. _____

Helping Verbs

3. _____
4. _____



Write About It

MY LEARNING GOALS

I can

- write a fantasy story.
- use figurative language and language that appeals to the senses.
- use action verbs and helping verbs in my writing.

Think about the poem you heard in the Listen and Discuss section. Imagine what will happen after the poet enters the door to the city behind the waterfall. Write a short story about the poet's adventure.

Plan My Writing

Beginning of the Story		
Who are the main characters?	Where did it take place?	How did it begin?
Middle of the Story		
What do the characters do?		
End of the Story		
What do the characters do at the end?	What happens to the characters?	



Write About It

When the old woman opened the door, _____

I could see _____

She showed me _____

I met _____

Then, _____

I saw _____

Suddenly, _____

After that, _____

I _____

Finally, _____

I _____