

EXAMPLE OF A LITERATURE LESSON PLAN: Character Development

FOCUS Question: *How does the writer help you understand a character?**Reading Materials: Any story. Academic Vocabulary: character development; trait; feeling; main character; infer; analyze*

CCSSRL1. Read closely, make inferences with evidence. CCSSRL3. Analyze character development

Preview Model Interest	Model and GUIDE	GUIDE and go farther	ASSESS and Clarify	Finish well						
Objective: Analyze relationship actions and traits.	Objective: Infer feelings of characters	Objective: Analyze character development	Objective: Analyze character independently.	Objective: Increase competence						
<p>I Do: Read part of story aloud. Think out loud as you read—Who is an important character? What do I know about that character? How do I figure out a trait?</p> <p>We Do: Read another part of the story. Figure out the trait of another character.</p> <p>You Do: <i>Collaborate:</i> Draw one character, then give picture to another student. Dialogue: Infer who is pictured and tell a trait the picture shows.</p> <p>Independently: List one of your own traits. Tell how your actions show it.</p>	<p>I Do: Start a story chart—how do I know how the main character feels during the story?</p> <table><tr><td>Event</td><td>How I feel</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <p>We Do: Continue the chart with input from students.</p> <p>You Do: <i>Collaborate:</i> Complete the chart for another character.</p> <p>Independently: Tell how you can figure out a character's feelings.</p>	Event	How I feel					<p>I Do: Explain that in most stories the central character changes. The character learns a lesson. Or the character makes a choice that changes his/her future.</p> <p>We Do: List Choices the main character made. What does one choice show about how the character changed or learned something? Analyze the list: What did the character learn or how did the character change?</p> <p>You Do <i>Collaborate:</i> Write about one choice the character made. What did it lead to?</p> <p>Independently: Write a note to the character telling what you think about one choice the character made.</p>	<p>You Do: (Formative assessment) Read a short story or part of a story. Identify main character and infer trait with evidence. Identify way(s) the central character changes.</p> <p>I Do: Check and clarify, extend</p> <p>Students needing support: Make timeline of story.</p> <p>Advanced Students: List responses to the question: how does a writer help you understand a character?</p>	<p><i>Teacher Guides Students needing support: We analyze an actual event; list choices the person made, infer what trait(s) that showed and what the person learned. Then independently revisit the story and complete list for a different character in that story.</i></p> <p>INDEPENDENT Advanced: <i>Options:</i> > Write a reflection that the central character might have written—what I learned. > Write the next part of the story, showing that the character learned an important lesson. > Act out an important part of the story.</p> <p>Class Synthesis: <i>Whole class dialogue:</i> How does a writer help you understand a character in a story?</p>
Event	How I feel									
Home Learning Activity: Draw a character from TV who has positive traits. Show the traits in your picture.	Home Learning Activity: Write a journal of the character at the part of the story you think is important.	Home Learning Activity: Make a two part picture—show how the character changed.	Home Learning Activity: Write a letter to the writer of the story. Tell how the writer helped you understand the story.	Home Learning Activity: Watch TV and then write about the story. Tell who changed, why and how.						