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

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<th>Preview</th>
<th>Model</th>
<th>Interest</th>
<th>Model and GUIDE</th>
<th>GUIDE and go farther</th>
<th>ASSESS and Clarify</th>
<th>Finish well</th>
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<td>Objective: Analyze relationship actions and traits.</td>
<td>Objective: Infer feelings of characters</td>
<td>Objective: Analyze farther</td>
<td>Objective: Analyze character independently.</td>
<td>Objective: Increase competence</td>
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**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?

**We Do:**
Read another part of the story.  Figure out the trait of another character.

**You Do:**
*Collaborate:* Draw one character, then give picture to another student.  
Dialogue: Infer who is pictured and tell a trait the picture shows.

Independently:
List one of your own traits.  Tell how your actions show it.

**I Do:**
Start a story chart—how do I know how the main character feels during the story?

**We Do:**
Continue the chart with input from students.

**You Do:**
*Collaborate:* Complete the chart for another character.

Independently:
Tell how you can figure out a character’s feelings.

**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.

**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?

**You Do:**
*Collaborate:* 
Write about one choice the character made.  What did it lead to?

Independently:
Write a note to the character telling what you think about one choice the character made.

**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.

**INDEPENDENT Advanced:**
Options:
> 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.

**Class Synthesis:**
Whole class dialogue:  
How does a writer help you understand a character in a story?

**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.