

<p>Teaching Point(s):</p> <ul style="list-style-type: none"><li>• Use focused questions and journal entries to track character change, motivation, and/or effects of change</li><li>• Analyze literature</li></ul>
<p><b>Standards:</b> CC.1.4.8.O</p>
<p><b>Materials:</b></p> <ul style="list-style-type: none"><li>• Short story</li><li>• Reading journals</li><li>• Chart paper and markers</li><li>• <i>Language of Literature: Checkouts</i> pg 23</li></ul>
<p><b>Connection:</b> Has something ever happened to you that caused a change in your life? Why do characters in novels or short stories go through changes, and how does it affect their life and who they are as a person?</p> <p>Give students a chance to respond.</p> <p>We have been learning about how an author develops a character through characterization. In this story, we are going to really focus on the main character. As we read this story, we are going to answer questions in our journals that will help us think about the character, their actions, and their motivations. I will write the questions on the (board, elmo, ect..), and you will write them down in your journals. We will discuss the questions to predict what will happen in the next part of the story. After we read each section, you need to answer the questions in your journal.</p>
<p><b>Teach/Model:</b></p> <ul style="list-style-type: none"><li>• Write the questions you will have students answer for the first section of the story so that all students can see. Repeat this as you work through each section of the story.</li><li>• Questions begin with characterization of the character you want to focus on then move to what the character is going through, why they are acting they way they are (motivation), how do they change in the end and why, and what are the effects of the changes on the character and those around them..</li><li>• After reading the first section of the story, think aloud as you model the answering of the first question. Be sure to include the evidence from the text that supports your interpretation. You may wish to repeat this modeling as you work through the sections of the story.</li></ul>

- Hang up the finished charts in sequential order for students to visually see the progression as the class is reading the story.

**Active Engagement/Guided Practice:**

- After modeling the first question, have the students work in partners or table groups to answer the second question. Remind the partners/table groups to include the evidence from the text that supports their opinion.
- Then have the table groups make a list of what the character is like at the beginning of the story, based on their reading, their answers in their journals, and discussions.
- Partners/table groups each share out, and then the whole class decides upon and makes a character chart on the person that lists their character traits, including evidence from the text that supports their opinions.
- During the conflict and the beginning changes in the character, the whole class repeats this process, charting the conflict for the character and their changes.
- At the end of the story, the whole class again makes a chart noting the changes in the character, the reasons for those changes, and the effects of those changes.

**Independent Practice:**

- Students answer the two questions that are posed for each section of the story in their individual reading journals. Ask students to include support as they work in their journals.
- Students can recreate the larger group charts in their individual journals if they'd like.

**Closure:**

Students pair-share their answers to the two questions in the last 3 minutes of each class. Give feedback to the students on their answers.

**Assessment – Check for Understanding**

Teacher can collect students’ journals to check that answers in the journals clearly reflect their comprehension of the story. Students’ character analysis essays should clearly state the character’s change, the motivation for that change, and there should be evidence from the text (based on the journal questions) to support their assertions.

**Reflection:**

**Notes:**

Resource(s):

Christensen, Linda. Reading, Writing, and Rising Up. Milwaukee, WI: Rethinking Schools, 2000.

