

# LESSON CENTER SAMPLE

## 1

(LITERARY ANALYSIS: CHARACTER)

KATIE MCKNIGHT, PH.D.

**Directions:** Review the definition of character. Remind the students about the difference between main and minor characters.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Who is the character?	What one word describes him or her?	What does he or she look like?	How is the character significant to the story?	Do you know anyone similar? Who?

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## 2

### (LITERARY ANALYSIS: CHARACTER)

KATIE MCKNIGHT, PH.D.

#### *Character Traits and Textual Evidence*

**Directions:** This chart facilitates students delving deeper into characters' traits and motivations.

Review the different kinds of characters: flat and round characters.

Have the students select a character from their novel. The students should determine if the character is either flat or round and find details that support their response.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

TITLE: \_\_\_\_\_

AUTHOR: \_\_\_\_\_

CHARACTER'S NAME AND MAIN TRAIT: \_\_\_\_\_

DIRECT EXAMPLES from the TEXT	CLARIFICATION

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## 3

### (LITERARY ANALYSIS: CHARACTER)

KATIE MCKNIGHT, PH.D.

#### *Character Traits Web*

This activity is designed to help students collect attributes about a character or real-life person.

**Directions:** Authors provide direct and indirect clues about what characters are like. Choose a character from the novel and complete the following chart.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

TITLE: \_\_\_\_\_

AUTHOR: \_\_\_\_\_

Character's  
Appearance:

Character's  
Actions &  
Thoughts:

Character:

Character's  
Words:

How Others  
React to the  
Character:

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## 4

### (LITERARY ANALYSIS: CHARACTER)

KATIE MCKNIGHT, PH.D.

#### *Comparing Myself to a Character*

When students make a strong connection to the character and text that they are reading, it leads to greater comprehension.

**Directions:** Review the definition of character. Select a character from the novel and complete the following chart.

Name:

Class:

TITLE:

CHARACTER:

MY NAME:

(DRAW THE CHARACTER)

(DRAW A PICTURE OF YOU)

HOW THE CHARACTER AND I ARE THE SAME:

HOW THE CHARACTER AND I ARE DIFFERENT:



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## 5

### (LITERARY ANALYSIS: PLOT)

KATIE MCKNIGHT, PH.D.

Plot Diagram visually represents the stages of plot development. Teaching the students about plot helps them to comprehend text.

**Directions:** Remind the students that plot is a sequence of events in a story which is built around a conflict.

Display the chart and instruct the student to complete it as they read the text.

Name:

Class:

TITLE:

AUTHOR:

PARTS OF A PLOT

DESCRIBE

***Exposition:***

Gives background about characters, conflict and setting.

***Rising Action:***

Tension builds, complications make a conflict more difficult to resolve.

***Climax:***

Point of maximum interest or tension.

***Falling Action:***

Shows the results of the decision or action that happened at the climax.

***Resolution:***

Reveals final outcomes, ties up loose ends.

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## 6

### (LITERARY ANALYSIS: SETTING)

KATIE MCKNIGHT, PH.D.

#### *Setting Diagram*

When students explore the setting of a text, it supports comprehension.

**Directions:** Review the definition of setting. Discuss how setting in a literary work can affect the other elements (plot, character, mood, theme...)

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## SETTING DIAGRAM

TITLE: \_\_\_\_\_

AUTHOR: \_\_\_\_\_

Location:

Time Period:

Description:

Details About  
Location:

Details About  
Time Period:

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## 7

### (LITERARY ANALYSIS: SETTING)

KATIE MCKNIGHT, PH.D.

#### *Setting Diagram 2: Analysis*

Once the students have identified the setting(s), they need to analyze the effects of it on the text.

**Directions:** Ask the students to review the setting from the graphic organizer that they completed (Sample Lesson 6). Use the following graphic organizer to analyze the setting. It is important to model this graphic organizer for the students.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## ANALYZING SETTING

TITLE: \_\_\_\_\_

AUTHOR: \_\_\_\_\_

Location:

Time Period:

Description:

Is it effective?  
Why or why not?

Is it effective?  
Why or why not?

Is it effective?  
Why or why not?

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## 8

### (LITERATURE CIRCLE ROLES)

KATIE MCKNIGHT, PH.D.

#### *Literature Circle Organizer*

**Directions:** Remind the students that there are four roles:

*Director:* Creates thought provoking questions, runs the meeting and asks other members for contributions.

*Passage Master:* Finds and reads aloud important passages.

*Connector:* Helps the group to think of similarities between the text world and real world.

*Visualizer:* Draws pictures inspired by the text.

Display the diagram. Explain to the students that when they are reading it is important for them to make connections between the text world and the real world. Use the chart as a tool to keep track of the connections that are made during reading.

