

Day 17: (158-166)

CCSS.W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

I can create a more cohesive story by making sure that each character plays a role toward the theme.

1. Think about and state what your overall theme/ message is.
2. Look back at one character at a time to study
3. Ask yourself: *What role does this character play toward my theme?*

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Connection

Have you ever noticed how people "play roles" in each other's lives?



I was thinking about this last night and it reminded me of a friend I once had, who wanted to throw another friend a surprise party! Although it was **her idea** and she kept telling me that she would help me with the plans, decorations, shopping, cake, etc. She didn't! BUT, on the day of the party, she was the first one to yell "SURPRISE," like she had planned and prepared the whole thing!



Writers, that friend played a role in my life and taught me to depend upon myself to get tasks accomplished. If I had waited around for her, my other good friend might not have had the wonderful birthday that she did.



I'm telling you this story, because just like this friend played a roll in my life and taught me important lessons, the secondary characters in your stories play roles and influence you (your main character)--they will add to the overall meaning of the narrative.



Today I want to teach you that authors ensure that every character, main and secondary, plays a role in forwarding/enhancing the theme of the story.

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Anchor Chart

Lessons from Mentor Narratives

- Writers create the words a person could have said, doing this in ways that reveal the character as a person.
- Writers give reasons to explain the way a character acts.
- Writers show thinking by telling the exact words and the tone a character uses when thinking--like a dialogue with one's self.
- Writers slow down the problem and stretch out the tension (for main and secondary characters)
- Writers capture the exact actions and images that lead to an emotional response
- • Writers ensure that secondary characters play a role in the story's overall meaning.

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Teach

We're going to revisit different excerpts from 'Eleven.'

Listen as I analyze the role of the teacher (secondary character) on Rachel (main character) and the message that the author is trying to convey.



First, I'm going to think...what theme (overall message) do I think that the author is trying to convey to me by the story? humiliation



Next, I'm going to read the parts of the secondary character(s) and analyze how/if they play a role toward that theme...

"Whose is this?" Mrs. Price says, and she holds the red sweater up in the air for all the class to see. "Whose? It's been sitting the coatroom for a month.

"Not mine," says everybody. "Not me."

"It has to belong to somebody," Mrs. Price keeps saying, but nobody can remember.

So far, I'm thinking to myself that the author has shown Mrs. Price to be somewhat aggressive, but what effect does this have on the story and on Rachel?



"Today I wish that I was one hundred and two instead of eleven because if I was one hundred and two I'd have known what to say when Mrs. Price put the red sweater on my desk. I would've known how to tell her it wasn't mine instead of just sitting there with that look on my face and nothing coming out of my mouth.

What does this text reveal about how Mrs. Price affects Rachel as a student and person? How is this character contributing to the theme of the story?



Now I'm analyzing the last part of the story to see if this character truly adds to the theme and plays a role in the main character's life (what is that role?).



In your own writing, if you can't answer these questions, what do you think you should do?

I wish I was anything but eleven, because I want today to be far away already, far way like a runaway balloon, like a tiny O in the sky, so tiny-tiny you have to close your eyes to see it.

I can tell that Mrs. Price makes Rachel feel small and silent. She definitely contributes to the theme of humiliation based on her actions. I can tell that the role that she plays is "the bad guy" in the story.

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Teach



So, let's assess what I did. What steps did I use in order to determine if my character plays a role toward the theme?

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How might this look
in my Luka story?

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Active Engagement

You Do!

Right now you're going to brainstorm silently for a minute before we break off into partners.

Think about your own story.

1. Think about and state what your overall theme/ message is.
2. Look back at one character at a time to study
3. Ask yourself: *What role does this character play toward my theme?*

Take turns discussing your ideas with a partner



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Link

Writers! Now that you've brainstormed with your partner, it's time to write, write, write!

-Today's writing goal/objective

-Use your strategies from our charts! Good writers use multiple strategies at a time, while adding new ones to their tool kits.

Off you go!

Lessons from Mentor Narratives

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- Writers slow down the problem and stretch out the tension (for main and secondary characters)
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- Writers ensure that secondary characters play a role in the story's overall meaning.

How to make sure that my character plays a role toward my theme

1. Think about and state what your overall theme/message is.
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Small Group



Writers, sometimes something as simple as capital letters in your writing can make a BIG difference in the readability of it!

Example: Sandy is playing at the park.
she always plays there on sunndays.

As a reader, I'm confused because... (see if you can guess)



I'm not sure if the writer meant to put a period there? (if this should be one sentence or two)



I'm wondering if the writer meant to write "Sunday" or sunny days

CAPITALIZATION

FIRST WORD IN A SENTENCE

You are my very best friend in the world.

PRONOUN I

Valorie and I are going to the movies tonight.

NAMES OF PEOPLE AND TITLES

The next ones to go are Dr. Mann and Mr. R. Day.

OPENING OF A LETTER

Dear Louis Garcia, Dear Mom and Dad,

FIRST WORD IN THE CLOSING OF A LETTER

Your friend, Sincerely, Yours truly,

TITLE OF A WORK

New York Times Where the Red Fern Grows

PROPER NOUNS

Dallas Cowboys The Alamo Ford Mustang

FIRST WORD IN A DIRECT QUOTATION

Zachary yelled, "Watch out for that tree!"

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Mid-Workshop



Using What You Know about Characters in Books to Develop Your Own Characters

Writers, I want you to think back for a moment to your favorite chapter book. Now think of your favorite character in that text. What role do they play? Are they a trouble-maker, a peace-keeper, a hard worker?

I'm sure you didn't just think of these roles randomly, the characters had to have exhibited actions, words, or thoughts to support your idea! That's EXACTLY what you're doing today as a writer.

So take a minute to step back from your story and think--
What kind of person is this character supposed to be?
and make sure that their actions are connected to this thought!

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Share

I would like to choose a student to share their writing journey that they went on today before we all break up into partners to discuss our individual journeys!



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Homework



Revising with Character in Mind

Each of you had a partner conference today and your partner gave you a few suggestions for the ways you might bring out the characteristics of the people in your story. Remember what you know as a reader—a person's actions, thoughts, and words can say a lot about them! Tonight, revise your stories to ensure that you are showing what you most hope to show about your characters, main and secondary. We know that Sandra Cisneros is a master of this—showing us that Rachel feels shy and voiceless and angry, without actually *telling* us that once! Be sure to bring your copy of “Eleven” home with you tonight so that you can study Cisneros' techniques before revising your own writing.

Teacher Page

Differentiation: For students that struggle with this lesson, reiterate what the theme of their story is and have the student talk through their story with you. Ask scaffolding/probing questions (ex. does _____ support the theme of _____? Explain. If not, let's think about a time when you did experience _____ and the events that took place leading up to this)

Conferring and Small Group Work: After all writers have begun self-assessing and revising, conduct roving compliments. Focus on positive assessment strategies students are using and highlight them to the table or class using voice overs.

ENLs: Students may articulate the ways in which they can enhance their writing before revising. They may work with a partner who can help them articulate meaning from the checklist. Encourage students to focus on writing stories and not on spelling or grammar. When using the sequencing chart, ENL's may draw their events first, then may write about it as much as possible with support.

Provide strategy sheets detailing today's steps to those students who need further support organizing their notebooks.

Assessment:

Self-Have students use the class created checklist to assess their success during active engagement, midworkshop interruption, and share.

Teacher-conferring, collect a table's notebooks for reading, and listen to student's partner conversations.