**Literacy Lesson Plan #1**

**Created By:** Abby Schwendeman

**Lesson:** Character Clues (using Those Shoes by Maribeth Boelts)

**Length:** 45 minutes

**Age or Grade Intended:** 2nd grade

**Academic Standard(s):**

* Writing 2.5.2 -- Write a brief description of a familiar object, person, place, or event that:
 • develops a main idea.
 • uses details to support the main idea. (Core Standard)
* Writing 2.5.5 -- Use descriptive words when writing. (Core Standard)
* Writing 2.5.7 -- Write responses to literature that:
 • demonstrate an understanding of what is read.
 • support statements with evidence from the text.

**Performance Objectives:**

* After reading the book Those Shoes as a class, the student will write three descriptive “clue” sentences about their favorite character from the book.
* The student will use at least three descriptive words when writing the descriptive “clues” of their favorite character from the book Those Shoes.
* The student will give appropriate reasons for their descriptions of their character using clear evidence from the book Those Shoes.

(i.e. Jeremy was generous because he gave a pair of shoes to Antonio.)

**Assessment:** To evaluate the students’ descriptions, the teacher will use the attached checklist.

**Advanced Preparation by Teacher:**

* A copy of Those Shoes by Maribeth Boelts (ISBN: 978-0-545-11789-0) will be needed.
* A copy of the attached checklist will also be needed for assessment purposes.

**Procedure:**

**Introduction/Motivation:** “Have you ever seen something that you really, really wanted but that you could not have? That is exactly what happens to Jeremy when he all of his friends at school have the newest and coolest shoes he has ever seen. Will Jeremy ever get the shoes of his dreams? Let’s read this book called Those Shoes to find out.”

**Step-by-Step Plan:**

1. Read the book Those Shoes by Maribeth Boelts out loud to the entire class. (Gardner: Verbal/Linguistic)
2. After reading, talk about the meaning behind the story with the students:
“I know some of you had raised your hands saying that you had really, really wanted something that you knew you could not have earlier. How awesome was it that Jeremy was able to get his shoes that he wanted so badly? He must have been so excited… even if they didn’t fit so perfectly. But what did he do with those shoes?” (Bloom’s Taxonomy: Knowledge) [Pause for student response] “Right, he gave them to someone who really needed the new shoes—not just wanted them. Imagine if you had gotten the shoes of your dreams--- do you all think that you would have been able to give them to a classmate?” (Bloom’s Taxonomy: Synthesis) [Pause for student response] “I know it would have been hard for me, too. But Jeremy was so generous and kind to Antonio and that really made Antonio’s day didn’t it? This book shows us the importance of being kind to others and how, in the end, it can make you feel wonderful about yourself—even if making the sacrifice is hard for you to do.”
3. Ask students if they can name several of the main characters. Write these characters names on the board, leaving space for descriptions to be written below. (Gardner: Visual/Spatial)
Characters include… Jeremy

 Antonio (who Jeremy gives the shoes to)

 Jeremy’s grandmother

 Mr. Alfrey (the guidance counselor)

 Allen, Terrence, Brandon (students who tease Jeremy)

1. Ask students to brainstorm descriptions for the characters. “Remember how we talked about adjectives and how they describe words? Can you think of any adjectives/descriptors for the characters that we just listed?” (Bloom’s Taxonomy: Comprehension) [Record student responses] (Gardner: Visual/Spatial) “Good job, boys and girls! I have a little writing challenge for you to see how well you can describe a character from the story.”
2. “Think of a character that you liked from the story. You can look at the board if you need reminded of their name. Can you use descriptions to tell who the character is without naming the character? (Bloom’s Taxonomy: Synthesis) For instance, I could say: This character was a good friend because he never made fun of anyone in the story. This character was nice because he gave shoes to someone in need. This character really wanted a certain type of shoes, but once he had them—he realized he didn’t NEED them. Can you guess who it is?” [Pause for student response] “Good job, I was describing Jeremy! Did you notice how I included reasons in my descriptions? Try using this model: This character is \_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It will help you make sure that you can back up all of your descriptions with evidence from the story.”
3. Allow approximately 10-15 minutes for students to write their clues independently. (Gardner: Intrapersonal)
4. Gather the class and take volunteers to share their descriptions. (Gardner: Verbal/Linguistic) (To avoid repetition, ask students to only volunteer if they have a different character described than the ones described previously.) The student who is sharing their clues may call on other students to guess their character that they have described. (Gardner: Interpersonal) If students have problems guessing correctly, explain that maybe the clues are not the best descriptions of the characters and offer suggestions as to what could be changed to make the clue more descriptive. (Although with such diverse and limited number of characters, it should not be too big of an issue.)

**Closure:** “Wonderful job, everyone! I was so impressed with your descriptions today. Tomorrow we will be talking a little more about descriptions—but we will be focusing on places, rather than characters. On your way to drop off your character clues in the “IN” tray, think about some ways that you could describe a place/setting.”

**Adaptations/Enrichment:**

* **Student with Learning disability in reading comprehension:** The students will not be required to read the book themselves; however, if the student also struggles with writing due to his/her disability, I would allow the student to work with a partner. (To avoid making the student feel singled out, I could allow all the students to work in partners as well.)
* **Student with ADHD:** I would provide three pieces of paper that each have the model format like I talked about in class to create the character clues. With three pieces of paper, rather than one, it will allow the student to focus on one clue at a time and not to get as distracted by the task as a whole.
* **Student with Gifts and Talents in Creativity:** The student will most likely finish the assignment quicker than other students. Therefore, the student could write additional clues for additional characters if the time allows.
* **Student with Autism:** For this student, I would provide an outline with three of the model formats that I talked about in class to write the clues. (See attached.) This would help the student to understand exactly what was asked for them, as well as allowing them to see the entire assignment at one time.

**Self-Reflection:**

* How could I adapt this lesson to another book? (Perhaps requiring the students to describe animal characters?)
* What would I do differently to further reinforce the idea of good descriptions in writing?
* Did the students enjoy the ‘Character Clues’ game or was there a lack of student involvement?
* Should I assign characters to students to avoid repetition and “obvious”/easy choices?

**References:**

* Original lesson plan idea created on March 15, 2011.

**“Character Clues” Checklist**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Character from the book: | Three clues written? | Accurate descriptions? | Reasons provided? |
| Student: |  |  |  |  |
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|  |  | 0 1 2 3 | 0 1 2 3 | 0 1 2 3 |
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1. = Student did not meet expectations for any of their clues
2. = Student met expectations for one of their clues
3. = Student met expectations for two of their clues
4. = Student met expectations for all three of their clues

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

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“Character Clues” Worksheet**

1. This character is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. This character is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. This character is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.