

**School Name:** Reedy Creek

**Teacher(s):** Susan Guilfoyle, Sandy Newton

**Lesson title:** Adding Details: Characterization by Show, Don't Tell!

**Based on title/page number of Lucy Calkins mini-lesson:**

*(please list the book title, lesson title and page numbers of the Calkins mini-lesson)*

Writng Fiction: Big Dreams, Tall Ambitions **Lesson Title:** "Developing Believable Characters" **pgs:** 27-42

**Arts area integrated (check one):**

Music

Dance

Theatre

Visual Arts

Multidisciplinary

**NCSCOS Objective(s) addressed (number and description):**

*(refer to the NCSCOS handout on at <http://www.ncpublicschools.org/curriculum/>)*

Language Arts:

4.08- Focus revision on a specific element such as adding details

5.03- Elaborate information and ideas in writing and speaking by using descriptive words (adjectives & adverbs)

Theatre Arts:

2.02- Create dramatizations based on texts

2.06- Demonstrate ideas and emotions through gestures and movement

**Combined Objective for Arts Integrated Lesson:**

The students will demonstrate ideas and emotions in both theatre and writing to illustrate specific detail in characterization

**Materials:**

writing notebooks, containing at least one rough draft narrative

paper and pencil

premade index cards

whiteboard and dry erase markers

copy of Judy Blume or other familiar text

**Integration activities outlined by area (be specific!)**

**Introduction:**

The teacher will remind students that writers need to focus on writing action and feelings in a way that allows the reader to visualize exactly what is happening in the story. Just as storytellers and actors use voice, gestures, body language, facial expressions and word choice to convey characterization.

**Mini-lesson (Connection & Teaching):**

The teacher will remind students that good writers must be aware of how authors use vivid, descriptive language to convey an emotion or action. The teacher will read aloud a simple sentence such as, "Freddy felt nervous about being on stage." Then the teacher will use the passage in the Judy Blume book, on page, to illustrate how the author let the reader know how the character feels?

**Active Engagement:**

Writing partners will be given an index card with an emotion (anger, embarrassment, joy, surprise...) or an action (walking, skipping, jumping, laughing...). Writing partners will act out the word and write down specific adjectives, adverbs or descriptions that "show, not tell" the word (such as "eyebrows went up, loudly, softly, clenched his fists...etc). The teacher will compile descriptive words on the board under the correct header of their index card word prompt. Students will then revise three sentences of their stories adding more specific details and drawing from the ideas generated during partner acting and the board word bank.

**Links:**

The teacher will ask students how this activity links to literature they are familiar with or movies, television or theatre plays. Be sure to state to students, "This is a strategy to use today and every day."

**Writing & Conferring:**

Teacher will use one to one and peer coaching to confer with students as they revise for characterization.

**Share:**

Select one or two students to share their first sentence (before), and the revised sentence (after) to demonstrate good writing habits.

**Assessment (how will you measure what was learned?):**

Teacher will use one to one conferring and a checklist to indicate the following:

Did the student create a list of emotions/actions based on their index card?

Did the student revise three sentences in their prewritten draft for better characterization using the word bank or activities from the active engagement?