

Next, write the name of a character from your current story or novel on the board. Students should use their novels to find examples of the character's words, actions, thoughts, and feelings that reveal information about his or her personality. In small groups, have students share the passages and analyze what they say about the character.

TEACHER TIP

To help students remember how an author creates a character, I use the bodily-kinesthetic intelligence. First, I ask students to stand next to their desks. When I say, "Five ways an author creates a character are . . .," the class responds with the following phrases and gestures:

Phrase

what the character says
what the character does
what the character thinks
what the character feels
what the character looks like
what other characters say about the main character

Gesture

point to the mouth
run in place
point to the head
point to the heart
pose like a fashion model
with hands toward each other; flap them open and shut to imitate mouths talking

ACTIVITY I

Life-Size Characters

HOW TO USE THIS ACTIVITY:

Because the final product is life-size, create the characters in cooperative groups. Since the project involves an in-depth look at a character, use it with novels instead of short stories. If the whole class is reading the same novel, assign different characters

to different groups, or allow each group to choose one of the characters. If reading different novels, ask groups to use the protagonist as their character.

OBJECTIVES: To create a visual representation of a character; to analyze a character

TIME: Three to four 40-minute class periods

MATERIALS

large sheets of butcher paper 5' or 6' long • construction paper • markers and crayons • rulers • scissors • glue sticks • Life-Size Character Analysis and Life-Size Character Rubric reproducibles (pages 34–36)



STEP-BY-STEP

1. Assign or have groups choose a character from the novel they are reading.
2. Number group members 1 to 4 and tell them to assume the following group roles:
 1. **Character's Voice:** Look for examples of the character's speech that reveal important information about him or her. Record at least two direct quotes. Beneath each quote, record what you think the character's words say about him or her.
 2. **Character's Deeds:** Search for passages that show something the character does. Write at least two examples of the character's actions. Use direct quotes, or state what the character does in your own words. Beneath each statement, record what you think the character's actions reveal about him or her.
 3. **Character's Looks:** Find passages that describe the character's appearance. If you cannot find a direct quote, write what you think the character looks like and why you picture the character this way. Include information about the character's hair color, eye color, age, height, and distinguishing features. Draw a sketch of the character.
 4. **Character's Thoughts and Feelings:** Find descriptions of the character's thoughts and feelings. Record at least two passages that show what's inside the character's mind and heart. Beneath each quote, record what you learn about the character by examining his or her thoughts or feelings.
3. Distribute copies of the Life-Size Character Analysis reproducible and ask each student to complete the section that corresponds to his or her group role. If one group member finishes before another, he or she can assist other group members.
4. Tell group members to make suggestions for improvement and peer edit each other's work.
5. As a group, students discuss similarities and differences between themselves and the character. Then one group member completes "The Character and Me" section of the reproducible on page 34.
6. Next, a volunteer lies down in the middle of the butcher paper to be traced. After the tracing is completed, group members outline the shape in black marker and erase any pencil marks.
7. Working cooperatively, students add clothes and facial features to the "body" to portray the character studied. They may work from the sketch drawn by the "Character's Looks" group member.
8. Students cut the shapes from Life-Size Character Analysis reproducible and glue them onto the butcher paper. Students glue "The Character and Me" to the bottom of the butcher paper.
9. Each group introduces its life-size character to the class. The class then compares and contrasts the various characters.
10. Use the Life-Size Character Rubric (pages 35–36) to evaluate students' work.

Life-Size Character Analysis

NAME _____ **DATE** _____ **SECTION** _____

CHARACTER'S NAME _____

Character's Voice

What the character says:

Character's Voice

What the words show:

Character's Deeds

What the character does:

Character's Deeds

What the actions show:

Character's Thoughts and Feelings

What the character thinks and feels:

Character's Thoughts and Feelings

What the thoughts and feelings show:

Character's Looks

Hair color: _____ Eye color: _____

Age: _____ Height: _____

Distinguishing features: _____

The Character and Me

Similarities: _____

Differences: _____
