

Lesson Plan: Holes: Character Study

Student Teacher: Ms. Bilello **Cooperating Teacher:** Mrs. Eichenlaub **Date:** 2/1/10
Grade Level: 7 **Subject:** English **Supervisor:** Dr. Yocum

Preliminary Planning

PA Standards:

1.1.7.D. Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as comparing and contrasting texts, identifying context, and interpreting positions and arguments, distinguishing fact from opinion, and citing evidence from the text to support conclusions.

1.3.7.A. Read, understand, and respond to works from various genres of literature.

1.6.7.A. Listen critically and respond to others in small and large group situations.

- Respond with grade level appropriate questions, ideas, information, or opinions.

Objectives:

Students will recall facts, characters, and events from Holes and evidence for certain character traits.

Materials:

Sachar, Louis. Holes. New York: Dell Yearling, 1998.

Character Sketch handout

Notebooks

Pencil/pen

Learning Sequence

Description

Time: 10 minutes

INTO (Introduction/Motivation/Focus Attention)

In the beginning of the period, I will tell the class that today we will be working on a character sketch. A character sketch is a short piece of writing that reveals or shows something important about a person or fictional character. Think about the different characters in Holes. Some are likeable, and some are not so likeable. Pick one character from Holes to focus on while completing the worksheet.

Description

Time: 20 minutes

THROUGH Learning Activities (Input, Checking for Understanding, Guided Practice, Independent Practice)

I will hand out the Character Sketch handout, and I will explain the assignment. Students are to write the character they would like to work on in the center of the worksheet. I will instruct students to think of four characteristic traits for their character. To get started think about: the character's personality, distinguishing features or traits that describe the character, what does the character say or do that proves your ideas?

Write the four traits in the oval shapes. For each trait, go back to Holes and find two instances when the character displayed each trait. Whenever possible, find specific quotations and use them as examples of evidence to write in the rectangle. In the empty space around the graphic organizer, students will be able to draw a picture of the character they described.

Description

Time: the last 6-8 minutes of class

BEYOND Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)

As the class is beginning to finish working on their character sketches, I will ask for volunteers to share their characters sketches with the class. I will encourage students to share their sketches with the class.

Students will be able to take their sketches home if they need to finish working on them. If students are completely finished, they can hand-in their characters sketches.

I will tell the class that I will display the character sketches in the classroom. I will also tell the students that if they would prefer I do not display their work to please tell me.

Name: _____

Date: _____

Character Sketch

Instructions: Choose one main character from Holes to diagram in the chart below. Write the name of the character you choose in the center. Then, think of 4 character traits of this character; write the traits in the oval shapes. For each trait, find 2 instances in the book when the character displayed each trait; write these examples in the rectangles.

