**Focus Lesson: Character Traits and Dialogue**

**Essential Question:** How does dialogue help us to understand a character’s traits?

**Student Population:** Seventh Grade Language Therapy Group

**Objective:** To connect character traits and dialogue using our classroom novel, *The Red Pyramid*

**Standard**: CCSS.ELA-LITERACY.W.7.3.A *Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.* CCSS.ELA-LITERACY.W.7.3.B *Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.*

**Part I: Group Activity: Comparing Traits and Dialogue *(use two highly-contrasting characters from novel: Set and Isis)***

* Students are in pairs and have one sheet with two columns.
* On Smartboard, depict two columns, one titled *Set* and one titled *Isis*.  Underneath, in no column, list 6 contrasting character traits.
* Students work in pairs to list the character traits in the correct column on their sheets.
* Students take turns coming to board and moving traits into the correct column so that we have an accurate model on the Smartboard.
* Discuss these traits and how we know that they describe each character.  Guide discussion to dialogue if they do not get there themselves.
* On Smartboard, present actual piece of dialogue from novel and ask them to discuss in pairs which character said this.  Discuss correct response and how the dialogue connects to their character traits.
* Repeat 3 more times until each character has 2 dialogue examples in their column on the Smartboard and a clear connection has been discussed for each.
* Students work in pairs to look in the novel to find one more trait-supporting quote for each character.  Share and explain.

**Part 2: Writing Dialogue**

* Explain that we can write our own dialogue for these characters, too.
* Present a piece of dialogue for Set (who is an evil god) that is highly kind and compassionate.  Ask if Set would say this. Why not?
* Present a clear trait-supporting piece of dialogue and ask if Set could say this. Discuss why.
* Ask each student to write one piece of trait-supporting dialogue for Set or Isis.
* Review and give feedback before giving each student the opportunity to share and add to Smartboard columns.

**Part 3: Individual Dialogue Writing Activity**

* Student chooses another character from novel and identifies 3 character traits
* Student chooses 3 examples of trait-supporting dialogue from novel
* Student writes 3  examples of trait-supporting dialogue and one non-example (i.e. something the character would never say)
* Opportunity to share with class

**Differentiation:**

Scaffolding through any or all of the following:

* Student is given word bank of character traits
* Example search is narrowed to relevant chapters or page numbers
* Student writes dialogue in response to a given situation or piece of dialogue
* Student is provided a sentence starter or sentence frame for dialogue writing