Character Props

Overview:
Use character props as tools to enhance comprehension of characters in grade-appropriate text.

Procedure:
1. Find or make inexpensive items to represent the characters in a current text.
2. Discuss with students why each prop was chosen for the character it represents.
3. When reading with students, refer to the prop when it comes up in the story.
4. When reading aloud, give each student a prop to raise in the air when the corresponding character is mentioned.

Example: for the book <u>Twilight</u>:

Swan Family:
- Bella- toy truck
- Charlie- toy handcuffs, badge
- Renee- cell phone
- Phil- baseball

Cullen Family:
- Edward- vampire teeth, sparkly material
- Alice- magic 8 ball
- Jasper- mood necklace, ring
- Rosalie- mirror, brush
- Emmett- small weight
- Carlisle- stethoscope
- Esme- paint chip squares

Wolf Pack:
- Jacob- furry material
- Sam- slap band "SU"
- Embry- slap band "E"
- Paul- slap band "P"
- Seth- slap band "S"
- Jared- slap band "J"
- Leah- slap band "L"
- Quil- slap band "Q"

Misc. Forks People:
- Jessica- credit card
- Mike- football
- Eric- class pictures
- Angela- cute stuffed animal
- Misc. family members- family photo
- Misc. school personnel- graded papers

Misc. LaPush People:
- Billy- dream catcher
- Emily- first aid tape
- Sue- spatula
- Harry- baseball cap

Volturi:
- Jane- red jewel
- Caius- "C" crown
- Marcus- "M" crown
- Aro- "A" crown
- Misc. Volturi- black cape

Other Vampires:
- James- compass
- Victoria- red hair extension
- Laurent- dredlocks

ASOL Covered in this Activity:

6E‑CF 1: The student will
d) identify the progression of a key individual, event, or idea throughout a fictional text.
Extension Idea:
Have students choose a prop, then write or discuss when this prop appears or becomes known in the text, and what happens to the character before and after.
      Example: for the book Twilight:
      "What happened to Bella before she got her truck? What happened after?"

7E‑CF 1: The student will
e) identify how a character's point of view is the same or different from another character.
Extension Idea:
Give each student a prop, and ask point of view questions for the characters. Students raise the prop if the point of view is correct for their character.
      Example: for the book Twilight:
      "Which characters believe that vampires are real?"

8E‑CF 1: The student will
f) make connections between key individuals or events in a fictional text.
Extension Idea:
Give each student a prop. Ask them to pair up with another student whose character is friends with their character. Have them act out or write a conversation as their characters. The students can also pair up with characters that would not know or like each other, and have a conversation as their characters.
      Example: for the book Twilight:
      "Show what Bella and Edward would say when they first meet. Show what they would say when Bella realizes that Edward is a vampire. Show what they would say at the prom."

HSE‑CF 1: The student will
c) describe interactions between characters in fictional text;
Extension Idea:
Give students props for two characters, and have them describe or write about an interaction between the two that occurred in the text.
      Example: for the book Twilight:
      "Show what happens when Jacob tells Bella the legend about the Cold Ones."

HSE‑CF 3: The student will
b) explain how characters develop over the course of a story;
Extension Idea:

Give each student a prop, and have them act out or explain their characters role in various parts of the story.

Example: for the book <u>Twilight</u>:
"Explain the different ways that Charlie took care of Bella."

8E--WP 1: The student will
d) use content specific vocabulary when writing about a topic.
<u>Extension Idea:</u>
Have each student choose a character prop, and write about the character, correctly using content words from a word wall or bank.

Example: for the book <u>Twilight</u>:
If writing about one of the vampires, possible vocabulary words from the book include *translucent, pallid,* and *alabaster.*

8E--WP 4: The student will
d) use information from literary or informational text to support writing by
using specific claims in a text.
<u>Extension Idea:</u>
Have each student choose a character prop, and write about the character, finding and quoting portions of the text to support their writing.

Example: for the book <u>Twilight</u>:
If writing about Jacob's lack of trust in the vampires, quotes to support this could include "You see, the cold ones are the natural enemies of the wolf—well, not the wolf, really, but the wolves that turn into men, like our ancestors. You would call them werewolves." (Meyer, 2005, p.124) and "There's always a risk for humans to be around the cold ones, even if they're civilized like this clan was. You never know when they might get too hungry to resist." (Meyer, 2005, p.125)

8E--WE 3: The student will
a) use standard English rules when writing by using ending punctuation and
capitalization when writing a sentence or question.
<u>Extension Idea:</u>
Have each student choose a character prop, and write about the character, using correct ending punctuation and capitalization.

HSE--WP 5: The student will
a) write to express opinion with supporting information about a topic or text and a
concluding statement;
<u>Extension Idea:</u>
Have each student choose a character prop, and write their opinion about the character, including support information from the text and a concluding statement.

HSE--WE 2: The student will
a) peer edit writing for correct grammar, capitalization, punctuation, spelling,
 sentence structure, and paragraphing.

Extension Idea:
Have each student choose a character prop, and write about the character, then have
students switch papers and edit each other's work.

Materials Needed:
inexpensive items to be used as character props (see examples above)
pencils and pens
lined paper
word wall or word bank

Instructional Setting:
classroom

Community Connections and/or Peer Interaction:
Most of these related activities can be done in small or large groups.
Reading grade--appropriate books gives students common interests to discuss with their
peers.

Functional Activity/Routine:
Character props can be used as a communication tool for nonverbal students to choose
books for self--selected reading.
Props for real people in a student's life can also be used to enhance receptive and
expressive language when talking about an individual.

Strategies to Collect Evidence:
Take photos of students using props and their responses to the activity.
Video or audio record student responses to the activity.
Take anecdotal records of student responses.
Include student's written responses.
Use data collection charts to indicate correct or incorrect response.

Specific Options for Differentiating this Activity:
For students who cannot physically hold the props, many items can be attached to a soft
Velcro hand strap.
For students with visual impairment, be sure to allow time for students to thoroughly
investigate the props with their other senses.
Use alternate pencils as needed.

For students who require additional supports, include pictures or symbols with the words in the work bank or on the word wall.

For nonverbal students, pre-record character names and words/phrases that are task-appropriate on a voice output device, or make a communication board with words/phrases and picture/symbol support as needed.