

SHOWING...NOT TELLING

- *How does the author SHOW US and not just tell us about the characters? Plot?*

Setting?

- Inferring/Characterization: open-ended question:
 - *What does this part tell us/or What do you notice about _____How do we know?*
 - *What can we infer about _____(character)? How do we know?*
- When teaching students how to determine a character's attributes, we are teaching students about character traits AND character emotions.
- If the words are stated in the text, we refer to those traits as being explicit.

Consider Sierra in *Happy Like Soccer*...Sierra is both "HAPPY and SAD," and the author explicitly states both attributes/emotions over the first few pages of the text.
- Teaching students about explicitly stated attributes is easier, as the words are stated in the text. In this case, the goal is to teach the students to provide a REASON that EXPLAINS how or why the character acts in a specific manner (e.g., delighted, unhappy, determined, hurt, mature, sensitive, brave, afraid, etc.)
- More difficult to figure out are implied traits...words that describe the character but that are NOT actually stated in the text.
- We encourage students to reference the text, reread the text, to determine character traits (attributes) that describe the character based on the character's actions. Also, we help students understand that characters are DYNAMIC and

ever-changing...their actions at one point in the story may be different from their actions in another part of the story.

- For example, as we read *Happy Like Soccer*, many of us *think* that Sierra is BRAVE. Now, the author doesn't come right out and SAY that she is brave, but can INFER, based on Sierra's actions, that she is brave and nervous.
- Remember inferences are conclusions we draw when we take WHAT WE KNOW or ASSUME (real life) and add it to WHAT IS ON THE PAGE (book clues).

Words that describe this character's TRAITS/FEELINGS:	REASONS: Evidence from the text to support my thinking
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- *HOW DOES THE AUTHOR SHOW US HOW _____ ACTS?*
- *WHAT DOES THE AUTHOR DO IN THIS TEXT THAT WE CAN DO IN OUR WRITING?*
- *Descriptive Character Traits or [EMOTION VOCABULARY](#) (to lift the level of writing)*

Modeling with teacher's mentor text...

"Elizabeth Neill McMillan! Get down from there right now!"

"I'm sorry mama," I replied a bit disappointed.

"What are you doing going through my dresser drawer? You know better than to go through my belongings!"

"I'm sorry mama, but tomorrow is picture day and I thought..."

"I don't care what you thought, get down from there right now."

"Elizabeth Neill McMillan! Get down from there right now!"

"I'm sorry mama," I turned to face her, but I couldn't do it. Instead, I hung my head.

"What are you doing up there going through my dresser drawer? You know better than to go through my belongings!"

"I'm sorry mama, but tomorrow is picture day and I thought..."

"I don't care what you thought, get down from there right now."

I stealthily carried my desk chair into my parents' room and lined it up perfectly so that I could reach the top drawer. I climbed onto the chair, opened the perfumed drawer, and there it was right on top...the lime green silky scarf. It was just waiting on me! But before I could grab it, my mother came in and caught me red-handed.

I stealthily carried my wooden desk chair into my parents' room and lined it up perfectly against the dresser—this way I could reach the top drawer. I steadied the back of the chair with my right hand, and I grabbed the seat of the chair with my left hand. I climbed onto the chair, opened the perfumed drawer, and there it was. Right on top...the lime-green silky scarf was just waiting on me. But before I could grab it, my mother came in and caught me.