

Heart to Heart

GRADES 5-12

ELA	
AREA OF FOCUS	1 Interdependence of Oral Language, Disciplinary Writing, and Text Engagement
GUIDELINE	<p>1 Opportunities to engage with grade-level appropriate content and to develop disciplinary practices and knowledge of the subject matter are built through interactive oral language development activities (including speaking and listening).</p> <p>2 Writing activities engage students in discussions of topics and prompts with peers and teacher throughout and as an integral part of the writing process.</p> <p>3 Opportunities to engage with grade-level texts are built through interactive language development activities.</p>
SPECIFICATIONS	2a Writing activities are centered on specific shared texts so all students have shared content with which to orally communicate about disciplinary content, collaboratively negotiate meaning, gather evidence from those texts, etc.

Description of resource and intended audience:

This strategy is intended to support teachers and students to assess students' comprehension of character development in narrative text. This activity provides students with opportunities to interact orally and in writing with fellow students and to understand how the characters' feelings influence their point of view and consequently on how they interact with each other.

Materials needed: a copy of the text, paper, pen

Approximate time needed: 30 minutes

Instructions:

1. Prior to reading, students are assigned a character that they will focus on. Some students may work in groups of four (to have multiple perspectives) and agree on which answers to write in the heart.
2. As students read, they will make note:
 - What is my character feeling at the beginning of the story?
 - How does my character's feelings change by the end of the story?
 - How does my character's feelings affect his or her point of view?



3. After students have finished their reading assignment, check EL student comprehension of the story.
4. Students are then asked to draw a large heart. Teacher should model how to draw the heart and fill it in.
5. Students write the character's name above or inside the heart.
6. Using words and images, students describe the characters' feelings and write them into the characters heart. Students also provide text evidence to support their description of the character's feelings.
7. Students may include, in their heart, the names of characters with whom their character interacts.
8. Teacher walks around the room to ensure that students are on task and understand the assignment.
9. After the heart is complete and depicts the characters feelings and point of view, students will find a classmate whose character interacts with their character in the story that they read. Depending on the story it can be more than one classmate (heart). Several characters may interact with each other.
10. Roleplaying their character, students have a brief conversation with their classmate. For example.:
 - We were so happy together when we first met
 - I thought you were perfect.
 - You betrayed me.
 - I am angry with you.
 - I am worried about our future
11. Additional sentence frames may be provided. In addition, students who are more proficient in English might model this activity with the teacher or another student.

Alternatively, or, in addition to the brief oral role play:

12. Students whose characters interact post their hearts on a large piece of chart paper.
13. Students co-create a "Heart to Heart" dialogue in writing
14. Students then perform their dialogue for the class.
15. The teacher can collect all of the "hearts" to map out the relationships of the characters and the main ideas of the text.