

THE ONE DAY HOUSE

by **JULIA DURANGO** illustrated by **BIANCA DIAZ**

COMPREHENSION FOCUS
Analyzing Characters
 Evidence of Character Traits

STANDARD CORRELATION
 Describe characters, settings, and major events in a story, using key details.



SEL CONNECTION
 Cooperation

PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 3, 7, 11, 17, and 27. Create the anchor chart template as shown; it will be completed during the lesson.

Character	Trait	Evidence

STEP **1**

EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

Paying attention to a character's actions and what they say helps us to identify the character's traits. A trait is part of the character's personality. When we think about a character's personality by paying attention to what they say or do, we can understand the character better. Identifying a character's traits helps us predict how they will respond to things that happen (events) in a story.

STEP **2**

INTRODUCE THE NEW BOOK

Wilson wants to help fix up Gigi's worn-down, broken house. He has lots of ideas of what he will do to fix it one day.

STEP **3**

READ AND DEMONSTRATE HOW TO USE THE STRATEGY

Write the following words on a dry-erase easel: content/happy and thoughtful/helpful. As I read the story aloud, let's listen for what the character is doing or saying. When you hear me read something that Wilson wants to do for Gigi, put your thumb up. We will stop on certain pages and look at the characters' faces and also at what they are doing. We will match one set of these words to each character's personality (point to dry-erase easel).

Read pages 2-3. *We met two characters, Gigi and Wilson. Write Gigi and Wilson in the Character column in the anchor chart. Remember, we are going to match a trait word with each of those characters. Let's look again at what Wilson says and does on page 3 (he says one day he will paint Gigi's house). Now let's look again at what Gigi says and does (she smiles and says that Wilson is all the sunshine she needs).*

Read pages 4-7. *Let's look at what they say and do on these pages. We are beginning to get an idea about their personalities. Wilson seems like he really wants to help Gigi.*

Read pages 8-11. *Discuss what Wilson says to Gigi and how Gigi responds to Wilson. Wilson wants to fix Gigi's chimney so she will stay warm. Gigi says Wilson is all she needs to stay warm. This is showing that Gigi is happy with Wilson just being there with her.*

Read pages 12-17. *Discuss what Wilson and Gigi say and do on these pages. Wilson wants to fix the piano for Gigi so she can play music again and plant a garden so she can be surrounded by flowers. Turn and talk to a partner about all the other things so far that Wilson wants to do for Gigi. Listen to the partner pairs, and then share some of their ideas (Wilson wants to fix the windows, build a fence, and fix the stairs and the roof).*

Read pages 18-27. *Gigi is happy, or content, all the time. She doesn't seem to be bothered when things around her house aren't quite right. Content is a great trait word to match Gigi's personality. Write content/happy in the Trait column on the anchor chart, and record evidence from the book. Wilson gathered many people to help him do all the things he wanted to do for Gigi. He never gave up on his wishes for what he wanted to do to help Gigi. Wilson is thoughtful, not just on one day, but over and over. Thoughtful is a trait word that describes Wilson's personality. Write thoughtful/helpful in the Trait column on the anchor chart, and record evidence from the book.*

All the people in the community are coming together to help. Have you ever worked on a group project to help someone else? What are some ways we can work as a group to help other people?

Character	Trait	Evidence
Gigi	content/ happy	smiles and says, "All I need is you"
Wilson	thoughtful/ helpful	wants to paint Gigi's house, fix stairs



STEP **4**

INDEPENDENT PRACTICE

Download the activity sheet from pioneervalleybooks.com/st. Have students draw a picture of one of the thoughtful/helpful things Wilson does for Gigi. Display the pictures on the wall.

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STEP **1**

• **REVIEW THE BOOK**

Use students' drawings from Day 1 to retell the story of all the thoughtful things Wilson does for Gigi.

STEP **2**

• **GENERATE THE SENTENCE(S)**

Have students help you generate a sentence about Wilson and his character trait.

Possible sentence: *Wilson was thoughtful because he wanted to help Gigi.*

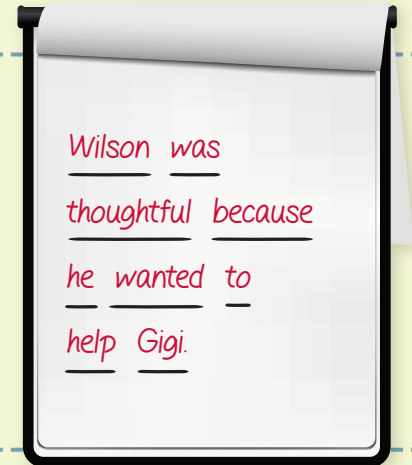
STEP **3**

• **INTERACTIVE WRITING**

Let's write, Wilson was thoughtful because he wanted to help Gigi. Repeat that with me. As students repeat the sentence, draw blank lines on a piece of chart paper to represent each word of the sentence.

Have students help write the dominant sounds in each word. Use the ABC Wall Poster to create the sound-letter link. Demonstrate proper letter formation on a dry-erase easel. Share the marker with students and have them help write any familiar sight words on the chart. As one student writes a letter on the chart paper, have other students practice letter formation by writing it on a small dry-erase board or in the air.

Reread the entire sentence. Display the chart paper next to the student pictures from Day 1.



STEP **4**

• **EXTEND AND CONNECT THE LEARNING**

After students read a fictional story during small-group reading instruction, discuss a character's actions. Determine a character trait word for the character.

