The Miscalculations of Lightning Girl

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Yearling
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RANDOM HOUSE
CHILDREN'S BOOKS

LESSON FOCUS

Dialogue analysis

OVERVIEW & PURPOSE

Character analysis is a way to have students think about fiction to find deeper meaning of the text. *The Miscalculations of Lightning Girl* naturally leads students to create empathetic/sympathetic connections to the characters. During this activity, students will reflect on the character's motivation in using the dialogue from the excerpt and foster a personal connection to a fictional classroom incident.
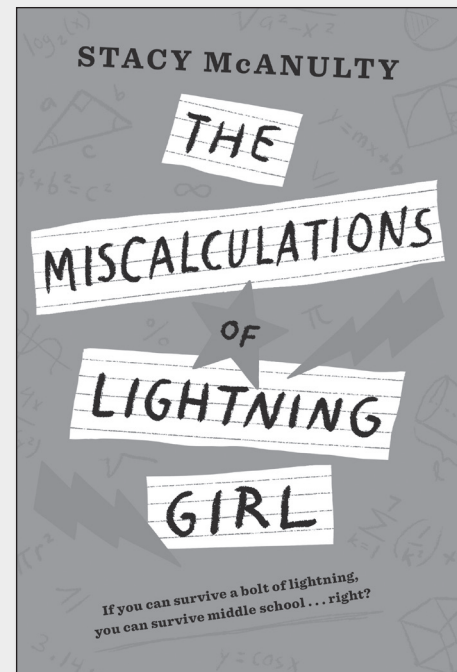

LEARNING TARGETS

1. Students will determine the connection between a character's dialogue and their motivation.
2. Students will capture evidence from the excerpt to reinforce their thinking.
2. Students will share their thoughts collaboratively to gain insight into what their classmates are thinking.

MATERIALS NEEDED

1. *The Miscalculations of Lightning Girl:* chapter 23, "Classroom Incident"
2. Character Analysis Chart

SUMMARY

A lightning strike gave her a super power . . . but even a super genius can't solve the problem of middle school.

A celebration of friendship, Stacy McAnulty's smart and thoughtful middle-grade debut reminds us all to get out of our comfort zones and embrace what makes us different.

ACTIVITY DESCRIPTION

Step 1: Begin with giving a summary of *The Miscalculations of Lightning Girl*.

Step 2: Read chapter 23 aloud to the class. For the first read, students should listen to the excerpt. They should not have the text in front of them, take notes or be otherwise distracted. Instead, explain to students that you are interested in their reaction to this chapter.

Step 3: Capitalize on student reactions to the excerpt. Have them record their initial thoughts on the top of the Character Analysis chart. Once students have had an opportunity to write down their ideas, have them share with a partner or small group.

Step 4: Present the text for chapter 23 to students for a close second read. Students will need to decide which two characters they are going to analyze: Ms. Fleming (teacher), Lucy (Lightning Girl), Windy (girl from class) or Levi (boy from class). Students can work independently or with partners.

Step 5: Students will select two characters and determine how their characters' dialogue, actions and thoughts coincide. They will determine what is motivating their character to act a certain way.

Step 6: Allow students to share their character analysis and motivations with each other to gain insight and deeper meaning of what classmates are thinking... and why they think it.

CHARACTER ANALYSIS CHART

What My Character Says

Character Inner Thoughts

Character Choice:
☐ **Mrs Fleming**
☐ **Lucy**
☐ **Windy**
☐ **Levi**

Character Motivation

I think the character is acting like this because...

How My Character Acts

Marvelous
MIDDLE GRADE READS