"Eleven"
by: Sandra Cisneros

Connect to Your Life

➢ As you may have guessed from the title, this story's main character has just turned 11 years old.

➢ What was turning 11 like for you? Or, what will turning 11 be like?

➢ Copy the bubble map on pg. 26 onto your English notebook and record.

➢ Then, discuss and share responses with your partner.

Objective

Students will be able to identify the character traits of the main characters and analyze the effects of character traits on the plot.

Review

Characters: Characters are people, animals, or imaginary creatures who take part in the action of a story.
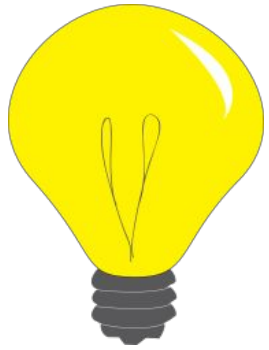
Character traits (qualities) include:

- character's speech, thoughts, feelings, and actions
- the speech, thoughts, and actions of other characters

Review- continued

- the writer's direct statements about the character
- descriptions of character's physical characteristics

Big Idea

➢ Good readers pay attention to the qualities such as speech, thoughts, feelings, and actions of the main characters and determine their character traits.

➢ Good readers also infer character traits by paying attention to how the other characters interact with the main character.
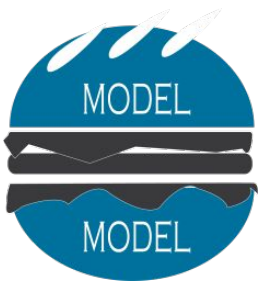
Model #1

Only today I wish I didn't have only eleven years rattling inside me like pennies in a tin Band-Aid box. Today I wish I was one hundred and two instead of eleven because if I was one hundred and two I'd have known what to say when Mrs. Price put the red sweater on my desk. I would've known how to tell her it wasn't mine instead of just sitting there with that look on my face and nothing coming out of my mouth. (pg. 27-28)
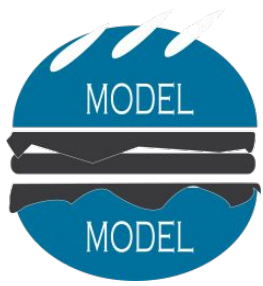
What can you infer about Rachel from her words, actions, and thoughts?
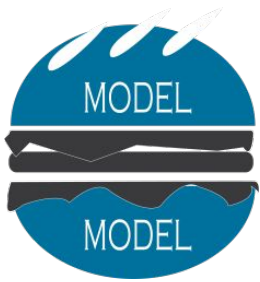
Steps

After reading the story:

1. Ask myself: Can I find the explicit character traits in the story? Or do I need to infer the character traits?

2. List key words, phrases, or sentences that help identify character traits.

3. Cite evidences from the story that support the character traits.

Only today I wish I didn't have only eleven years rattling inside me like pennies in a tin Band-Aid box. Today I wish I was one hundred and two instead of eleven because if I was one hundred and two I'd have known what to say when Mrs. Price put the red sweater on my desk. I would've known how to tell her it wasn't mine instead of just sitting there with that look on my face and nothing coming out of my mouth. (pg. 27-28)

**Describe Rachel's qualities based on her words, actions, and thoughts?**
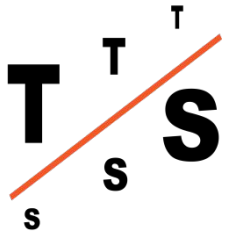
Guided Practice #1

But the worst part is right before the bell rings for lunch. That stupid Phyllis Lopez, who is even dumber than Sylvia Saldivar, says she remembers the red sweater is hers! I take it off right away and give it to her, only Mrs. Price pretends like everything's okay. (pg. 29)

**What can you infer about Mrs. Price from her words, actions, and thoughts?**
How are Mrs. Price's words, actions, and thoughts affecting Rachel?
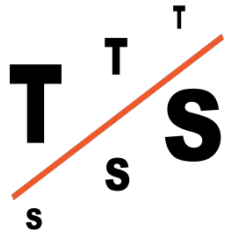
Guided Practice #2

This is when I wish I wasn't eleven, because all the years inside of me-ten, nine, eight, seven, six, five, four, three, two, and one-are pushing at the back of my eyes when I put one arm through one sleeve of the sweater that smells like cottage cheese, and then the other arm through the other and stand there with my arms apart like if the sweater hurts me and it does, all itchy and full of germs that aren't even mine. (pg. 28-29)

How does Rachel feel when she cannot fight back against Mrs. Price? What character traits can you infer about Rachel from this passage?
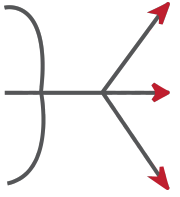
Closure

1. What did we learn (objective)?

2. What was the big idea?

3. How will you remember...

Independent Practice #1

[Literary Analysis SkillBuilder](#)