

Character Study

Overview: Students will use reading skills to learn about one character in a teacher or student selected text.

Procedure: The teacher will read the class a fictional text. The story may be repeated, or chunked into different sections as necessary to support student success. Each student will be assigned one character to complete a “character study.” To complete the character study, the student will produce a picture of the character, list adjectives that describe the character, and completing a character development chart. The character development chart is simply a paper that is divided into three columns. The first column is labeled “beginning”, the second column is labeled “middle”, and the third column is labeled “end”. The student will complete the chart by describing the character at the beginning, middle, and end of the story.

ASOL Covered in this Activity:

3E-CF 2f: The student will identify the traits, motivations, or feeling of characters in a story.

Extension Ideas:

- Many students may be able to complete the activity to address traits, motivations, and feelings. Other students may benefit from focusing on concrete traits.
- Some students may be able to independently read the text that they are using to complete the activity.

4E-CF 1c: The student will use details from a fictional text to describe a character in a story.

Extension Ideas:

- Students that are able to write in paragraphs can use their character development chart to complete a more formal writing response.
- Some students may be able to independently read the text that they are using to complete the activity.

HSE-CF 3b: The student will explain how characters develop over the course of a story.

Extension Ideas:

- Some students may be able to complete the activity on two or more characters from the same story.
- Students that are able to write in paragraphs can use their character development chart to complete a more formal writing response.
- Depending upon the text selected, some students may be able to independently read the text that they are using to complete the activity.

Materials Needed:

1. Text
2. Paper, electronic device, or other format for drawing character and listing adjectives
3. Character development chart

Instructional Setting:

Classroom

Community Connections and/or Peer Interaction:

Students can present their character study to classmates when assignment is complete. Students could work in pairs or groups to complete the character study. A class book could be compiled and shared with a collection of all students’ completed character studies. Completed character studies could be a good way for students to practice oral presentation skills.

Functional Activity/Routine:

Concepts practiced and learned during completion of the character study could be embedded throughout the day by asking students to identify the beginning, middle and end of functional routines and daily activities. Students could be asked to use adjectives to describe characters they watch in movies or TV shows.

Strategies to Collect Evidence:

Student completed work products, such as the character development chart, accompanied by anecdotal notes describing the process by which the student completed the assignment might be one form of evidence considered.

Specific Options for Differentiating this Activity:

Differentiate this activity by scaffolding supports, such as providing a word bank of adjectives to choose from to describe a character, allowing students make choices and use computer drawing software to create the drawing, and providing a variety of expressive formats (scanning devices, keyboards, paper etc.) for students to complete the character development chart.