Character Traits

Overview:
Students love to listen to stories. Make each story more meaningful by incorporating comprehension techniques. This is an activity that will get your students engaged in exploring character traits.

Procedure:
1) Explain to students that we will be reading a story and describing the characters.
   a) Inform students that character traits are how we can describe the characters. Model making a list of character traits. (*happy, funny, pretty, angry, brown hair, likes to read, kind, bossy, et*c.)
   b) Have students share additional character traits and add them to your list.
2) Read a story with distinct character traits.
   a) Throughout the story think aloud about the character traits you see in the story. (*"The three little pigs are scared. That is a character trait. Let's add that to our list."*)
3) Read another story with distinct character traits.
   a) Continue to model character traits.
   b) Ask students questions about the characters to assist you in finding character traits.
   c) Make a list of character traits for this story.

3E--CF 1 e: The student will identify the actions and feelings of the characters in a familiar story.
   Extension Idea: Read aloud a familiar fictional story. Ask students to answer question about the characters' feelings. Did a character's feelings impact his/her actions?

4E--CF 1 c: The student will use details from fictional texts to describe a character in a story.
   Extension Idea: Explicitly model finding a detail in a story that supports each character trait. Have students assist you in finding details.

6E--CF 1a: The student will determine what a fictional text says explicitly as well as what simple inferences should be drawn.
   Extension Idea: During a read aloud, have students identify the explicit character traits in a fictional story. Model making inferences that lead to character traits.

8E--CF 1 e: The student will identify & ask questions that clarify various viewpoints in a fictional text.
   Extension Idea: When reading a story, have each student ask a question about the character for whom you listed character traits.

HSE--CF 3 b: The student will explain how characters develop over the course of a story.
   Extension Idea: Choose a story to read to your students where the character develops over time. Write the character's name at the top of a writing surface. Make a list of character traits as the story develops. Have students assist in making this list. Then reflect on how the character changed over the course of the story by asking questions and making connections.

5E--WP 4 a: The student will select a book and write, draw, or dictate to state an opinion about it and one reason to support the opinion.
   Extension Idea: After discussing a character's traits in a read aloud story, prompt each student to write, dictate, or draw about their opinion of the character.

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5E--WP 5 b: The student will recall information from literary and informational text to support writing (e.g., "Use details from text to describe a character in a story." "Use details from the text to retell what the text says.").

> **Extension Idea:** After the class has made lists of traits for several characters, ask each student to write about one of the characters. Students may write a phrase, a sentence, or a paragraph.

8E--WP 4 c: The student will use information from literary or informational text to support writing

(e.g., Recognize the difference between fictional characters and nonfictional characters."

"Delineate the specific claims in a text.").

8E--WP 4 d: The student will use information from literary or informational text to support writing

by using specific claims in a text.

> **Extension Idea:** After the class has made lists of traits for several characters, ask each student to write about one of the characters. Students should identify specific parts of the story in their writing.

HSE--CF 1 a: The student will determine which citations demonstrate what the text says explicitly as well as inferences made.

> **Extension Idea:** Select a book with characters that can relate to high school students. Involve the students during the reading of the text by pointing out sarcasm and innuendos. Use questions like: "What do you think he meant by that?" "Why do you think he said that?" Collect student's responses on the board and review with them during each reading of the text.

HSE--CF 1 b: The student will determine the central idea of the fictional text and select details that relate to it to retell the text.

> **Extension Idea:** Select a book that can relate to high school students, perhaps a book series that has been made into a popular movie, such as the Twilight book series. As chapters are read to the students use pictorial representations obtained from the movie or Internet to depict scenes. Use these pictures to also make predictions about what might happen in text not covered.

HSE--CF 1 c: The student will describe interactions between characters in fictional text.

> **Extension idea:** Have students re--create a play or drama that they have read or written.

HSE--CF 1 d: The student will determine sequence of events in a story or drama.

> **Extension Idea:** Select a book that can relate to high school students, perhaps a book series that has been made into a popular movie, such as the Twilight book series. As chapters are read to the students use pictorial representations obtained from the movie or Internet to depict scenes. Students can put these pictures into the correct sequence of the story.

HSE--CF 1f: The student will provide a summary of the fictional text.

HSE--CF 1g: The student will determine how the author's choice of where to end the story contributes to the meaning.

Extension Idea: When reading high interest text to students, stop at the end of each section or chapter. Ask students if this is a good ending for the story or if they need to know more. As part of the pre-reading strategy have students predict the ending of the story and then compare if their prediction is correct or if they have gotten enough information for the story to end.

Materials Needed:
-Writing surface such as chart paper, whiteboard, interactive whiteboard, etc.
--- Two fictional stories with distinct character traits

Instructional Setting:
Classroom

Community Connections and/or Peer Interaction:
 Invite peers to read one of your stories aloud and go through the character traits with your students.

Functional Activity/Routine:
-Have students reflect on themselves and choose their own character traits.
-Sort character traits into positive and negative traits.

Strategies to Collect Evidence:
-Individual lists and writing samples from other extension activities can be used as student products.
-Anecdotal evidence can be used to document individual student performance during the group activities and extension activities.

Specific Options for Differentiating this Activity:
-Allow students to use their preferred "pencil" to complete this activity. This may include a writing utensil, keyboard, alternative pencil, or dictating to a scribe.
-A student in any of the developmental stages of writing can complete this activity.
 *If your student is a scribbler, be sure to reinforce his/her product as authentic writing, and if necessary, help assign meaning.
-When students are assisting you in determining a list of character traits, some students may require a field of choices.