

## Reading: Characters and Character Traits

### Objective:

Given 10 short passages, the student will identify the character traits in each and provide textual evidence for each trait with no more than 2 errors.

### CCSS Alignment:

CCSS. ELA. 3.RL. A. 2 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### Procedures:

#### I. Introduction

- a. Welcome students to the class.
- b. Tell students that today we are going to be learning more about reading while also incorporating our Health Living information at some point in our lesson today.
- c. Ask students to tell me their favorite books.
- d. As students respond, ask them to tell about their favorite characters in their favorite books.
- e. Write a few of their books and characters on the board.
- f. Have students explain why those characters are their favorite. List those traits/descriptions underneath the appropriate characters' names.
- g. Explain to students that today we are going to be learning more about characters and go further into understanding what a character is really like.
- h. Explain that their descriptions of their favorite characters in their books are examples of these traits that will be studying today.
- i. Tell students that by the end of the day they will be able to read several short paragraphs and identify different character traits based on what they have read.

#### II. Study/ Learning

- a. Explain to students that today, we are going to be learning more about characters and their traits/qualities.
- b. Ask students to explain what a trait or quality is. Probe for "it's a way to describe something based on actions/evidence."
- c. Tell students that I am going to read them a short story called *The Ant and the Grasshopper*. Tell students that while I am reading they need to be thinking about the two main characters, the Ant and the Grasshopper. Read the book to the class asking before, during, and after reading questions.
- d. Tell students that now that we have read the book, we are going to learn how to analyze our two main characters, the Grasshopper and the Ant.

- e. Watch video about characters and character traits  
[https://www.youtube.com/watch?v=YK\\_LCjQQCPk](https://www.youtube.com/watch?v=YK_LCjQQCPk)
- f. Ask students if they have any questions about character traits.
- g. Tell students we will practice once again describing a character's qualities or traits.
- h. Ask students to recall the book, *The 3 Little Pigs*. Have students choose a character. Write that character's name on the board and draw at least 3 lines with bubbles at the end. Tell students that we will describe that character and use evidence from the text to support our traits. For example, the students might choose the wolf. Three character traits written in the bubbles might be hungry, unfriendly, strong.
- i. Fill in the created bubble chart on the board describing the character and write the evidence from the text below the trait.
- j. Ask students if they have any questions. Clear up any misunderstandings.

### ***Guided Practice***

- k. Tell students that now we are going to get into groups and practice. Place students into groups of 3.
- l. Tell each group that they need to write their own short story that includes a character. Tell them that they will read their stories to the class and we will identify the character and at least 2 traits based on the evidence in their stories.
- m. Give each group about 10 minutes to complete their paragraphs.
- n. Allow each group to read the story to the class. After a group has read the story, write the main character from that story on the board and allow the class to provide the traits and evidence.
- o. Continue until all groups are done.
- p. Ask students if they have any questions. Clear up any misunderstandings.

### ***Independent Practice***

- q. Tell students we are now going to practice individually.
- r. Give each student a Character Traits Worksheet 1.
- s. Explain to students that they are to read the 10 short paragraphs and identify the characters trait of the main characters and list at least one piece of evidence from the text.
- t. Allow students approximately 10 minutes to complete the assignment.
- u. Go over the answers as a class once everyone has finished.
- v. Clear up any misunderstandings or confusion.

### **III. Culmination**

- a. Remind students that we are learning about how to live healthy lives in our Healthy Living Unit.
- b. Ask students to tell what we have been learning about today in reading (character traits).
- c. Have students explain what character traits are.
- d. Tell students that we are going to read about a family who didn't always live a very healthy life.
- e. Tell students that as I read to them, they need to think about our main characters, The Gulps, and different traits that describe them. Tell them to also think about how their character traits change from the beginning to the end.
- f. Read *The Gulps* to the students. Ask appropriate before, during, and after reading questions.
- g. Tell students that we will now complete our Characters Change graphic organizer. Explain that we will describe our characters in the beginning, list what problem they faced, and then tell how their traits were different in the end. Explain that we will also cite pages from the book that supports our answers.
- h. Complete the Characters Change graphic organizer.
- i. Ask students if they have any questions.
- j. Prepare for follow up.

### **IV. Follow Up**

- a. Tell students that they are now going to show me if they understand character traits.
- b. Ask students to clear their desks except for a pencil.
- c. Give each student a Character Traits Worksheet 2 and have them put their name on it.
- d. Go over the directions with the students. Explain that they are to read each of the short paragraphs and give a character trait along with textual evidence of their trait.
- e. Tell them that they need to turn it in when they are done.
- f. Have students who finish early read a book or complete unfinished work.

### **V. Evaluation**

- a. Evaluate students' papers according to the answer key.
- b. Identify those students who missed more than 2 and provide remediation.

**VI. Materials**

- The Gulps
- The Grasshopper and the Ant
- Character Traits Worksheet 1
- Character Traits Worksheet 2
- Characters Change Graphic Organizer