

Character Traits

By: Alejandra Mendez

Subject: Reading Grade Level: Third

Objective(s):

- The student will be able to recognize and identify character traits by pointing them out from within a text by reading context clues, discussing these context clues and traits during an activity, as well as produce his own examples.

- **TEKS:**

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017. (b) Knowledge and skills. (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (C) Discuss elements of drama such as characters, dialogue, setting, and acts.

Introduction

- Entry/Daily Review/Anticipatory Set:

I will begin the lesson by first showing him a video on YouTube of a *Boss Baby* scene where the baby and his older brother have many different interactions. I will ask him to observe the actions and characteristics of the baby in comparison to his older brother and ask how he might assume the baby is like including how he acts and what personality traits he may have.



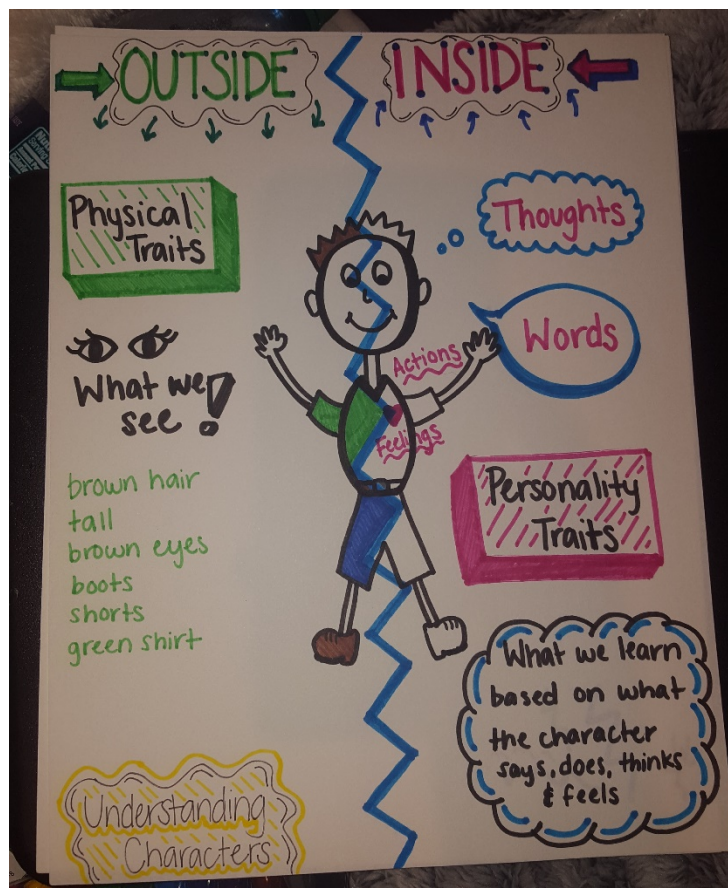
- Lesson Rationale:

After going over some examples of traits the baby and real-life people have with him, I will explain to him how we will be using these ideas and knowledge of character traits with the book I have brought for him and I to read together and the activities I have brought for him as well. I will emphasize to him how important it is for us to be able to distinguish these traits to be better and more fluent readers. I will explain, "We become better readers by understanding these traits used by authors because by doing so, we can paint an accurate picture in our minds of the information and the characters we are reading about. Knowing the traits of characters not only helps us understand what the author is trying to tell us as readers, but it can also help us put pieces of the plot in the story together."

Body

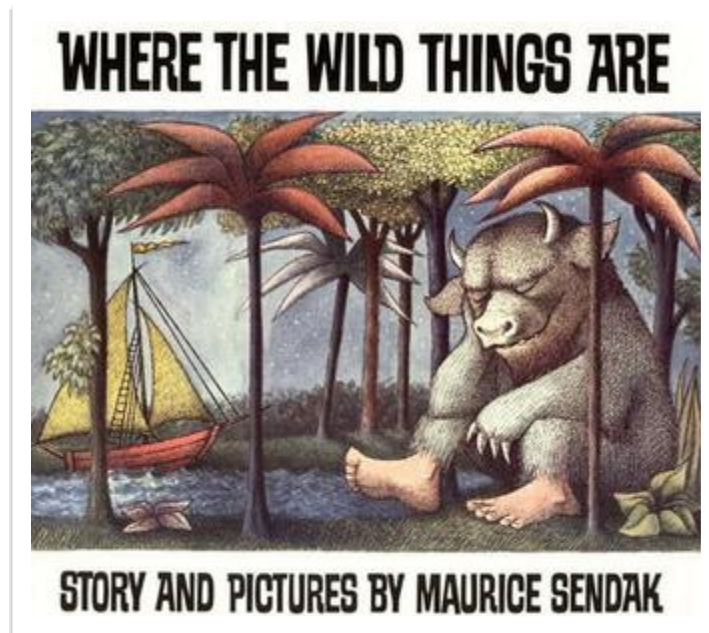
- Input/Presentation/Modeling:

We will begin the main part of the lesson by going over what character traits are. I will have an anchor chart with the explanation of what they are and an example he has seen or can possibly easily relate to as well. We will read this together, and I will read to him some common words used to show where traits may be shown.



- Guided Practice/Monitoring and Adjusting/Checking Understanding:

I will then present my tutee with the book I have brought for him. I will ask him to read the title and see the illustration, so he can tell me what he thinks the story will be about based on the observations he has made on just the cover alone. I will have him read through the book as I carefully follow along with him. As he reads, I will stop him to see if he can identify some words that could be used to signify sequencing.



As we read through the descriptions, I will ask my student questions such as:

Q- Can you identify some of the context clues given by the author?

Q- How would you describe Max's personality?

Q- What is another prediction that can could go along with this?

By the end of the descriptions, he should feel comfortable with identifying traits of characters in a story.

- Independent Practice/Opportunities for Practice:

As independent practice, I will have my student complete a character analysis worksheet based on the story by filling in the blanks next to a character. He will fill in sentences such as, "I say...I feel...I think...I do..." based on the context clues he reads in the story.


My name is _____

I say:

I feel:

I think:

I do:



Conclusion

- Assessment for Learning:

This will be determined by how well the student is able to define what the method of using context clues to analyze character traits as well as how well he is able to fill out the worksheet I have brought for him. He should be able to explain to me what traits he can identify and why he thinks those traits apply to the character.

- Extension

I will have my student do an activity where we will both analyze each other. We will choose what we observe as each other's outside traits as well as what we think each other's inside traits are based on what we know about each other.

I think _____'s **outside** traits are:

Choose one of the following:

- Tall, brown hair, blue eyes, blue shoes
- Short, black hair, brown eyes, black shoes
- Tall, brown hair, brown eyes, black shoes
- Short, blonde hair, blue eyes, blue shoes

I think _____'s **inside** traits are:

Circle whichever apply.

Happy, Smart, Lazy, Funny, Mean, Active, Loud, Quiet,
Cheerful, Nice, Sociable, Amusing, Joyful, Talented,
Jealous, Stubborn, Kind, Popular, Clever, Polite,
Organized, Talkative, Curious, Bossy

- Closure

To finish our lesson, I will review everything we've learned in that lesson. I will remind him of tools and skills we used as well. I will then ask him if he has any questions or still finds the lesson difficult. I will also ask what he has learned on this session. Once he feels content with what he's learned, we will pack up and head back to the classroom.

Materials Needed

Character Traits Chart

Where the Wild Things Are Activity

Character Traits Activity

Pencil

"Where the Wild Things Are" by Maurice Sendak

Resources:

Sendak, Maurice. "Where the Wild Things Are" Harper & Row, 1963.

Teacher Trap. "3 Secrets for Teaching Character Traits" Teacher Trap., Oct. 28, 2014.

<https://www.teachertrap.com/2014/10/understanding-characters.html/>

"The Boss Baby ALL CLIPS Official | THE BOSS BABY"

<https://www.youtube.com/watch?v=XeE5VqNfOag>