



## What are the Characteristics of your Character?

**3<sup>rd</sup> grade +**  
**Language Arts**

### OVERVIEW

By "becoming" a character in a novel they have read and making lists from that character's perspective, students analyze the character while also enriching their vocabulary. Students gain a deeper understanding of a character by creating a 'Character Booklet' linking the character's actions with the character's traits through illustrations. They explore adjectives through a variety of resources. They then use their analysis of the character and their knowledge of adjectives to create descriptive pages of their chosen character.

**Warm Up** (3-5 mins) Students are seated on the carpet with a partner. Students will be expected to turn and talk with this partner during guided practice. Students read the objective. We have been talking about characters over the past few days. Today we will begin to describe characters physically and emotionally.

**Instruction** (3-5 mins) Today we will learn about character traits. Character traits tell or show you how the characters in a story look, feel, and act. When we talk about character traits you can think about how the character looks, what the character says or thinks, what the character does or how the character feels. There are two types of traits we will talk about today, physical and emotional. Physical traits describe how a character looks while character traits describe what a character is thinking or feeling.

**Modeling** Read aloud a story (or you can use Tumblebooks) an entire book as a refresher for students. Have students write down the character traits of the main character. Discuss with students.

Using the iPad with a story-creating app students will create a Character Booklet about a favorite Disney character.

1. Choose a character from a Disney story.
2. Working notebook paper, list ten adjectives that describe the character

3. Look over your lists for accuracy: remember that you need strong adjectives
4. Make any revisions or additions to your lists.
5. Research pictures of your character. Try to find images that match or prove the character trait.

Example:



Frustrated

Embarrassed

6. With each image, you must provide evidence of the character trait.



Confident

**Sentence of proof:**

While most folks know that a fork is used to eat, Ariel was **confident** when she showed her friend, Flounder, that the fork was used to brush your hair.

**You should have a minimum of 5 pages.**

**Please follow the rubric as a guideline.**


**Suggested Apps**



Shadow Puppet Edu -Free	Scribble Press - \$3.99	Bookabi - Free	Our Story - Free
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Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Analysis	Accurately describes several dominant details of your character and thoroughly proves how they are used by the author to develop specific characters.	Accurately describes a couple of dominant details of your character and somewhat proves how they are used by the author to develop specific characters.	Describes some dominant details of your character but has difficulty proving how the development of characters	Has trouble picking out the dominant details of character development used by the author.
Images	Images capture the important information about the character and increase the audience's understanding.	Images in the presentation include important information but the audience may need more information to understand fully.	Images in the presentation relate to with the character traits but are too general or incomplete. The audience needs more information to understand.	Images in the presentation have little or nothing to do with the character traits.
Attractiveness	The presentation is exceptionally attractive in terms of design, layout, and neatness.	The presentation is attractive in terms of design, layout and neatness.	The presentation is acceptably attractive though it may be a bit messy.	The presentation is messy or very poorly designed.
Grammar, Spelling, & Punctuation	No grammatical, spelling or punctuation errors	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Presentation	The presentation was the appropriate length. It did not seem hurried or too slow. The presenter spoke clearly and distinctly and established eye contact with the audience.	The presentation was the appropriate length but seemed slightly hurried or too slow. The presenter spoke clearly most of the time and established eye	The presentation was the appropriate length but seemed very hurried or too slow. The presenter spoke clearly and distinctly only some of the time and/or established little	The presentation was too long or too short. The presenter did not speak clearly most of the time and established little eye contact with the audience.

		contact with the audience.	eye contact with the audience.	
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## Character Counts!

## Standards



### 1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

### 2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

### 3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

### 4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

### **Grade 3 Language SOLs**

#### **Oral Language**

3.1 The student will use effective communication skills in group activities.

- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- b) Ask and respond to questions from teachers and other group members.
- c) Explain what has been learned.
- d) Use language appropriate for context.
- e) Increase listening and speaking vocabularies.

3.2 The student will present brief oral reports using visual media.

- a) Speak clearly.
- b) Use appropriate volume and pitch.
- c) Speak at an understandable rate.
- d) Organize ideas sequentially or around major points of information.
- e) Use contextually appropriate language and specific vocabulary to communicate ideas.

#### **Reading**

3.3 The student will apply word-analysis skills when reading.

- b) Decode regular multisyllabic words.

3.4 The student will expand vocabulary when reading.

- d) Compare and contrast settings, characters, and events.
- e) Identify the author's purpose.
- f) Ask and answer questions about what is read.
- g) Draw conclusions about text.

**3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.**

- a) Identify the author's purpose.
- b) Use prior and background knowledge as context for new learning.
- c) Preview and use text features.
- d) Ask and answer questions about what is read.
- e) Draw conclusions based on text.
- f) Summarize major points found in nonfiction texts.

**3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.**

- a) Use encyclopedias and other reference books, including online reference

materials.

### **Writing**

3.9 The student will write for a variety of purposes.

- a) Identify the intended audience.
- b) Use a variety of prewriting strategies.
- c) Write a clear topic sentence focusing on the main idea.
- e) Use strategies for organization of information and elaboration according to the type of writing.
- f) Include details that elaborate the main idea.
- g) Revise writing for clarity of content using specific vocabulary and information.

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3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

- a) Use complete sentences.
- b) Use transition words to vary sentence structure.
- c) Use the word I in compound subjects.
- d) Use past and present verb tense.
- e) Use singular possessives.
- f) Use commas in a simple series.
- g) Use simple abbreviations.
- h) Use apostrophes in contractions with pronouns and in possessives.
- i) Use the articles a, an, and the correctly.
- j) Use correct spelling for frequently used sight words, including irregular plurals.

3.11 The student will write a short report.

- a) Construct questions about the topic.
- b) Identify appropriate resources.
- c) Collect and organize information about the topic into a short report.
- d) Understand the difference between plagiarism and using own words.

**3.12 The student will use available technology for reading and writing.**