Character Traits Mini-Lesson #2

INTRODUCTION: CHARACTER TRAITS/EMOTIONS/MOTIVES

WHOLE GROUP

Materials: Character Traits/Emotions/Motives Reproducible

Characters are the people or animals in a story. The details that tell about their personalities are called character traits. The traits of a character can be stated or shown to the reader by the character’s actions. When looking at characters, notice details about how they look, feel and act.

Identifying and understanding characters’ traits, emotions, and motives help the reader understand the characters.

As you read about characters, look for:

- What the character looks like
- What the character says and thinks
- What the character does
- What a character feels
- What others say and think about the character
- How a character changes over time with experiences

Key Phrases:

- When the character (says, does, feels, thinks) ________________, I learn __________ about the character.
- I think the character is ________________ because__________________.

LESSON 2

Materials: Character Traits/Emotions/Motives Chart #2 Reproducible

- Review the strategy using the definition reproducible provided.
- Name and define the strategy including why and when to use the strategy during reading.
- Introduce the second part of the definition (Inside/Outside Traits and Giving Evidence).
Another way to examine characters is by understanding the difference between outside traits (what a character looks or acts like) and inside traits (how a character feels about himself/herself, events in the story and other characters).

As you learn about characters and their traits, it is important to give evidence from the text to support your thinking.

**MODELING THE STRATEGY**

Materials:  
- Character Traits/Emotions/Motives Reproducible
- Picture book *The Memory String* by Eve Bunting
- Character Traits/Emotions/Motives Graphic Organizer Chart #4
- Character Trait Words Chart #2
- Sticky Notes

- I showed you how find clues by paying attention to what Laura's character saw, thought, said and felt. Now I am going to share parts of *The Memory String* by looking for "inside traits" and "outside traits". This time, I am going to concentrate on the character of Jane. I am going to think aloud and give evidence from the text to support my thinking.
- The teacher begins reading and pauses at each stopping point to think aloud.
- Jean is wearing skinny-leg Jeans. I'm thinking that means she is thin. That's how she looks on the outside. I'm going to add that to my chart and give evidence from the text.
- Mmm . . . I can tell Jane is happy on page 12 because Laura lets me know. Sometimes other characters help you understand how a character feels on the inside.
- I know Jane has been working hard because she is stiff and needs a lemonade break. It is right there in the text on page 7. That is an outside trait because I can see it with my eyes.
- Now it's our turn. Turn to your partner and say, _____________ is _____________ because the text tells me ________________. If you need help you can refer to the chart. Be ready to share your thinking with the class.
- Allow students just enough time to discuss their thinking with their partner. Invite several students to share their thoughts with the class and add their responses to the graphic organizer.
### GRAPHIC ORGANIZER EXAMPLE:

**CHARACTER: JANE**

<table>
<thead>
<tr>
<th>Outside Traits</th>
<th>Evidence From Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the character look and act like?</td>
<td>What does the text say? Where can I find it?</td>
</tr>
<tr>
<td>1. Jane is thin.</td>
<td>On page 7, Jean is wearing skinny-leg jeans.</td>
</tr>
<tr>
<td>2. Jane is hard-working.</td>
<td>On page 7 Jane is stiff from all the painting.</td>
</tr>
<tr>
<td>3. Jane is helpful.</td>
<td>On page 13 rushes to help find the buttons and gets down to look for them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inside Traits</th>
<th>Evidence From Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the character feel?</td>
<td>What does the text say? Where can I find it?</td>
</tr>
<tr>
<td>1. Jane is happy.</td>
<td>Laura says she thinks Jane is happy on page 12.</td>
</tr>
<tr>
<td>2. Jane is excited.</td>
<td>When Jane find the button (page 28) she dances with Laura’s father.</td>
</tr>
<tr>
<td>3. Jane is caring.</td>
<td>On page 25, Jane knows how important it is to find the real button.</td>
</tr>
</tbody>
</table>

### INDEPENDENT PRACTICE

**Materials:**
- Text at Students’ Independent Reading Level
- Character Traits/Emotions/Motives Graphic Organizer Chart #4
- Character Trait Words Chart #2

- Students select and read a text at their independent reading level that contains character traits/emotions/motives.
- Students independently complete the Character Traits/Emotions/Motives Graphic Organizer Chart #4
- Students share their chart with a partner.
- Teacher reviews what was learned today by asking:

  **“What have you learned today about inside/outside character traits?”**
  **“Why is it important to give evidence of your learning?”**