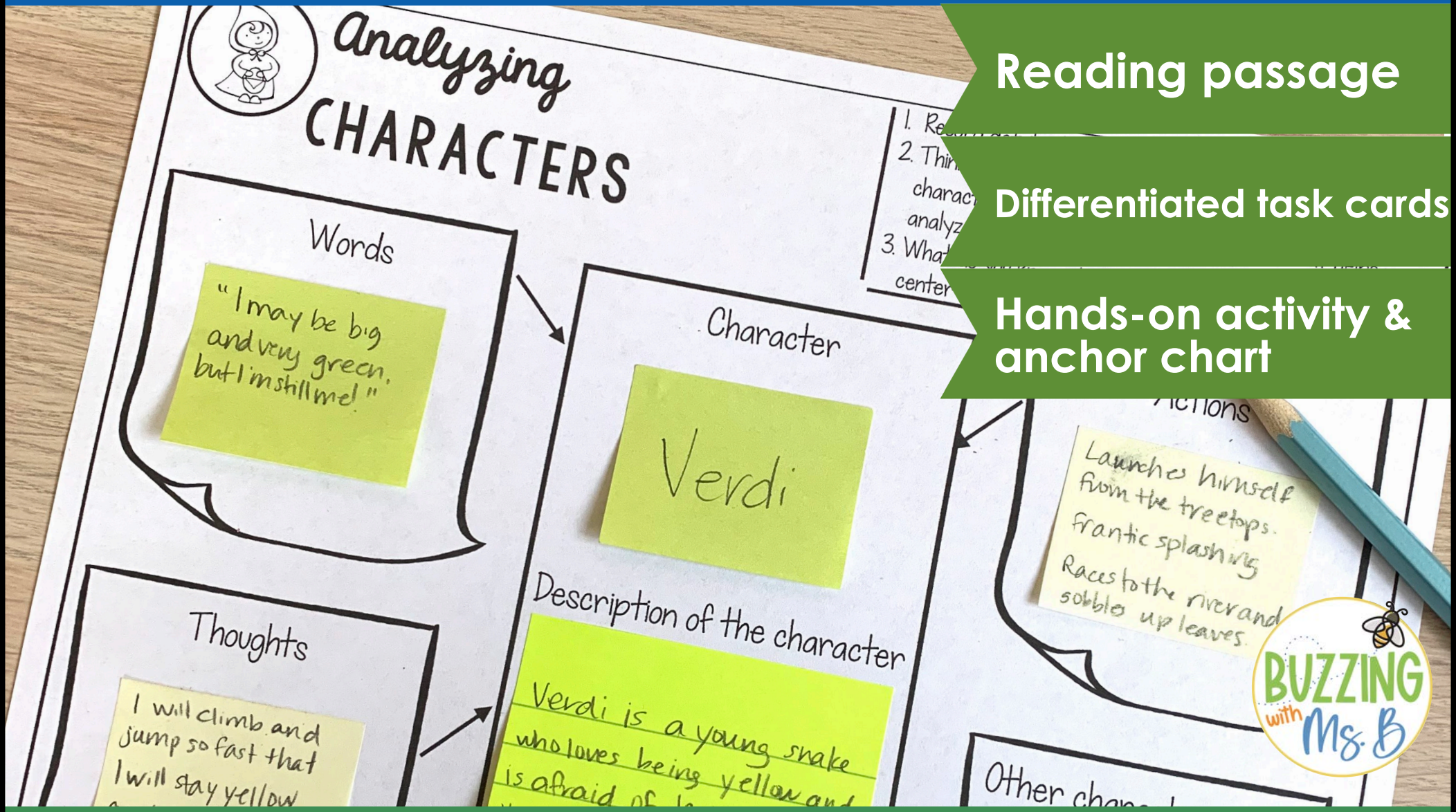
CHARACTER ANALYSIS LESSONS FOR 3–5



Reading passage

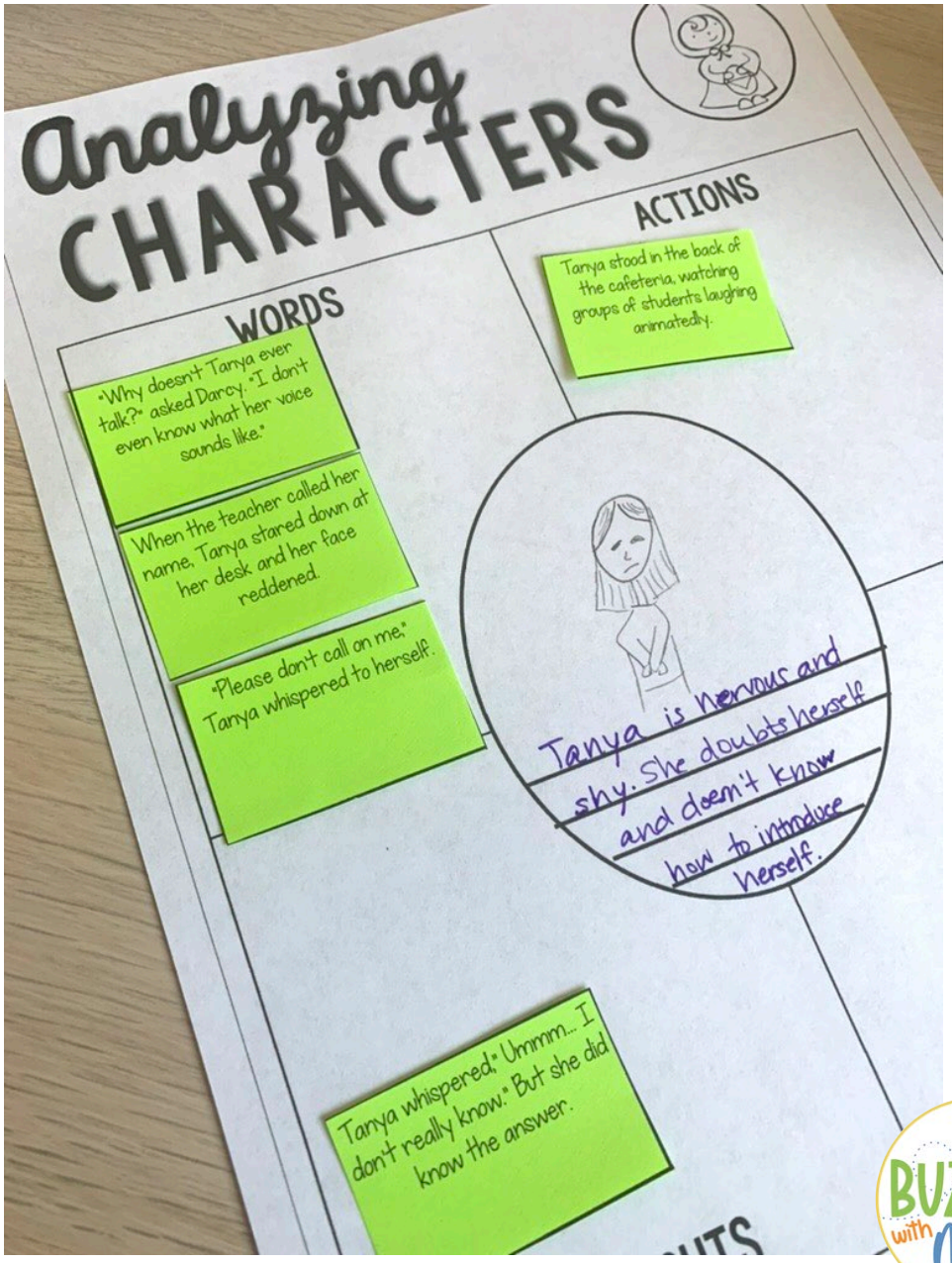
Differentiated task cards

Hands-on activity & anchor chart

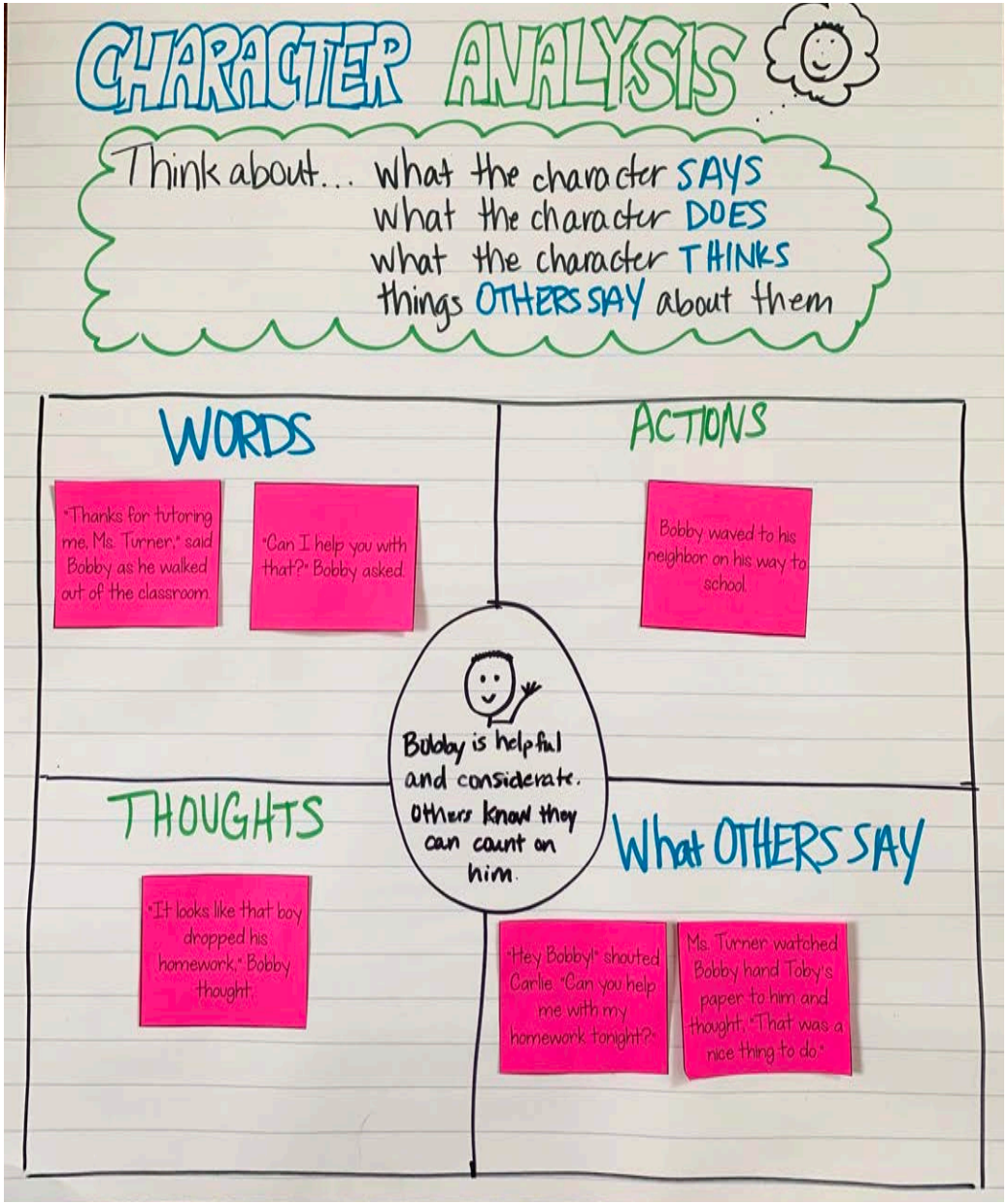
LOTS OF PRACTICE!

THESE LESSONS WILL HELP YOU...

- ✓Introduce how to analyze characters
- ✓Model how to analyze and describe characters in a guided passage
- ✓Help kids build comprehension through a hands-on activity
- ✓Practice character analysis with differentiated task cards
- ✓Connect to reading with graphic organizer and reading response



START WITH AN ENGAGING ACTIVITY:

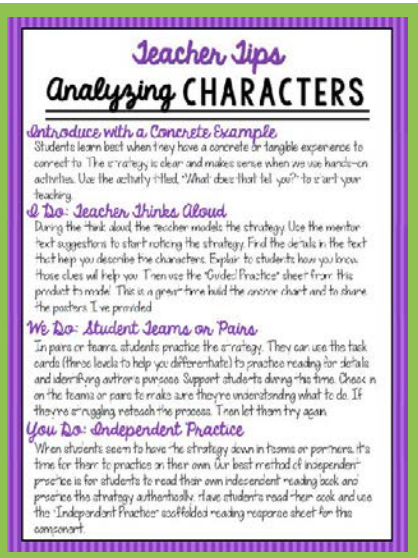


Students will...

- ✓Look at detail cards
- ✓Decide what kind of details it provides about the character
- ✓Combine the details to describe characters
- ✓Write and verbalize their analysis

TEACHER TOOLS: A STEP-BY-STEP GUIDE

GRADUAL RELEASE MODEL



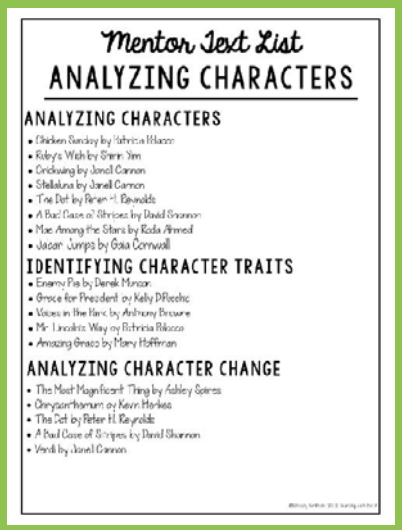
Teacher Tips
Analyzing CHARACTERS

Introduce with a Concrete Example
Students learn best when they have a concrete or tangible experience to connect to. The strategy is clear and makes sense when we use hands-on activities. Use the activity titled, "What does that tell you?" to start your teaching.

I Do: Teacher Thinks Aloud
During the think aloud, the teacher models the strategy. Use the mentor text suggestions to start noticing the strategy. Find the details in the text that help you describe the characters. Explain to students how you know those clues will help you. Then use the "Guided Practice" sheet from this product to model. This is a great time build the anchor chart and to share the posters I've provided.

We Do: Student Teams or Pairs
In pairs or teams, students practice the strategy. They can use the task cards (three levels to help you differentiate) to practice reading for details and identifying author's purpose. Support students during this time. Check in on the teams or pairs to make sure they're understanding what to do. If they're struggling, reteach the process. Then let them try again.

You Do: Independent Practice
When students seem to have the strategy down in teams or partners, it's time for them to practice on their own. Our best method of independent practice is for students to read their own independent reading book and practice this strategy authentically. Have students read their book and use this "Independent Practice" scaffolded reading response sheet for this component.



Mentor Text List
ANALYZING CHARACTERS

ANALYZING CHARACTERS
- Chicken Sunday by Patricia Polacco
- Ricky's Wish by Grimm Jim
- Cricketwing by Janell Cannon
- Stellaluna by Janell Cannon
- The Dot by Peter H. Reynolds
- A Bad Case of Stripes by David Shannon
- Mae Among the Stars by Roda Ahmed
- Jasper Jumps by Gaia Cornwall

IDENTIFYING CHARACTER TRAITS
- Enemy Pie by Derek Munson
- Grace for President by Kelly DiPucchio
- Voices in the Park by Anthony Browne
- Mr. Lincoln's Way by Patricia Polacco
- Amazing Grace by Mary Hoffman

ANALYZING CHARACTER CHANGE
- The Most Magnificent Thing by Ashley Spires
- Chrysanthemum by Kevin Henkes
- The Dot by Peter H. Reynolds
- A Bad Case of Stripes by David Shannon
- Verdi by Janell Cannon



TIPS FOR USING MENTOR TEXTS

Tip #1
Read the text in its entirety first, before you read it as a mentor text. A read-aloud at the beginning of the year is a great time to read any book you plan to use as a mentor text later in the year. You can actually build a list of mentor texts that you'd like to read at the beginning of the year because you know you're going to come back to them later for minilessons! There's a page to make your list in the download.

Tip #2
When you read the book during a minilesson for readers or writers workshop, just read the part that highlights the skill/strategy you want to teach that day. If you reread the whole book, it'll take us all of your writing time, and it'll be too much information for kids to process anyway. It's best to focus on the bit that will help kids learn what you want them to learn from that lesson.

Tip #3
Train kids to "notice". Start by modeling what you notice. This builds academic language and shows kids that there's value in appreciating what other writers do. Over time, you can start asking "What do you notice?" and they will have valuable input!

Tip #4
Build your collection and mark your texts! When you find a book that is perfect for teaching a certain reading or writing skill or strategy, add it to your list. Bonus points for adding a sticky note bookmark to the book that marks the exact part of the text that you can use to teach that skill or strategy. I recommend keeping a special basket for mentor texts.

MENTOR TEXT LIST

HANDS-ON ACTIVITY



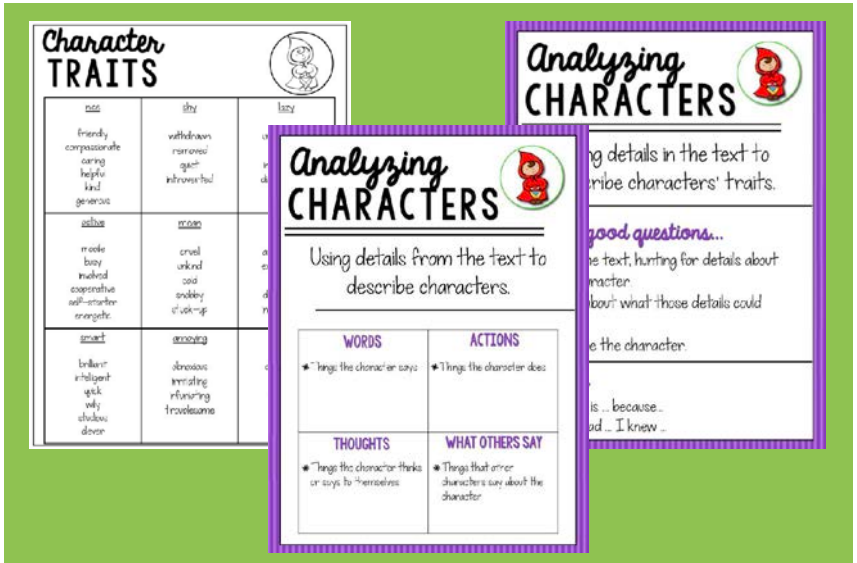
Concrete Activity
What does that TELL YOU?

Providing a concrete experience
The purpose of this experience is to provide students with an anchor activity to connect to as you move into more complex texts. Coming back to "What does that tell you?" can help students apply the strategy in more complex texts.

Team Task
Each group or pair of students will need one set of the character detail cards. (There are six different sets so different groups can describe different characters.) Students need to read the cards and sort them into the four kinds of details. Then, they need to combine those details into a description of their character. They can use the "Character Traits" list to find words that describe the character based on the evidence. Students need to draw a picture of the kind of character they visualize in the center circle of the map, and then describe the character underneath on the lines.

Guide the thinking
As students are working on their sorting, check in on the groups and ask the following questions to support students' processing of the details:
- What does that tell you about the character?
- Does that remind you of anyone you know?
- Can you picture that detail? What does that character look like?
- Can you imagine that detail in action?

Once all the groups have finished sorting, groups can share their character analyses. These can be posted on the wall as an anchor chart for the different kinds of characters you might read about in the future. When you read texts, you can refer back to the charts to describe the characters.



Character TRAITS

nice	shy	lazy
friendly compassionate caring helpful kind generous	withdrawn reserved quiet introverted	
active	mean	
reckless busy involved cooperative self-starter energetic	cruel unkind cold snobby show-off	
smart	annoying	
brilliant intelligent quick witty studious clever	obnoxious irritating infuriating troublesome	

Analyzing CHARACTERS

Using details from the text to describe characters.

WORDS	ACTIONS
★Things the character says	★Things the character does
THOUGHTS	WHAT OTHERS SAY
★Things the character thinks or says to themselves	★Things that other characters say about the character

Analyzing CHARACTERS

...g details in the text to ...ribe characters' traits.

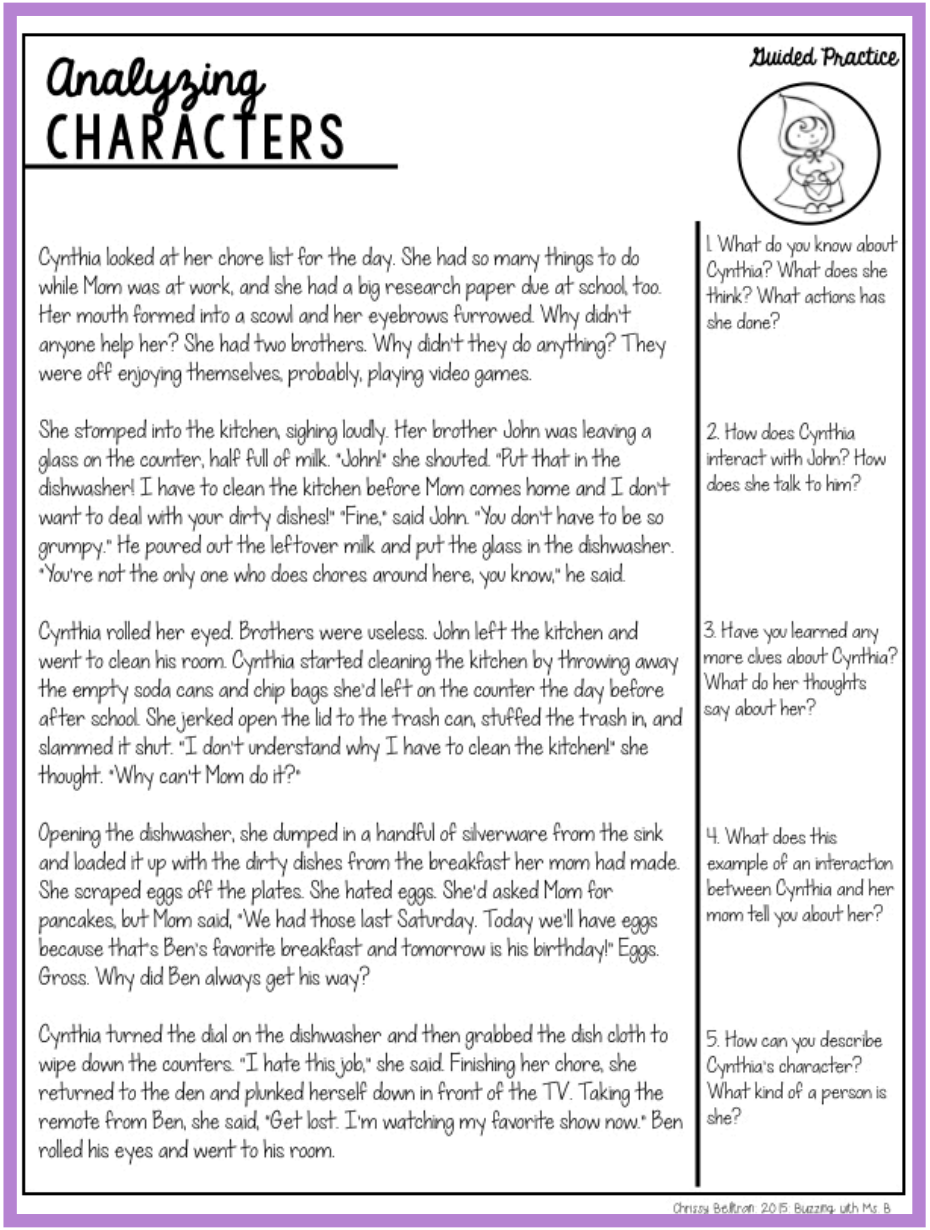
...good questions...
...e text, hunting for details about ...racter
...bout what those details could
...e the character.
...is ... because...
...od ... I knew ...

PRINTABLE POSTERS

GET ALL THE TOOLS YOU NEED TO TEACH ABOUT CHARACTER!

MODEL WITH A THINK ALOUD

- ✓One page passage focused on character traits and development
- ✓Guiding questions & answer key
- ✓Focus on using evidence to describe characters
- ✓Project or copy for each student



Guided Practice

Analyzing CHARACTERS

Cynthia looked at her chore list for the day. She had so many things to do while Mom was at work, and she had a big research paper due at school, too. Her mouth formed into a scowl and her eyebrows furrowed. Why didn't anyone help her? She had two brothers. Why didn't they do anything? They were off enjoying themselves, probably, playing video games.

She stomped into the kitchen, sighing loudly. Her brother John was leaving a glass on the counter, half full of milk. "John!" she shouted. "Put that in the dishwasher! I have to clean the kitchen before Mom comes home and I don't want to deal with your dirty dishes!" "Fine," said John. "You don't have to be so grumpy." He poured out the leftover milk and put the glass in the dishwasher. "You're not the only one who does chores around here, you know," he said.

Cynthia rolled her eyes. Brothers were useless. John left the kitchen and went to clean his room. Cynthia started cleaning the kitchen by throwing away the empty soda cans and chip bags she'd left on the counter the day before after school. She jerked open the lid to the trash can, stuffed the trash in, and slammed it shut. "I don't understand why I have to clean the kitchen!" she thought. "Why can't Mom do it?"

Opening the dishwasher, she dumped in a handful of silverware from the sink and loaded it up with the dirty dishes from the breakfast her mom had made. She scraped eggs off the plates. She hated eggs. She'd asked Mom for pancakes, but Mom said, "We had those last Saturday. Today we'll have eggs because that's Ben's favorite breakfast and tomorrow is his birthday!" Eggs. Gross. Why did Ben always get his way?

Cynthia turned the dial on the dishwasher and then grabbed the dish cloth to wipe down the counters. "I hate this job," she said. Finishing her chore, she returned to the den and plunked herself down in front of the TV. Taking the remote from Ben, she said, "Get lost. I'm watching my favorite show now." Ben rolled his eyes and went to his room.

1. What do you know about Cynthia? What does she think? What actions has she done?

2. How does Cynthia interact with John? How does she talk to him?

3. Have you learned any more clues about Cynthia? What do her thoughts say about her?

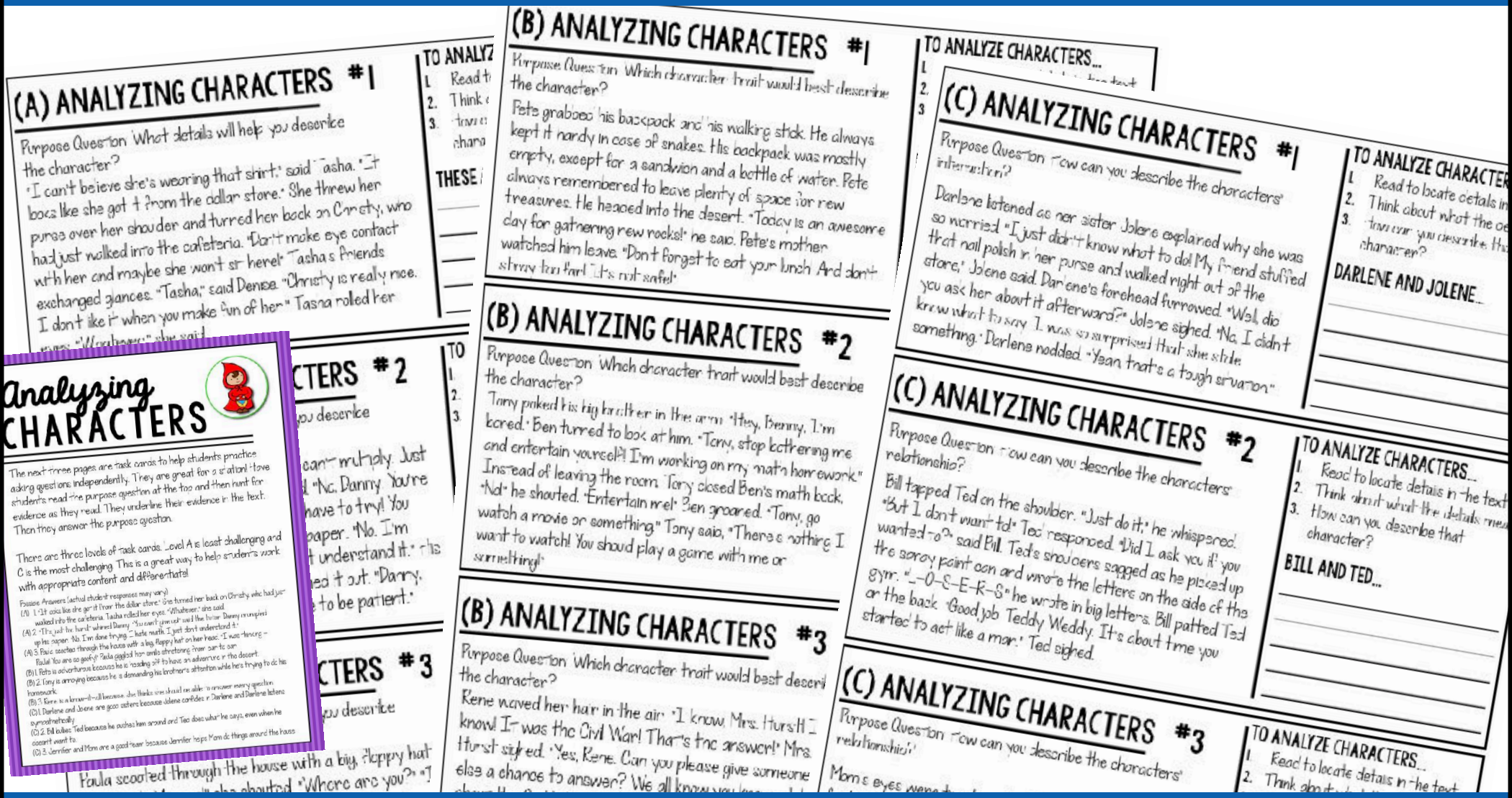
4. What does this example of an interaction between Cynthia and her mom tell you about her?

5. How can you describe Cynthia's character? What kind of a person is she?

Chrissy Bellknap 2015 Buzzing with Ms. B

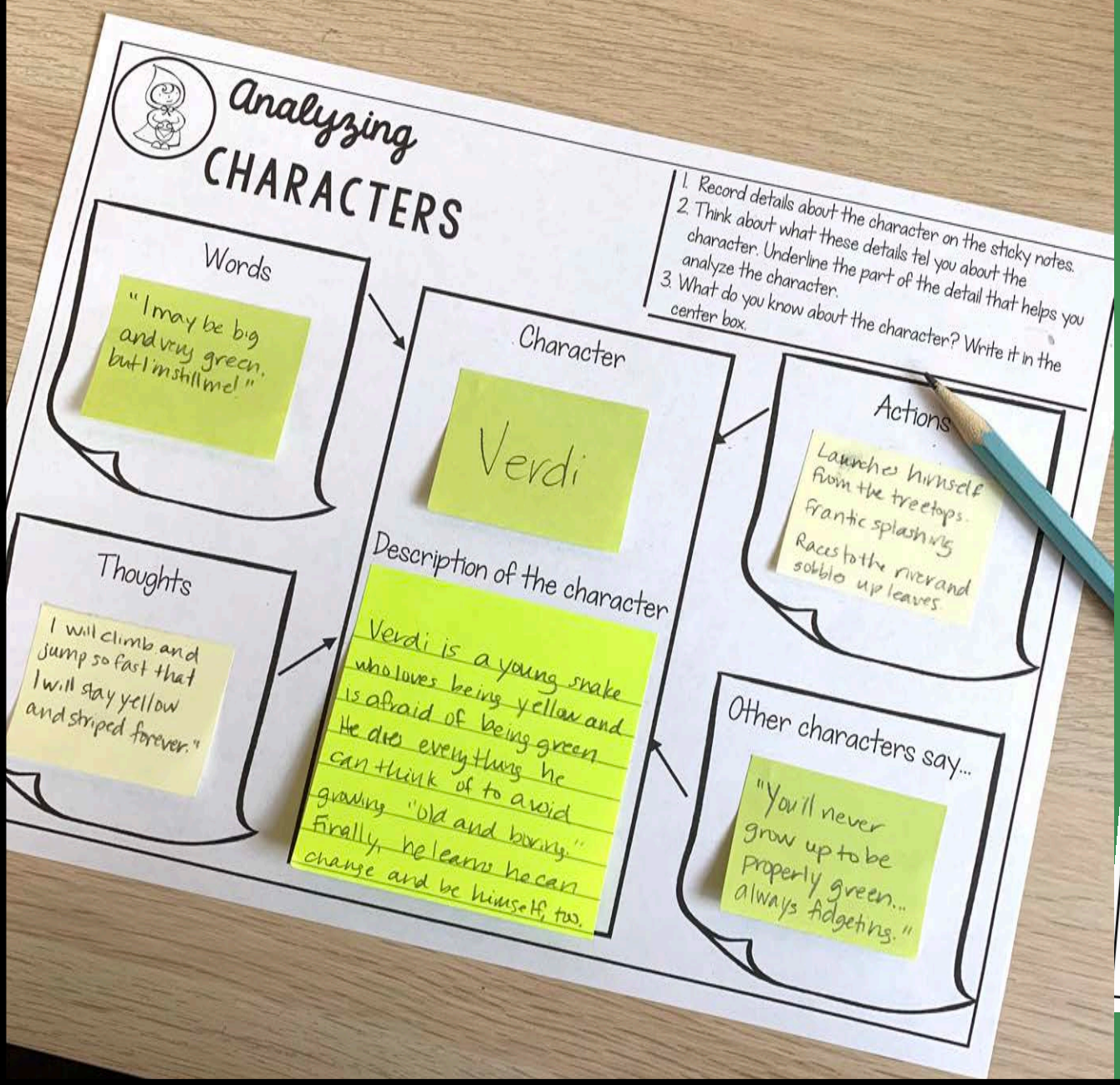
BUZZING with Ms. B

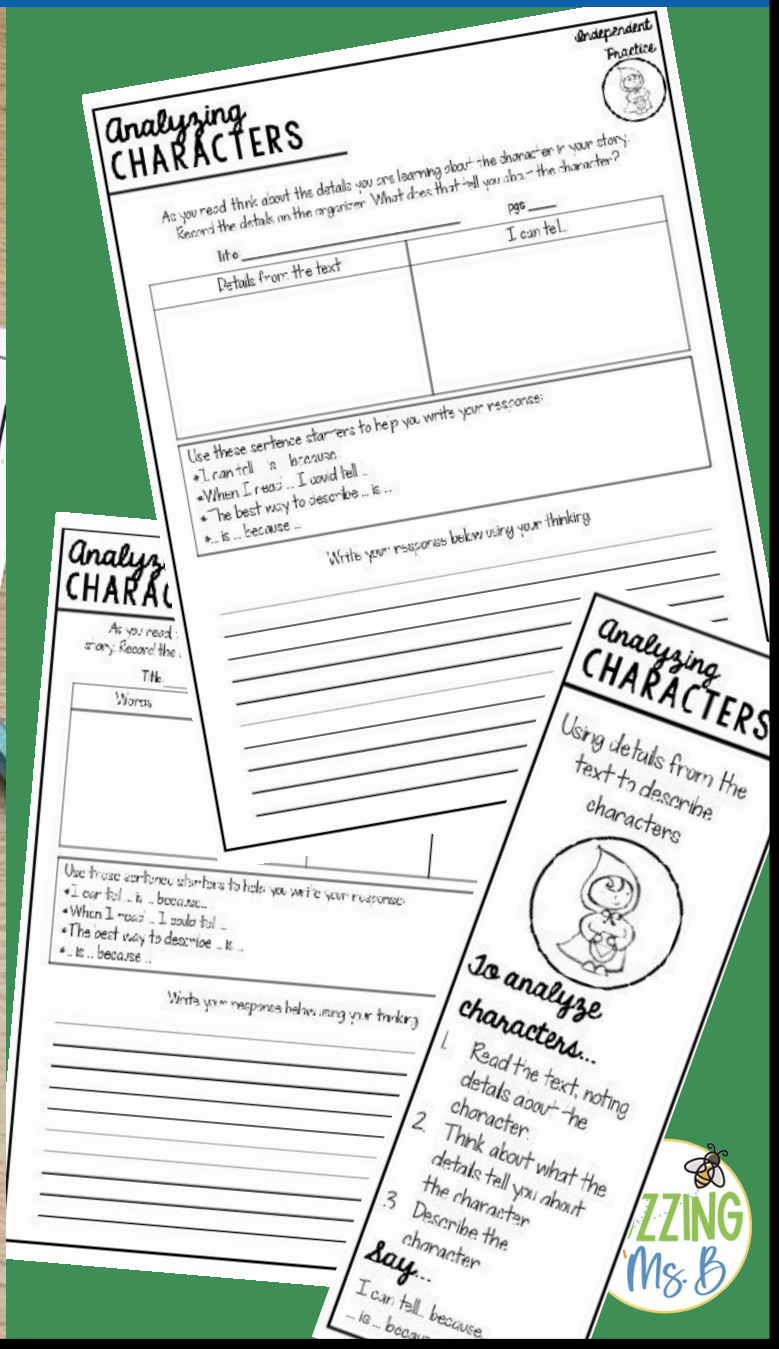
DIFFERENTIATED TASK CARDS



THREE DIFFERENT LEVELS WITH ANSWER KEYS

GRAPHIC ORGANIZER & READING RESPONSE





WHY TEACHERS LOVE THIS UNIT:

"My students have caught on quickly to the usefulness of these mini-lessons and references. I love hearing them talk about characters in more sophisticated ways."

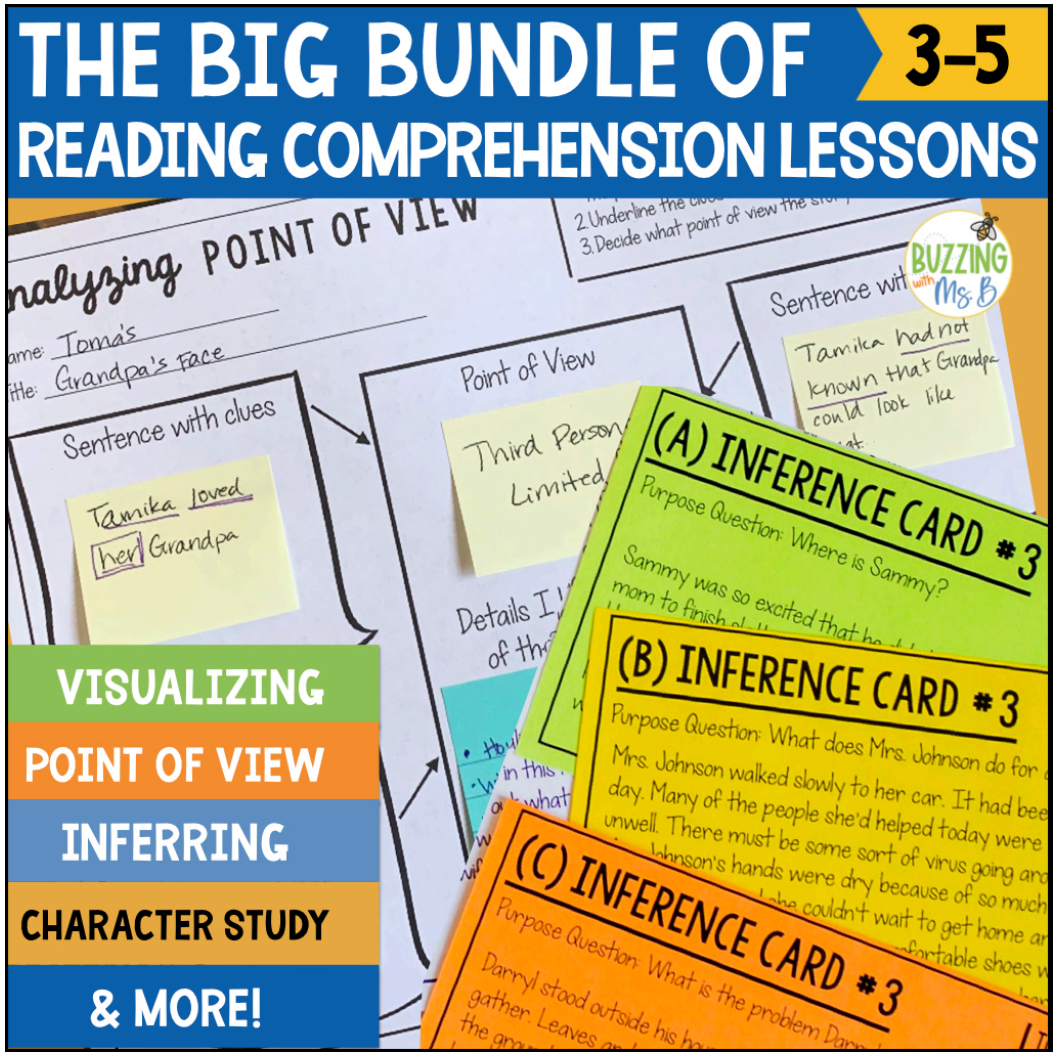
"I have used this resource in speech therapy with my students that have language disabilities for the past 4 years and still love it! The stories are engaging and make my learners curious. Great resource!"

"I really like how this introduces character analysis and gradually releases support throughout the unit."

"I used the guided practice passage as a small group to practice inferring about characters with my students. The text was full of clues that helped my kids could infer character traits. The guiding questions at the side of the passage helped my groups that I wanted to try to be less reliant on me. Those questions were also helpful in modeling how we want our kids reading and asking questions as they go."

BUZZING with Ms. B

GET THIS IN THE READING STRATEGY LESSONS BUNDLE!!



This bundle includes...

- ✓ Analyzing Characters
- ✓ Asking Questions
- ✓ Making Inferences
- ✓ Visualizing Sensory Details
- ✓ Author's Purpose
- ✓ Story Elements
- ✓ Main Idea & Details
- ✓ Cause and Effect
- ✓ Fact and Opinion
- ✓ Point of View
- ✓ Sequencing Events
- ✓ Nonfiction Text Structure

GET THE READING STRATEGY LESSONS BUNDLE!!