

CHARACTER TRAITS

unit that digs deeper



4TH-8TH
common core

COMMON CORE ALIGNMENT FOR 4TH-8TH GRADE

common core standards

4TH GRADE

- RI.4.3 Describe in depth a character, setting, or event in a story or specific details in the text (e.g., a character's traits).

5TH GRADE

...e of a story, drama or poem from details in characters in a story or drama respond to ...eaker in a poem reflects upon a topic:

...trast two or more characters, settings, or ...a, drawing on specific details in the text ...eract).

6TH GRADE

...rticular story's or drama's plot unfolds in a ...as how the characters respond or change ...a resolution.

7TH GRADE

...ular elements of a story or drama interact ...the characters or plot).

8TH GRADE

...e or central idea of a text and analyze its ...ourse of the text, including its relationship to ...nd plot; provide an objective summary of

...ular lines of dialogue or incidents in a story ...on, reveal aspects of a character, or

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TEN CHARACTER TRAITS LESSON PLANS

ANSWER KEY Character Traits : Pre-Assessment

1. Which of the following is the BEST character trait of the character, Trevor?
- Cowardly
 - Feeble
 - Determined
 - Ignorant

1. Based on your answer to question 1, list three character traits.

Answers may vary. I assume most student will use traits like brave, intelligent, etc.

- "Trevor did everything he could to get Duke to get up..."
- "C'mon Duke, we have to keep going."
- "Trevor felt really uneasy about stopping. He was pretty sure he was really wrong with Duke's foot and he didn't know how could go without food and water, but he didn't want to wait that he probably already was."
- "I felt like I kept hearing water last night while I was trying to get up, but if we can get cold water, we can put it on my foot."
- "I don't know, but I think we should just wait here. We keep moving and I think it's just making it harder for them to find us."

ANSWER KEY Character Traits : Pre-Assessment

5. What is one other character trait for Trevor. Cite at least two pieces of evidence to support your answer.

Answers may vary. I assume most student will use traits like brave, intelligent, etc.

The following are evidence they could cite to show these traits for Trevor:

- "Trevor did everything he could to get Duke to get up..."
- "C'mon Duke, we have to keep going."
- "Trevor felt really uneasy about stopping. He was pretty sure he was really wrong with Duke's foot and he didn't know how could go without food and water, but he didn't want to wait that he probably already was."
- "I felt like I kept hearing water last night while I was trying to get up, but if we can get cold water, we can put it on my foot."

ANSWER KEY Character Traits : Pre-Assessment

7. How does the setting contribute to the development of the character traits of Trevor and Duke in the story?

Answers may vary. Essentially I am looking for students to notice that the setting required both Duke and Trevor to be determined, brave, and thoughtful in their actions. They didn't have cell phones or adults to help them. The setting required them to show these traits. They could have easily been scared and quit, but they didn't.

8. How does the plot and Duke in the story contribute to the development of the character traits of Trevor and Duke in the story?

Answers may vary. The plot and Duke's actions, there were just given up, get to water. All truly reveals the character traits of the characters. Character traits are revealed through the characters' actions.

9. What is the difference between the character traits of Trevor and Duke? Provide examples from the text.

Name: _____ Date: _____

Character Traits : Pre-Assessment

Learning Objective: I can provide textual evidence to determine and analyze character traits for characters in novels and stories.

Pre-Assessment		
Goal		
Post-Assessment		

Name: _____ Date: _____

1. Which of the following is the BEST character trait of the character, Trevor?
- Cowardly
 - Feeble
 - Determined
 - Ignorant

2. Based on your answer to question 1, list three character traits.

3. Which of the following is the BEST character trait of the character, Duke?
- Cowardly
 - Feeble
 - Unwavering
 - Oblivious

5. What is one other character trait for Trevor. Cite at least two pieces of evidence to support your answer.

5. What is one other character trait for Duke. Cite at least two pieces of evidence to support your answer.

7. How does the setting contribute to the development of the character traits of Trevor and Duke in the story?

8. How does the plot contribute to the development of the character traits of Trevor and Duke in the story?

9. What is the difference between the character traits of Trevor and Duke? Provide examples from the text.

Name: _____ Date: _____

Character Traits : Pre-Assessment

Read the following passage(s) and answer the questions on the next page(s).

By: Martina Cahill

Trevor did everything he could to get Duke to get up, but he didn't think Duke could go any farther.

"C'mon Duke, we have to keep going."

"Trevor, I can't. I'm so hungry. And my foot is really swollen now. I just want my dad."

Trevor and Duke had been on a camping trip with their basketball team, and had gotten separated from their team during a game of paintball. Now all they had were their paintball guns and the clothes they had been wearing. They had been lost for almost a whole day now. Duke knew this because it has been dusk, when they had gotten separated the day before, and it was getting dusk again today.

Even worse, Duke had taken a bad fall the day before, when the boys were trying to find their way back. Duke didn't want to scare Trevor any more, but he was pretty sure his foot might actually be broken.

"Trevor, I think we should just wait here. We keep moving and I think it's just making it harder for them to find us."

Trevor felt uneasy about stopping, even though he knew that something was wrong with Duke's foot. He was pretty sure he was really wrong with Duke's foot and he didn't know how could go without food and water, but he didn't want to wait that he probably already was.

"All right, we can stay here for now, but if no one finds us tonight, we are really going to have to find some water in the morning," Trevor tried to respond in his most reassuring voice.

Apparently, they had been more tired than they had imagined, because they both woke up to the sun shining brightly in their eyes.

"Duke your foot is huge!" Trevor said with panic in his voice.

COMPLETE PRE AND POST ASSESSMENT WITH ANSWER KEYS AND POSSIBLE ANSWERS

Lesson 1

PRE-ASSESSMENT

Objective:
Standard:

Materials:
Mini-Less:

Lesson 2

KWL: P

Objective: Students will show what they know about character traits.
Standards: CCSS RL.4.3 CCSS RL.5.2 CCSS RL.5.3
Materials:
• Chart paper and chart markers
• Reader's Notebooks
• Copy of Interactive notebook page for each student
• Scissors
• Glue
• Markers, crayons, or colored pencils

Mini-Lesson: 1. Explain to students that you will be starting to learn more about character traits. 2. Begin brainstorming out the...

Lesson 3

WHAT ARE CHARACTER TRAITS?

Objective: Students will provide textual evidence to describe character traits for characters in novels and stories.

Standards: CCSS RL.4.3 CCSS RL.5.2 CCSS RL.5.3
Materials:
• A book you have read or a picture book
• Chart paper and chart markers
• Reader's notebooks
• Interactive notebook page for each student
• Scissors
• Glue
• Markers, crayons, or colored pencils

Mini-Lesson: 1. Explain to students that we are going to learn how to find character traits and how to describe them.

Lesson 5

READING RESPONSE ONE

Lesson 4

HOW DO WE USE TEXTUAL EVIDENCE TO DETERMINE CHARACTER TRAITS?

Objective: Students will provide textual evidence to determine and analyze character traits for characters in novels and stories.
Standards: CCSS RL.4.3 CCSS RL.5.2 CCSS RL.6.3 CCSS RL.7.3 CCSS RL.8.2 CCSS RL.8.3

Materials:
• Chart paper and chart markers
• Reader's notebooks
• Interactive notebook page for each student
• Scissors
• Glue
• Markers, crayons, or colored pencils

Mini-Lesson: 1. Explain that today we are going to look at examples of text that show character traits. Today's objective is to really analyze how the character traits can contribute to the lessons we learn (theme), comparing and contrasting character traits, and analyzing how the characters and their traits change.
1. This is a lot, but character traits can reveal so much about the story, and it's a skill I try to work on all year long.

2. Give each student the interactive notebook page and have them...

Lesson 7

DIGGING DEEPER INTO CHARACTER TRAITS

Objective: Students will provide textual evidence to determine and analyze character traits for characters in novels and stories.

Standards: CCSS RL.4.3 CCSS RL.5.2 CCSS RL.5.3
Materials:
• Chart paper and chart markers
• Reader's Notebooks
• Copy of Interactive notebook page for each student
• Scissors
• Glue
• Markers, crayons, or colored pencils

Mini-Lesson: 1. Explain to students that we are going to dig deeper into character traits. 2. Explain to students that we are going to use the interactive notebook page to record our findings. 3. Explain to students that we are going to use the interactive notebook page to record our findings. 4. Have students work in pairs to find character traits in the text. 5. Note: This is a lot, but character traits can reveal so much about the story, and it's a skill I try to work on all year long.

Lesson 9

CHARACTER TRAITS: CULMINATING ACTIVITY

Objective: Students will create a chart paper to show all they have learned about character traits in this unit.

Standards: CCSS RL.4.3
Materials:
• Chart paper
• Reader's notebooks
• Scissors
• Glue
• Markers, crayons, or colored pencils

Mini-Lesson: 1. Explain to students that we are going to create a chart paper to show all they have learned about character traits in this unit. 2. This will be a complex task. 3. Explain to students that we are going to create a chart paper to show all they have learned about character traits in this unit. 4. Depend on their progress. 5. Show them how to be creative with their responses.

Lesson 6

Objective: Student will provide textual evidence to describe character traits for characters in novels and stories.

Standards: CCSS RL.4.3 CCSS RL.5.2 CCSS RL.5.3
Materials:
• Chart paper and chart markers
• Reader's Notebooks
• Copy of Interactive notebook page for each student
• Scissors
• Glue
• Markers, crayons, or colored pencils

Mini-Lesson: 1. Explain to students that we are going to dig deeper into character traits. 2. Explain to students that we are going to use the interactive notebook page to record our findings. 3. Explain to students that we are going to use the interactive notebook page to record our findings. 4. Have students work in pairs to find character traits in the text. 5. Note: This is a lot, but character traits can reveal so much about the story, and it's a skill I try to work on all year long.

Lesson 8

READING RESPONSE TWO

Objective: Students will provide textual evidence to describe character traits for characters in novels and stories.

Standards: CCSS RL.4.3 CCSS RL.5.2 CCSS RL.5.3
Materials:
• Reader's notebooks and writing
• Reading response rubrics for each student
• Scissors
• Glue

Mini-Lesson: 1. Today is the day students get to dig deeper into character traits. 2. Your teaching will be pretty much over. 3. On a whiteboard or chart paper, list the character traits you have learned about from their first reading. 4. Allow students to ask questions. 5. After the brainstorming and a response, explain that you will be using the interactive notebook page to record our findings.

Lesson 10

POST-ASSESSMENT

Objective: Students will provide textual evidence to determine and analyze character traits for characters in novels and stories.

Standards: CCSS RL.4.3 CCSS RL.5.2 CCSS RL.6.3 CCSS RL.7.3 CCSS RL.8.2 CCSS RL.8.3

Materials:
• Copies of Post-Assessment for each student.
• Pre-Assessment with goal and reflection page for each student (should already be partially filled out from the pre-assessment).
Mini-Lesson: 1. Explain to students that they are going to show what they have learned about character traits throughout the unit. They will be taking the exact same test that they took for their pre-test. This will show them and you how much they have grown on the topic of character traits. 2. When they are done with their post assessment, they will fill out their character traits reflection sheet. (This can be found on with the pre-assessment and was partially filled out). 3. Pass out the post-assessments to students and explain to them that they will have the class period to take their assessment and fill out their reflection.

10 UNIQUE LESSON PLANS

CHARACTER TRAITS

FEELINGS

CHARACTER TRAITS: KWL CHART

K

WHAT ARE CHARACTER TRAITS?

USING EVIDENCE TO DETERMINE CHARACTER TRAITS

HOLES

The following excerpt is taken from the scene in the novel *Holes* when Stanley carries Zero up to God's thumb:

"Stanley couldn't see his feet, which made it difficult to walk through the tangled patches of weeds and vines. He concentrated one step at a time, carefully raising and setting down each foot. He thought only about each step, and not the impossible task that lay before him.

...somewhere deep outside as well"

...ovel *Harry Potter and*

WHY ARE CHARACTER TRAITS IMPORTANT?

BRIEF DESCRIPTION OF CHARACTER

BRIEF DESCRIPTION OF CHARACTER

BRIEF

DIGGING DEEPER INTO

Book and Character

ALL ABOUT CHARACTER TRAITS

CHARACTER TRAITS

FEELINGS

WORDS

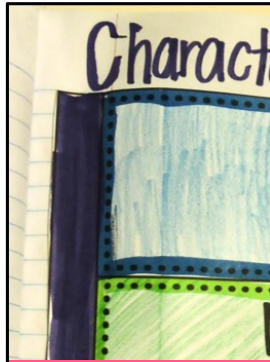
THOUGHTS

ACTIONS

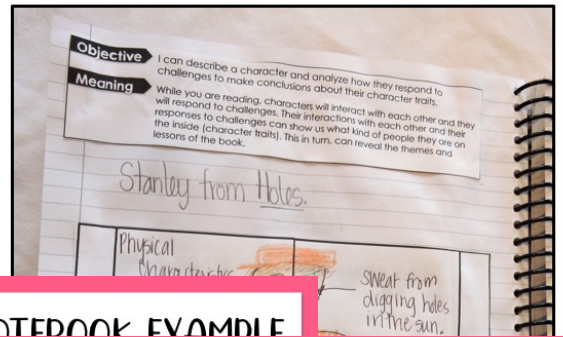
CHOICES

INTERACTIVE NOTEBOOK LESSONS

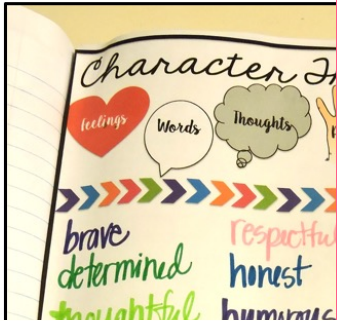
INTERACTIVE NOTEBOOK EXAMPLE



INTERACTIVE NOTEBOOK EXAMPLE



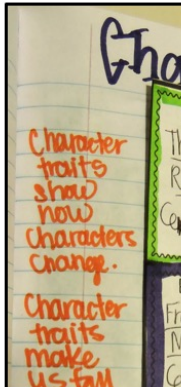
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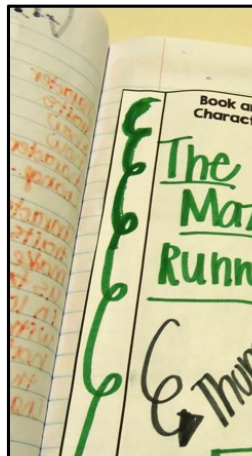
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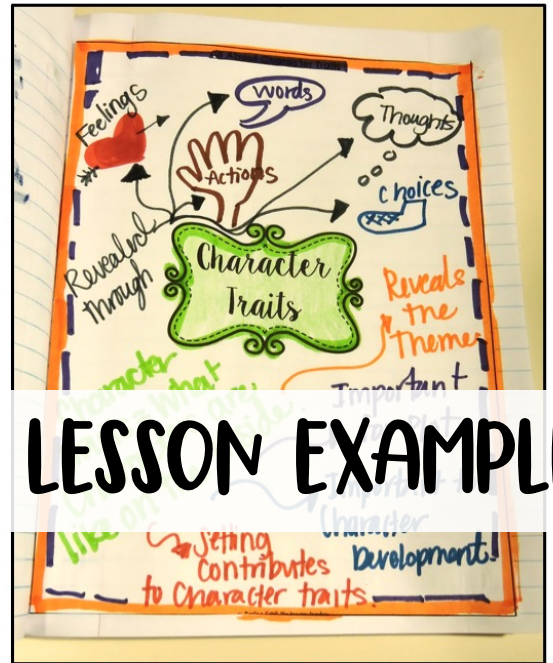
INTERACTIVE



INTERACTIVE NOTEBOOK EXAMPLE



INTERACTIVE NOTEBOOK EXAMPLE



INTERACTIVE NOTEBOOK LESSON EXAMPLES

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