

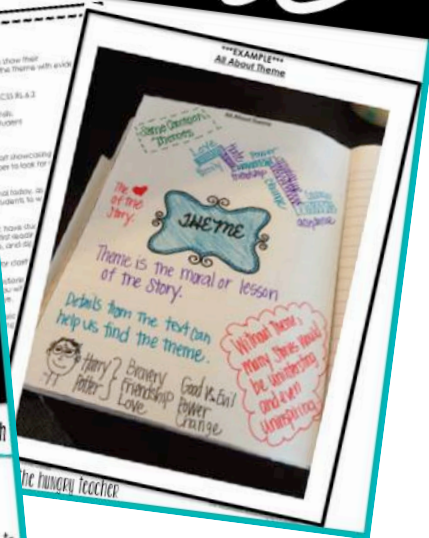
Middle Grade

theme, genre, and character traits

Middle Grade
unit to dig deeper into
character traits

Middle Grade
unit to dig deeper into
theme

Middle Grade
unit to dig deeper into
genres



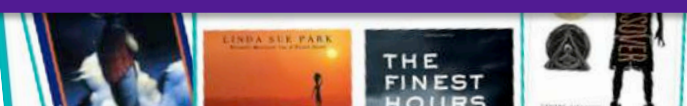
CCSS 4th 5th 6th
Character
relays
Words

Fiction
Literature, like short stories
and novels, that
imaginary events

Poetry
Literary work in which special intensity is given to
words and ideas by the use of
figurative language. Can also be a format.

Narrative
Non-Fiction
writing that uses narrative literary styles and
techniques to present accurate factual matter.

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the hungry teacher



Middle Grade

unit to dig deeper into

genres

CCSS 4th-8th

Fiction
Literature, like short stories
and novels, that
imaginary events



Poetry
Literary work in which special intensity is given to
words and ideas by the use of
figurative language. Can also be a format.

**Narrative
Non-Fiction**
writing that uses narrative literary styles and
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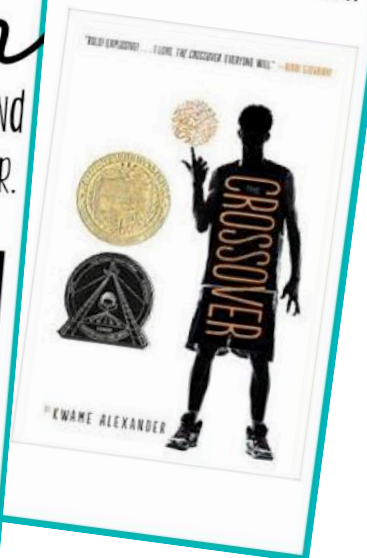
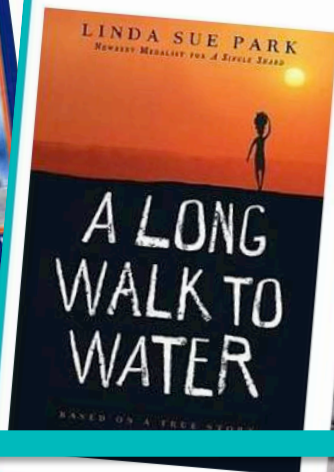


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Note to Teachers

Hi teacher friends!

First of all, thank you so much for purchasing my unit.

I did my best to make the unit super user and teacher friendly. I know how there never seems to be enough time and/or resources out there and I created this unit with that in mind.

That being said, here is an overview of what you will find in the unit and some extra information to make your life a little easier.

In each lesson you will find the following format:

- 1. Title**
- 2. Objective**
- 3. Common Core Standards for 4th, 5th, and 6th grades**
 - The standards do not change throughout the unit because the unit is only meant to cover and assess students' understanding of genres.
 - You will definitely cover other standards, but since we are not assessing other standards, I have not included them in the lesson plans.
- 4. Materials Needed**
 - This includes whether or not you need to make copies of interactive notebook pages for students. All these pages with examples can be found after its corresponding lesson.
- 5. Mini-Lesson**
- 6. Reader's Workshop**
- 7. Closing**

A Note About Interactive Notebook Pages

I have included a variety of interactive notebook pages throughout the unit. I love using them, but I also know that sometimes they take more time than I would like or some students take forever while others are done in a flash.

With this in mind, I have tried to keep them as short, simple, and relevant as possible, while keeping the focus on the topic of the lesson. They are a great reference tool for students to use after each lesson.

On that same note, I also understand that sometime good ol' chart paper will work just as well. All the lessons that include interactive notebook pages, can be easily replaced with teacher chart paper (or whatever else you have).

Common Core Standards

4th grade

- RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range

5th grade

- RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently
- RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

6th-8th grade

- RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Lesson 1 Pre-Assessment

Objective: Students will show what they know about genres.

Standards: CCSS RL.4.10 CCSS RL.5.10 CCSS RL.6-8.10
CCSS RI.4.10 CCSS RI.5.10 CCSS RI. 6-8.10

Materials: •Copies of Pre-Assessment for each student.

- Mini-Lesson:**
1. Explain to students that you will be starting a mini-unit to learn about genres. Before they start the unit, you want to know what they already know about genres.
 2. Use this opportunity to explain the importance and relevance of pre-assessments. I usually stress the following points:
 - Do your best.
 - Pre-assessments help teachers know what their students already know and also inform them of what they need to be sure to cover.
 - This score won't be put in the grade book, but it will be important for you to show what you know (and even don't know) so that you can see the growth you will make.
 - It's ok not to know the answer, but it's not okay to not try.
 3. Pass out the pre-assessments to students and explain to them that they will have the class period to take their pre-assessment.
 4. Students turn in their pre-assessment when they are done.

- Reader's Workshop:**
1. Students read to self.
 2. Teacher meets with students for conferences and groups for guided reading/book clubs.

- Closing:**
1. Ask students if their pre-assessment about theme influenced their reading today during reader's workshops. What did they notice? Did it change their thinking?

Assessment: Use the pre-assessments to guide instruction. Do students understand genres? Use the assessment notes page to help you.

Name: _____

Date: _____

Genres: Pre-Assessment

Learning Objective: I can show that I have an understanding of the different reading genres.

Part 1

1. Is a fiction book a true story or a made up story? _____

2. Is a non-fiction book a true or a made-up story? _____

Part 2

1. What are the characteristics of a realistic fiction story/book?

2. What are the characteristics of a fantasy story/book?

3. What are the characteristics of a mystery story/book?

4. What are the characteristics of a dystopian story/book?

Genre

5. What are the characteristics of an informational story/book?

6. What are the characteristics of a historical fiction story/book?

Part 3

1. What is the difference between an autobiography and a biography?

2. What is the difference between a reading format and a reading genre?

3. What is the difference between an informational book and a narrative non-fiction book?

Reading

Part 4: List a book title that fits into each genre listed.

1. Fiction: _____
2. Non-Fiction: _____
3. Autobiography: _____
4. Realistic Fiction: _____
5. Informational: _____
6. Historical Fiction: _____
7. Fantasy: _____
8. Science Fiction/Dystopian: _____
9. Biography: _____

Part 5: List a book title that fits into each book format listed.

1. Poetry: _____
2. Graphic Novel: _____
3. Novel: _____
4. Diary: _____
5. Comic: _____

Pre-Assessment Answer Key

Part 1

1. Made up story
2. True story

Part 2

1. The characteristics of a realistic fiction story/book is that the story is fiction or made up, but the events, setting, plot, etc. could be real or occur in real life.
2. The characteristics of a fantasy books is that the story is made up and often has magical and made-up elements such as magic, mythical creatures, and events that couldn't happen in real life. We also typically learn with the main character.
3. The characteristics of a mystery story/book is that it is typically a fiction book or made up story where there is a crime or mystery like a death or murder that needs to be solved or answered by the end.
4. The characteristics of a dystopian story/book is a fiction or made up story that is set in the future. The setting is an imagined place in which most things are unpleasant or bad and there is a totalitarian leader or degraded environment.
5. The characteristics of an informational book is that it is a non-fiction book with factual information and real events. This genre can also have graphs, charts, and other text features to help organize information. Informational books can be used to conduct research and look up information.
6. The characteristics of historical fiction story/book is that it is a fiction book where the author typically creates characters, elements, and settings, but weaves in factual and non-fiction information from history to tell a story.

Part 3

1. The difference between a biography and an autobiography is that a biography is an account of someone's life written by someone else and an autobiography is an account of someone's life written by that person.
2. The difference between a reading format and a reading genre is that a format is the type of physical book the story is, like a graphic novel, comic, or book written in verse. In contrast, a genre falls into this category based on the characteristics that are in the book. For example, whether or not the book is true or false and/or if there is magic or believable characters in the book.
3. The difference between an informational book and a narrative non-fiction book is in how the information is presented. An informational book is more straight-forward and factual, and will simply list the information. A narrative non-fiction is still true information, but a person tells the story to connect more to the reader.

Pre-Assessment Answer Key

Part 4

1. Holes
2. Titanic: Voices from the Disaster
3. I am Malala
4. Freak the Mighty
5. Bomb
6. Number the Stars
7. Harry Potter and the Sorcerer's Stone
8. The Hunger Games
9. Who was Walt Disney?

Answers may vary, but these are examples.

Part 5

1. The Crossover
2. Smile
3. Holes
4. Mr. Peabody's Apples
5. Archie, Big Nate

Answers may vary, but these are examples.

Pre-assessment

Lesson 6

Fiction and Non-Fiction Sub-Genres

- Objective:** Students will learn about the two main types of genres and the sub-genres that fit into the main genres.
- Standards:** CCSS RL.4.10 CCSS RL.5.10 CCSS RL.6-8.10
CCSS RI.4.10 CCSS RI.5.10 CCSS RI. 6-8.10
- 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 go over each of the different sub genres that fit into the two main sub-genres.
 1. NOTE: I taught 6th grade when I made this unit, so I really picked which genres worked best for me and what I felt my 6th graders needed to know. I didn't do traditional literature, but I know this would be important to cover in 4th grade. Just use the genre posters (at the end of the unit) to determine which genres are most applicable.
 2. Explain that we are going to list, define, exemplify, and illustrate each of the genres that are most important to your learning.
 3. Hand out the interactive notebook pages to students and have them cut and paste the into their reader's notebooks. I left them blank so we can add the most relevant genres to our notebook.
 4. On the top of your interactive flaps, write the title of each genre you want, list a book example, and draw a quick illustration for each genre.
 5. Underneath each genre flap, define the genre. I have the kids help me come up with definitions, based on what they know, and then guided them as I see fit (i.e. we did The Maze Runner in 6th grade, so I really wanted them to understand Dystopian and Science Fiction genres).

Reader's Workshop

1. Tell students to add any evidence of genres they come across during "read to self" or book clubs today.
2. Students read to self.
3. Teacher meets with students for conferences and groups for guided reading/book clubs.

Closing

1. Ask students if they found any evidence or recorded any thinking about genres today.
2. Make sure to add any new information or evidence of genres to your chart paper and have students add any important information to their reader's notebooks.

Review

Sub-Genres

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Genre

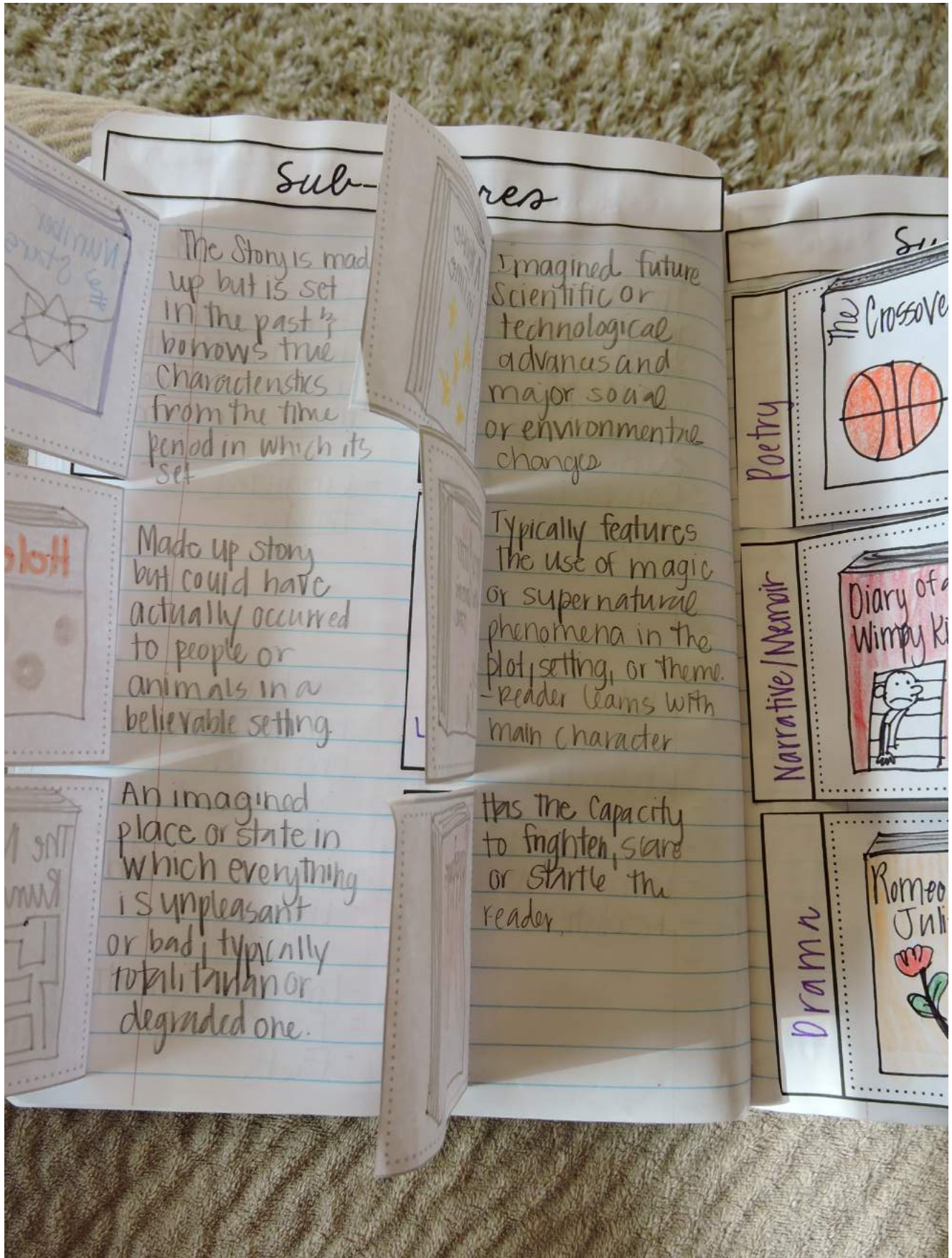
EXAMPLE

Sub-Genres



EXAMPLE

Sub-Genres



Lesson 7

Why are Genres Important?

Objective: Students will learn why reading genres are important.

Standards: CCSS RL.4.10 CCSS RL.5.10 CCSS RL.6-8.10
CCSS RI.4.10 CCSS RI.5.10 CCSS RI. 6-8.10

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 have started to learn about genres. Now we are going to learn why it is important to learn about reading genres.
 - My students are always asking, "Why is this important?" So this is a good opportunity to explain that ☺.
2. Explain to students that good readers are always thinking about their reading. This includes thinking about our reading before we even start doing the actual reading. That is where genre comes.
3. Today we are going to see how we think about genre before during and after our reading.
4. Hand out the "Why are genres important?" interactive notebook pages to students and have them cut and paste the into their reader's notebooks.
5. The idea behind this interactive notebook page is to see how genres let us know what types of books we like to read, what types of books we need to complete a project or a paper, and also the types of books we don't like or don't need for the task at hand.
6. Each page gives a task for students and they have to determine the correct genre.
7. Pass out the interactive notebook pages and have students color, cut, and glue them into their notebooks.

Mini-Lesson:

8. This is such an important lesson because this is really why we have to have an understanding of genres. They help us complete a task. Some tasks are all about enjoyment, but it is good for students to see that it's okay to like a certain type of book and that genres can help them find that book.
9. For this lesson, I did the "I do, we do, you do," format. I did an example for them, we did 2-3 examples together, then I had them work independently (but allowed to talk with their table for the other ones). I encourage them to write in pencil in case they have a misunderstanding of which genre is applicable in the scenario given.
10. This could also be a great formative assessment!
11. When everyone is done, have students share their answers, explanations, and conclusions and then clear up any misconceptions.

Reader's Workshop

1. Tell students to add any evidence of genres they come across during "read to self" or book clubs today.
2. Students read to self.
3. Teacher meets with students for conferences and groups for guided reading/book clubs.

Closing

1. Ask students if they found and evidence or recorded any thinking about genres today.
2. Make sure to add any new information or evidence of genres to their chart paper and have students add any important information to their reader's notebooks.

Which genre do we need?

Your teacher has assigned you a report on Martin Luther King Jr. Which genres of books would you need and why?

Your teacher is wanting your class to expand their writing abilities by looking at mentor text that are written in verse, have a rhythm, and pay attention to structure in their writing. Which genre would be the most beneficial and why?

Lately you've been interested in books like *The Hunger Games*, *The Giver*, and *The Maze Runner* because they make you think about what the world could be like in the future. You want to try more books like this. What genre should you look into and why?

It's right around Halloween time, you're on your school's Student Council, and the library has asked you to make a library display with books that would be good during this time of year. Which genre of books would you look for and why?

Your friend is a bit of a reading slump and has asked for suggestions. They say they like books that seem like they could actually happen in real life. Which genre would you recommend to them and why?

Your teacher would like you to write a paper on another person, but would like you to look at mentor texts where the author wrote about another person's life. What genre should you look into and why?

You have been reading a lot of fiction books lately, specifically books that focus on a character in the story. Your teacher would like you to try and read more non-fiction to expand your horizons. Which type of non-fiction would be best, based on the type of books you already like?

Your friend has recently become infatuated with learning about history, but typically is more drawn to the fiction genre. Which genre of books would you recommend to them so they could continue to dive into their interests?

Your teacher would like you to write a story about a memorable time in your life, told from your perspective. He/she would like you to view mentor texts in this genre before you get started. Which genre should you reference and why?

EXAMPLE

Which Genre Do We Need?

Which genre do we need?

Informational Your teacher has assigned you a report on Martin Luther King Jr. Which genres of books would you need and why?	Poetry Your teacher is wanting your class to expand their writing abilities by looking at mentor text that are written in verse, have a rhythm, and pay attention to structure in their writing. Which genre would be the most beneficial and why?	Science Fiction/Dysto Lately you've been interested in books like The Hunger Games, The Giver, and The Maze Runner because they make you think about what the world could be like in the future. You want to try more books like this. What genre should you look into and why?
Horror It's right around Halloween time, you're on your school's Student Council, and the library has asked you to make a library display with books that would be good during this time of year. Which genre of books would you look for and why?	Realistic Fiction Your friend is in a bit of a reading slump and has asked for suggestions. They say they like books that seem like they could actually happen in real life. Which genre would you recommend to them and why?	Biography Your teacher would like you to write a paper on another person, but would like you to look at mentor texts where the author wrote about another person's life. What genre should you look into and why?
Narrative Non Fiction You have been reading a lot of fiction books lately, specifically books told from a character in the story. Your teacher would like you to try and read more non-fiction to expand your horizons. Which type of non-fiction would be best, based on the type of books you already like?	Historical Fiction Your friend has recently become infatuated with learning about history, but typically is more drawn to the fiction genre. Which genre of books would you recommend to them so they could continue to dive into their interests?	Memoir/Narrative Your teacher would like you to write a story about a memorable time in your life, told from your perspective. He/she would like you to view mentor texts in this genre before you get started. Which genre should you reference and why?

Which genre do we need?

Answer Key

Information, biography, autobiography, memoir because we would need factual information on Martin Luther King Jr.

Poetry, prose, books written in verse because these authors pay attention to rhythm, text structure, and general poetry structures.

Science fiction or dystopian because of this genre's characteristic of writing about life in the future or life in different settings or worlds.

Horror books because they are designed to create a mood/tone of terror or uneasiness for the reader, which aligns perfectly with Halloween.

Realistic fiction because the friend likes books that seem like they could actually happen, and realistic fiction is a made-up story that could happen in real life.

Biography because this genre specifically is about people writing about some other person's life story.

Narrative non-fiction because the reader likes narratives in the fiction genre and narrative non-fiction would be similar, except the writer expands the reader's non-fiction repertoire.

Historical fiction because it typically uses facts and details from history but weaves elements of fiction into the story.

Memoir or narrative because these are stories told from that person's perspective about a moment in their life.

Lesson 12

Reading Response Two

Objective: Students will write a reading response to show their understanding of genre by supporting the genre with evidence from the text.

Standards: CCSS RL.4.10 CCSS RL.5.10 CCSS RL.6-8.10
CCSS RI.4.10 CCSS RI.5.10 CCSS RI.6-8.10

Materials:

- Reader's notebooks and writing utensils.
- Reading response rubrics for each student
- Scissors
- Glue

Mini-Lesson:

1. Today is the day students get to start now using what they have learned about digging deeper to look for evidence of genres.
2. Your teaching will be pretty minimal today, as most of the mini-lesson time will be used for students to write their second reading response.
3. On a whiteboard or chart paper, have students brainstorm what they remember from their first reading response, what they have learned about genre, and digging deeper.
4. Allow students to ask questions for clarification.
5. After the brainstorming and questioning, hand out the reading response rubric. Explain that you will be using the rubric to grade their final reading response.
6. Have them cut and glue the rubric into their notebook and then instruct them to begin writing their second reading response on genre.

Reader Workshop:

1. Students read to self.
2. Teacher meets with students for conferences and groups for guided reading/book clubs.

Closing:

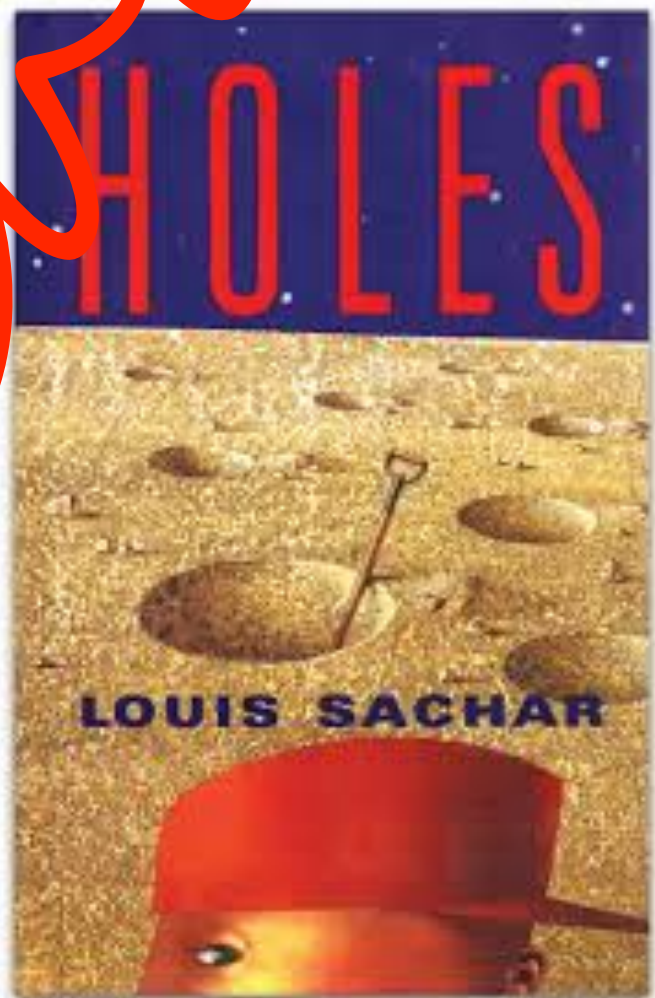
1. Allow students to share some of their reading responses about genre. Other students could give them a feedback and comments on their responses.

Reading Response Rubric

Above Standard Level 4	At Standard Level 3	Approaching Standard Level 2	Below Standard Level 1
Students identifies the correct genre and supports it with explanation.	Students identifies the correct genre and supports it with explanation.	Students doesn't identify the genre or doesn't clearly explain.	Student doesn't identify the genre and/or doesn't explain.
Student supports the genre of the text with a variety of details and evidence. (3-4 details).	Student supports the genre of the text with a variety of details and evidence. (2-3 details).	Student supports the genre of the text with a variety of details and evidence. (1 detail).	Student doesn't support the genre of the text with details for evidence.
Student shows an understanding of what genre is based on their reading response.	Student shows an understanding of what genre is based on their reading response.	Student shows some understanding of what genre is based on their reading response.	Students shows little or no understanding of what genre is based on their reading response.
Correctly used grade-level appropriate grammar, mechanics, conventions and spelling with no errors. Used varied vocabulary to enhance the text.	Correctly used grade-level appropriate grammar, mechanics, conventions and spelling with few errors. Used grade level vocabulary.	Correctly used grade-level appropriate grammar, mechanics, conventions and spelling with some errors.	Does not use grade-level appropriate grammar, mechanics, conventions and spelling.
Text is organized into a logical structure with similar points grouped into paragraphs.	Text is organized into a logical structure with similar points grouped into paragraphs.	Text some structure with some similar information grouped together.	Text shows no structure.

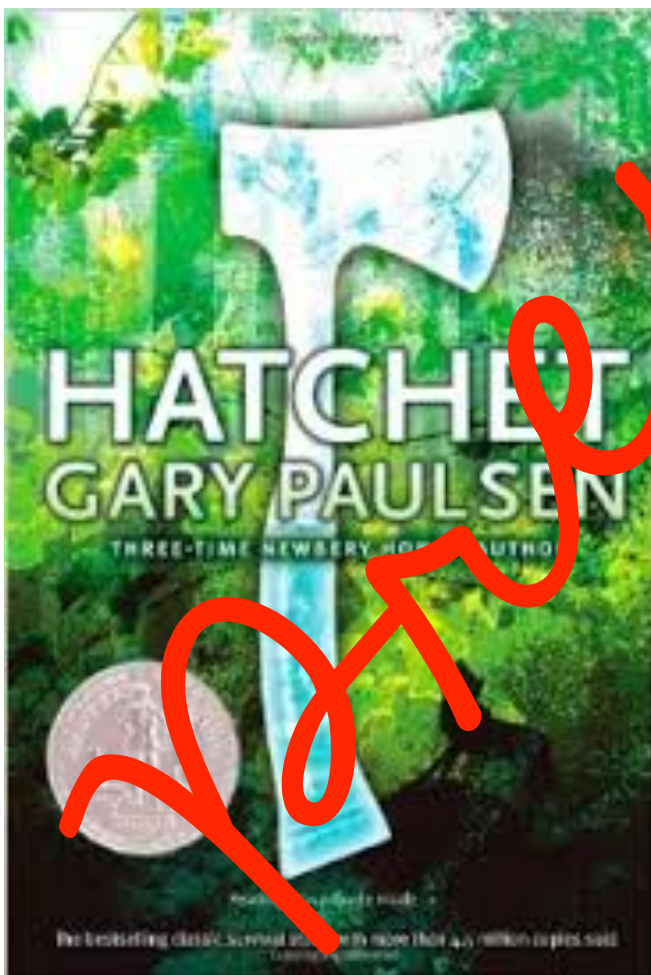
Fiction

Literature, like short stories and novels, that describes imaginary events and people.



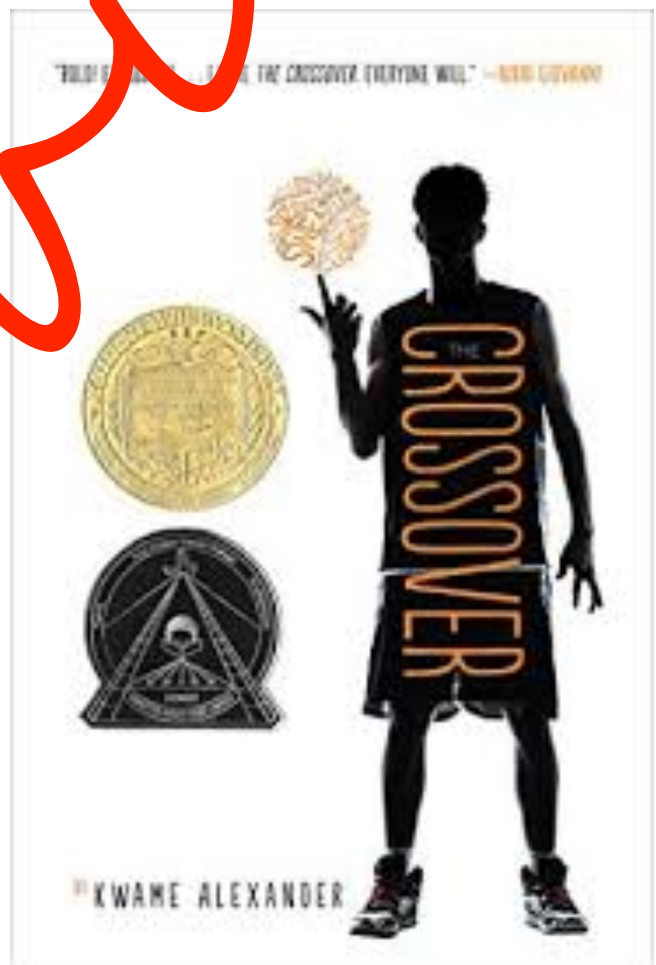
Realistic Fiction

Stories that could have actually occurred to people or animals in a believable setting. These stories resemble real life, and fictional characters within these stories react similarly to real people.



Poetry

Literary work in which special intensity is given to the expression of feelings and ideas by the use of distinctive style and rhythm; Can also be a format.



Middle Grade

unit to dig deeper into

theme

Lesson 8
Reading Response Two

Objective: Students will write a reading response to show their understanding of theme by supporting the theme with evidence from the text.

Standards: CCSS RL.4.2 CCSS RL.5.2 CCSS RL.6.2

Materials:

- Reader's notebooks and writing utensils.
- Reading response rubrics for each student
- Scissors
- Glue

Mini-Lesson:

1. Today is the day students get to start showcasing what they have learned about digging deeper to look for themes.
2. Your teaching will be pretty minimal today, as this mini-lesson time will be used for students to write their reading response.
3. On a whiteboard or chart paper, have students write what they remember from their first reading response. They will have learned about theme, and dig deeper to look for themes.
4. Allow students to ask questions for clarification.
5. After the brainstorming and questioning, have students explain that you will grade their final reading response.
6. Have them cut and glue the rubric into their notebooks, then instruct them to begin writing their response on theme.

Reader's Workshop:

1. Students read to self.
2. Teacher meets with students for guided reading/book clubs.

Closing:

1. Allow students to share their response on theme. Other students can give comments on their response.

Martina Cahill

*****EXAMPLE*****
All About Theme

Some Common Themes

Love
Family
Friendship
Change
Power
Adaptation
Language
Acceptance

The **HEME** of the Story.

Theme is the moral or lesson of the story.

Details from the text can help us find the theme.

Harry Potter } Bravery
Friendship
Love

Good vs. Evil
Power
Change

Without theme, many stories would be uninteresting and even uninspiring!



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Common Core Standards

4th Grade

- RL.4.2 Determine a theme of a story, drama, or poem from details in the text: summarize the text

5th Grade

- RL.5.2 Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic: summarize the text.

6th Grade

- RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

7th Grade

- RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

8th Grade

- RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Lesson 1

Pre-Assessment

Objective: Students will show what they know about theme.

Standards: CCSS RL.4.2 CCSS RL.5.2 CCSS RL.6.2 CCSS RL.7.2 CCSS RL.8.2
CCSS RL.6.9 CCSS RL.8.9

Materials:

•Copies of goal and reflection sheet for each student (page 9)

Mini-Lesson: •Copies of Pre-Assessment for each student (pages 10-13)

1. Explain to students that you will be starting a new unit to learn about theme. Before they start the unit, you want to know what they already know about theme.
2. Use this opportunity to explain the importance and relevance of pre-assessments. I usually stress the following points:
 - Do your best.
 - Pre-assessments help teachers know what their students already know and to inform them of what they need to be sure to cover.
 - This score won't be put in the grade book, but it will be important for you to show what you know (and even don't know) so that you can see the growth you make.
 - It's okay not to know the answer, but it's not okay to not try.
3. Pass out the pre-assessments to students and explain to them that they will have the class period to take their pre-assessment.
4. Students should turn in their pre-assessment when they are done.

Reader's Workshop:

1. Students read to self.
2. Teacher meets with students for conferences and groups for guided reading/book clubs.

Closing:

1. Ask students if their pre-assessment about theme influenced their reading today during reader's workshops. What did they notice? Did it change their thinking?

Assessment:

1. Use the pre-assessments to guide your instruction.
 - Do students understand theme?
 - Are they confusing it with main idea?
 - What strengths does your class have?
 - What goals should you have for your class?
2. Use the assessment notes page to help you (pages 13, 14, 15).
3. After grading, have students record their pre-assessment score on their reflection/goal sheet.
4. Then have them set a goal of what they would like to get on their post assessment.
5. Explain that they will fill out the rest after they take their post-assessment.
6. Collect their pre-assessments. These will be given back with their post-assessments at the end of the unit.

Pre-assessments

Name: _____ Date: _____

Theme: Pre-Assessment

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

Moving Day

By: Martina Cahill

Kelly stared out the window of the car. Sitting next to her was her sister, Kari, who seemed unaware that they were leaving the home they had grown up in. "I'm going to hate Colorado," Kelly thought. Her parents kept telling her all the great things she would have to do when they moved, but it just sounded like a ugly, cold, and lonely place to live. Didn't her parents understand that they were ruining her life? She had to leave behind her friends, her school, and the home she had grown up in. It was horrible.

"Are we there yet?" Kari asked for what seemed like hundredth time. Kelly's mom told them it would be about a seven hour drive from Kansas, so Kelly knew they were still a few hours away, and she was tired so she closed her eyes.

The next thing Kelly knew, she was opening her eyes to a truly beautiful sight. Huge snow covered mountains were all around her. Her mouth dropped open and her mother noticed, "I told you it was beautiful, Kelly." Kelly had to agree, but she still didn't feel like talking to her mom, so she just kept her eyes on the mountains. Ten minutes later, after driving on curving and winding roads, they pulled onto a dirt road. "Just a couple more minutes," Kelly's dad said.

They finally turn into an opening in a barbed-wire fence. "Why are there pokey things on the fence?" Kari asked. Her dad goes into some long story about living in the open and farming or something. Kelly doesn't really know what he said. She stopped listening because she knows they are getting close to the new house. Kari would call it the new home, but it's not a home. They left their home back in Kansas. Just like she left her friends, her school, and her whole life.

They finally pull up to their new house. "We are literally in the middle of a field, with no other houses for, what must be, miles. Great! Now it will be even harder to make friends. I hate this!" Kelly thinks to herself. Even though Kari wants to shout it for everyone to hear. They pull into their driveway and they all get out of the car. "The moving truck will be here soon with all our stuff. Until then, why don't you girls go pick out your rooms. They are four for you to choose from," dad says as he unlocks the front door. "Four rooms!" Kari squeals. They both run up the stairs in and out of all four rooms. There are two huge rooms at the top of the stairs and Kari and Kelly each pick one. "Maybe this won't be so bad," Kari thinks to herself, but she still isn't saying anything out loud.

"Girls! The moving truck is here!" Mom shouts up the stairs. The girls make their way

downstairs. They spend the rest of the day unpacking and getting their rooms situated. Both girls will be starting school in a two weeks, so they are going shopping for school supplies in the morning. Usually Kelly would be excited, but she still can't help but be mad at her parents for making her move away from everything she loved back home. Feeling sorry for yourself all day takes a lot of energy and Kelly is tired so she finds a stopping point in unpacking. "Maybe tomorrow will be better," Kelly thinks as she closes her eyes for the second time that day.

The next morning, while Kelly is getting ready, her mother calls up to her, "Kelly there is someone here to see you." Kelly finds this odd, "Who would be here to see me? We got here less than 24 hours ago." When Kelly makes her way downstairs, there is a girl that looks to be just about her age standing in the kitchen. Kelly is surprised more than anything. There are no houses near her house that she can see, so she blurts out, "How did you get here?" The girl just laughs and says, "Hi. I'm Mackenzie. And to answer your question I rode my dad's four wheeler. I live just up the road from here." Kelly apologizes for her questions and eventually introduces herself.

The girls keep talking and Kelly learns that Mackenzie is actually a year older than her, but they will be in middle school together. Kelly asks Mackenzie a bunch of questions about living in the country and what it's like not having neighbors. Kelly is surprised when Mackenzie says she loves the peace and quiet, and how she can always see the stars at night. Kelly had never thought about that. The girls talk for hours like they have been friends forever, until Kelly's mom says it's time to go shopping for school supplies. Mackenzie tells Kelly that she will come by again later in the week. "What did I tell you Kelly? Colorado isn't going to be as bad as you thought," Mom says with a smirk on her face. "Yeah, it's all right," Kelly retorts with a smirk of her own.

That night, in her new room, in her new house, with her new blankets, and her new pajamas, Kelly crawls into her bed. It still doesn't feel the same as Kansas, but as Kelly thinks about the peace, and quiet, and the stars she can see outside her window, she realizes that maybe, just maybe, she can eventually call Colorado home.

1. Which of the following is the best theme for Moving Day?

- A. Growing up is hard.
- B. Friendship is the most important thing in life.
- C. Moving away is never easy.
- D. Home is where the heart is.

2. Based on your selection from question one, provide three supporting details of that theme from the text.

3. Which of the following is the best definition of theme?

- A. The topic of the story, drama, or poem.
- B. A moral or lesson that the author tries to communicate to the reader in the story, drama, or poem.
- C. The use of symbolism in the story, drama, or poem.
- D. The solution to the problem in the story, drama or poem.

4. Which would be a better title for the story based on its theme?

- A. Changes
- B. Home
- C. Colorado
- D. Kansas

5. What are two other themes in Moving Day? Support your answers with evidence from the text.

6. What is the theme of the poem below?

When You Can Read
By Bobbi Katz

When you can read, then you can go
from Kalamazoo to Idaho
Or read directions that explain
just how to build a model plane-
Or bake a cake or cook a stew-
The words will tell you what to do!
When you can read, then you can play
a brand new game the proper way-
Or get a letter from a friend
and read it... to the very end.

- A. When you read, you can build a model plane.
- B. When you read, you can do many things.
- C. When you read, you can bake a cake or cook a stew.
- D. When you read, you can play a brand new game.

Answer Key

1. Which of the following is the best theme for Moving Day?

- A. Growing up is hard.
- B. Friendship is the most important thing in life.
- C. Moving away is never easy.
- D. Home is where the heart is.

• Based on your selection from question one, provide three supporting details of that theme in the text.

Answers will vary. Possible answers.

- Kelly doesn't want to leave her home at first.
- She can't stop thinking about all the things she is leaving behind at her old home in Kansas.
- "Kari would call it the new home, but it's not a home. They left their home back in Kansas."
- "It still doesn't feel the same as Kansas, but as Kelly thinks about the peace, and quiet, and the stars she can see outside her window, she realizes that maybe, just maybe, she can eventually call Colorado home."

2. Which of the following is the best definition of theme?

- A. The topic of the story, drama, or poem.
- B. The moral or lesson that the author tries to communicate to the reader in the story, drama, or poem.
- C. The use of symbolism in the story, drama, or poem.
- D. The solution to the problem in the story, drama or poem.

3. Which would be a better title for the story based on its theme?

- A. Changes
- B. Home
- C. Colorado
- D. Kansas

Answer Key

5. What are two other themes in Moving Day? Support your answers with evidence from the text.

Answers will vary. Possible answers.

- Growing Up
- Changes
- Friendship
- Family
- Moving

6. What is the theme of the poem below?

When You Can Read
by Bobbi Katz

When you can read, then you can go
From Kalama zoo to Idaho
Or read directions that explain
just how to build a model plane-
Or bake a cake or cook a stew-
The words will tell you what to do!
When you can read, then you can play
a brand new game the proper way-
Or get a letter from a friend
and read it... to the very end.

A. When you read, you can build a model plane.

B. When you read, you can do many things.

C. When you read, you can bake a cake or cook a stew.

D. When you read, you can play a brand new game.

Lesson 6

Using Familiar Books to Understand Theme

Objective: Students will use familiar books to determine the themes by using details from the text.

Standards: CCSS RL.4.2 CCSS RL.5.2 CCSS RL.6.2 CCSS RL.7.2 CCSS RL.8.2
CCSS RL.6.9 CCSS RL.8.9

Materials:

- Chart paper and chart markers
- Reader's notebooks
- Copies of interactive notebook page for each student
- Scissors
- Glue
- Markers, crayons, or colored pencils
- Books that your students are familiar with

Mini-Lesson:

1. Remind students of the reading responses they wrote as a class last time. Talk about how we are off to a good start with thinking and responding to our reading but now it is time to start really looking at books we have read to analyze theme. This will be extremely important when we "dig deeper" into one of today's selected books during tomorrow's lesson.
2. Hand out the student interactive notebook page and allow students to cut and paste them into their reader's notebooks.
3. Then, as a class, decide on the three books you will use. (Make sure to pick one you whole class has a read, like a read aloud book, because it will be important for tomorrow's lesson).
4. Fill out each section of the interactive notebook page as a class or you can scaffold and do "I do, we do, you do."
5. The first section on top is the book title, the second section on top is the theme, and underneath the flaps is the evidence to support the themes. Right now just do one theme per book because tomorrow you will "dig deeper" and find more than one theme for one of the books.
6. When you are finished, talk about the different ways to determine theme and how the class found evidence of the themes.

**Reader's
Workshop:**

1. Tell students to add any themes they come across during "read to self" or book clubs today.
2. Also tell students to be on the lookout and to take note of any evidence of theme during their reading today.
3. Students read to self.
4. Teacher meets with students for conferences and groups for guided reading/book clubs.

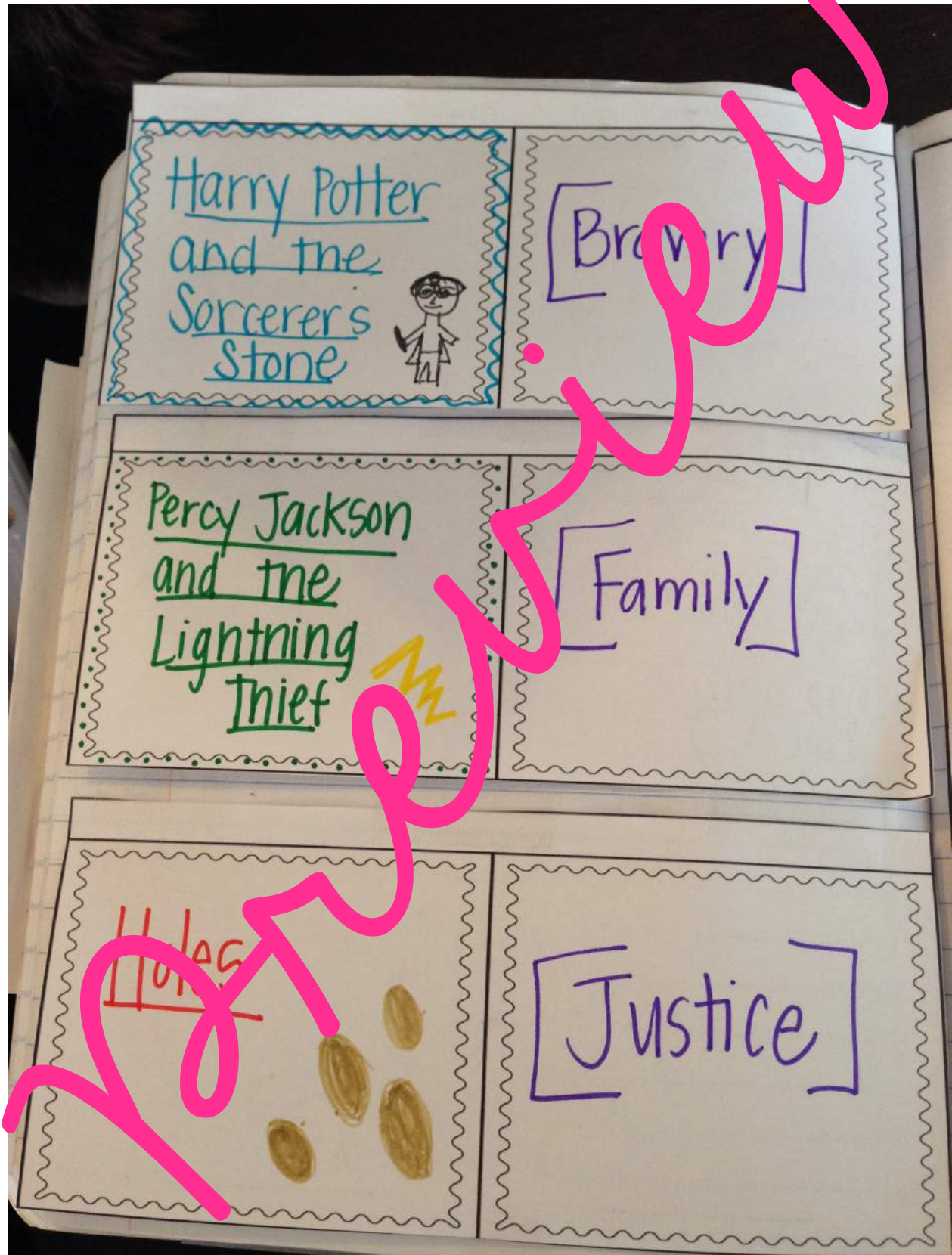
Closing:

1. Ask students if they found any more themes in their books and/or evidence to support possible themes for their books.
2. Make sure to add any new themes to your chart paper and have students add any important information to their reader's notebooks.

Review

EXAMPLE

Using Familiar Books to Understand Theme



EXAMPLE

Using Familiar Books to Understand Theme

- Harry and how he deals with Malfoy.
- Neville stands up to Ron, Harry and Hermione when they're speaking out.
- Ron, Hermione, & Harry solving the mystery of the Sorcerer's Stone.

• "It takes a great deal of bravery to stand up to our enemies, but a great deal more to sit with our friends."

• "The sea does not like to be restrained."

• "I didn't want to be a half-blood."

• "I had become one with the plumbing."

- Percy learns who he is and who his father is when he's at Camp Halfblood.
- Annabeth and Percy don't get along at first because of who their parents are.
- Percy goes to Olympus & meets his father.

• "You may have done some bad things but that doesn't mean you're a bad kid."

• "After all, you only have one life to live, so you should try to make the most of it."

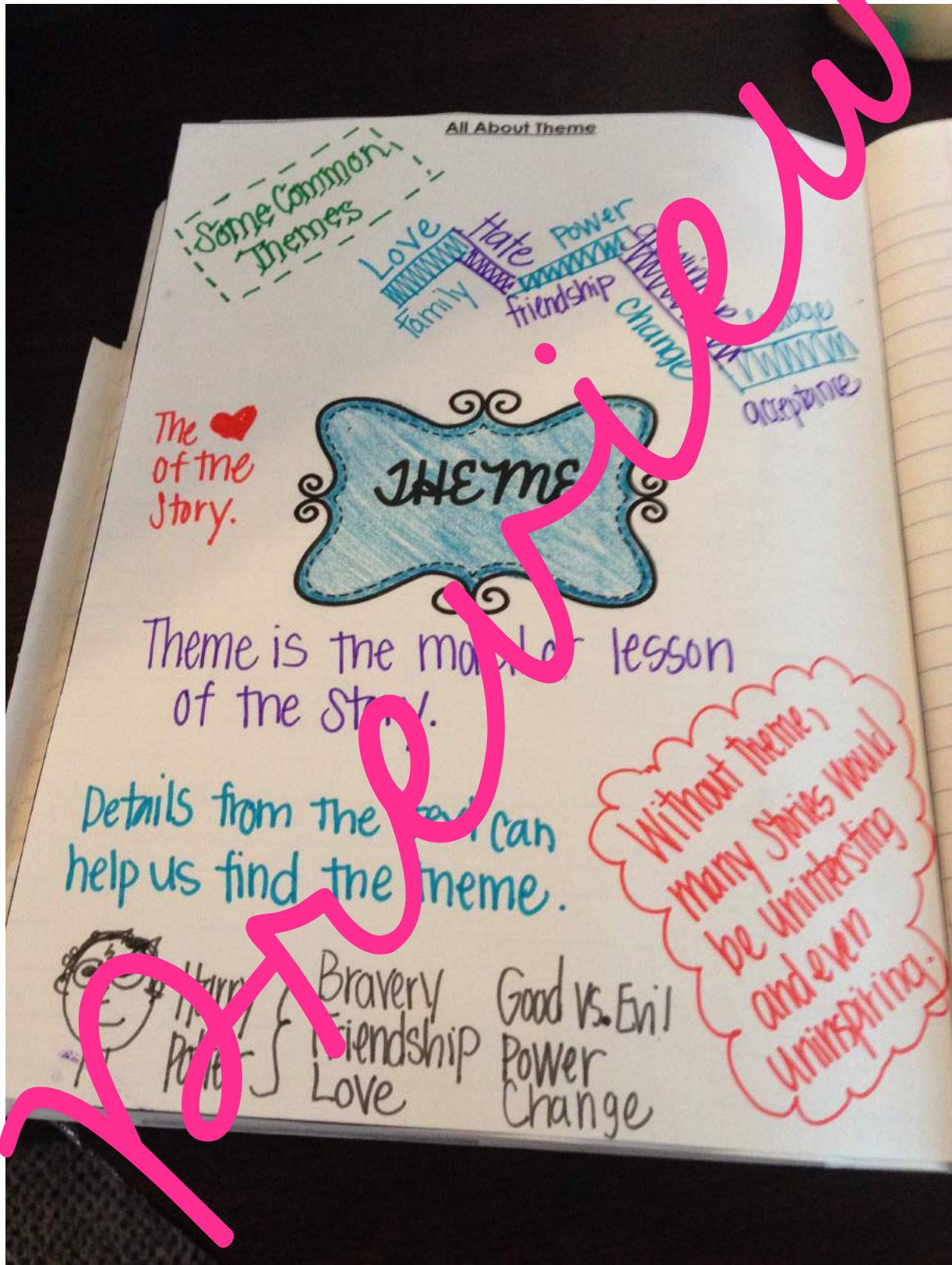
- Stanley wasn't the one who stole the shoes.
- Stanley and Zero help each other. Then they run away and discover the truth.
- The Warden gets arrested.
- The boys at Camp get to go home.

• "You may have done some bad things but that doesn't mean you're a bad kid."

• "After all, you only have one life to live, so you should try to make the most of it."

EXAMPLE

All About Theme



Middle Grade

unit to dig deeper into
character traits

CCSS 4th-8th



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Common Core Standards

4th Grade

- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

5th Grade

- RL.5.2 Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic: summarize the text.
- RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

6th Grade

- RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

7th Grade

- RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

8th Grade

- RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RI.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Lesson 1

Pre-Assessment

Objective: Students will show what they know about character traits.

Standards: CCSS RL.4.3 CCSS RL.5.2 CCSS RL.6.3 CCSS RL.7.3 CCSS RL.8.2
CCSS RL.5.3 CCSS RL.8.3

Materials:

- Copies of goal and reflection sheet for each student
- Copies of Pre-Assessment for each student

Mini-Lesson:

1. Explain to students that you will be starting a unit to learn about character traits. Before they start the unit, you want to know what they already know about character traits.
2. Use this opportunity to explain the importance and relevance of pre-assessments. I usually stress the following points:
 - Do your best.
 - Pre-assessments help teachers know what their students already know and also inform them of what they need to be sure to cover.
 - This score won't be put in the grade book, but it will be important for you to know what you know (and even don't know) so that you can see the growth you make.
 - It's okay not to know the answer, but it's not okay to not try.
3. Pass out the pre-assessments to students and explain to them that they will have the class period to take their pre-assessment.
4. Students should turn in their pre-assessment when they are done.

Reader's Workshop:

1. Students read to self.
2. Teacher meets with students for conferences and groups for guided reading/book clubs.

Closing: Ask students if their pre-assessment about character traits influenced their reading today during reader's workshops. What did they notice? Did it change their thinking?

Assessment:

1. Use the pre-assessments to guide your instruction.
 - Do students understand character traits?
 - What strengths does your class have?
 - What goals should you have for your class?
2. Use the assessment notes page to help you.
3. After grading, have students record their pre-assessment score on their reflection/goal sheet.
4. Then have them set a goal of what they would like to get on their post assessment.
5. Explain that they will fill out the rest after they take their post-assessment.
6. Collect their pre-assessments. These will be given back with their post-assessments at the end of the unit.

Pre-writing

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 really uneasy about stopping. He was pretty sure that something was really wrong with Duke's foot and he didn't know how much longer they could go without food and water, but he didn't want to worry Duke more than he probably already was. And he couldn't imagine how Duke's foot was feeling. Trevor wasn't even hurt and his whole body ached.

"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.

The boys geared up for another night in the woods. Duke was glad they had stopped. His foot was throbbing at this point and twice its normal size. He hoped the swelling would go down while he slept... if he could sleep...

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

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

"It really hurts Trevor. I don't know how we can keep going." Trevor looked like he was about to cry when he said this. Somehow he sucked it up. He knew crying wouldn't help either of them right now.

"I felt like I kept hearing water last night while I was trying to sleep. I know your foot hurts, but if we can get cold water, we can put your foot in the water to help with the swelling. Do you think you can push through the pain?" Trevor said almost as a plea to Duke. He knew they couldn't make it much longer without water.

Trevor mustered up his strength and said, "Let's go before I change my mind."

Trevor followed what he thought was the sound of the water and Duke was sweating just pushing through the pain, but finally they really could hear rushing water. They got to a point with a big gap that would require them to either jump or take a big leap. Trevor knew Duke couldn't do it, but they HAD to get to the water. His foot was looking worse and worse. Trevor realized he was going to have to carry Duke over the last part of the hike.

"Duke, I'm going to carry you across this gap so you can get your foot in the water."

"Dude, I think I weigh more than you. How are you going to do that?" Duke questioned.

"I don't know, but what have we got to lose at this point?" Trevor responded.

Trevor mustered up what little strength he had left, and hoisted Duke into his arms.

"Okay, I'm going to jump, but you're going to have to hold on to my neck." Trevor instructed. Despite his apprehensiveness, Duke grabbed on. He knew that they needed to get to that water.

With one deep breath from Trevor, he grabbed on to Duke, and went for it. Half-way through the air, Trevor realized they weren't going to make the landing. They both collapsed on the other side with a thud.

"Ugh!" Duke cried out.

"Sorry man." Trevor replied. "I think it's time we get that foot in water."

Trevor helped hold Duke up until they got to the water and Duke finally felt some relief and dunked his whole foot into the water.

"Hopefully someone finds us now," Duke said, now that he wasn't in as much pain.

As if a sign, Trevor and Duke heard the yells of their teammates, "Duke! Trevor!"

Name: _____ Date: _____

Character Traits : **Pre-Assessment**

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

2. Based on your answer in question one, cite textual evidence to support Trevor's character traits.

3. Which of the following is the BEST character trait of the character, Duke?
 - a. Cowardly
 - b. Pathetic
 - c. Unwavering
 - d. Oblivious

4. Based on your answer in question one, cite textual evidence to support Duke's character traits.

ANSWER KEY Character Traits : **Pre-Assessment**

1. Which of the following is the BEST character trait of the character, Trevor?
 - a. Cowardly
 - b. Feeble
 - c. **Determined**
 - d. Ignorant
2. Based on your answer in question one, cite textual evidence to support Trevor's character traits.

Answers may vary. The following are evidence they could cite to show how Trevor was determined to keep going.

- "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 that something was really wrong with Duke's foot and he didn't know how much longer they could go without food and water, but he didn't want to worry Duke more than he probably already was."
- "I felt like I kept hearing water last night while I was trying to sleep. I know your foot hurts, but if we can get cold water, we can put your foot in the water to help with the swelling. Do you think you can push through the pain?"
- "I don't know, but what have I got to lose at this point?" Trevor responded.
- Trevor mustered up what little strength he had left, and hoisted Duke into his arms."
- "Okay, I'm going to jump, but you're going to have to hold on to my neck." Trevor instructed."
- "Trevor helped hold Duke up until they got to the water..."

3. Which of the following is the BEST character trait of the character, Duke?
 - a. Cowardly
 - b. Pathetic
 - c. **Unwavering**
 - d. Oblivious

4. Based on your answer in question one, cite textual evidence to support Duke's character traits.

Answers may vary. The following are evidence they could cite to show how Trevor was determined to keep going.

- "It really hurts Trevor. I don't know how we can keep going." Trevor looked like he was about to cry when he said this. Somehow he sucked it up though. He knew crying wouldn't help either of them right now."
- Trevor mustered up his strength and said, "Let's go before I change my mind."
- "Trevor followed what he thought was the sound of the water and Duke was sweating just pushing through the pain, but finally they really could hear rushing water."
- "Despite his apprehensiveness, Duke grabbed on. He knew that they needed to get to water."

ANSWER KEY Character Traits : Pre-Assessment

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

Answers may vary. I assume most student will use traits like brave, unwavering, 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 that something was really wrong with Duke's foot and he didn't know how much longer they could go without food and water, but he didn't want to worry Duke more than he probably already was."
- "I felt like I kept hearing water last night while I was trying to sleep. I know your foot hurts, but if we can get cold water, we can put your foot in the water to help with the swelling. Do you think you can push through the pain?"
- "I don't know, but what have I got to lose at this point?" Trevor responded."
- Trevor mustered up what little strength he had left, and hoisted Duke into his arms."
- "Okay, I'm going to jump, but you're going to have to hold on to my neck." Trevor instructed."
- "Trevor helped hold Duke up until they got to the water..."

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

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

The following are evidence they could cite to show these traits for Duke.

- "It really hurts Trevor. I can't know how we can keep going." Trevor looked like he was about to cry when he said this. Somehow he sucked it up though. He knew crying wouldn't help either of them right now."
- "Trevor mustered up his strength and said, "Let's go before I change my mind."
- "Trevor followed what he thought was the sound of the water and Duke was sweating just pushing through the pain, but finally they really could hear rushing water."
- "Despite his apprehensiveness, Duke grabbed on. He knew that they needed to get to water."

Character Traits



Penelope

EXAMPLE

Character Traits Chart

Character Traits

Feelings: heart
Words: speech bubble
Thoughts: cloud
Actions: hand, sneaker

Decorative border: colorful arrows

brave	respectful	trustworthy
determined	honest	obnoxious
thoughtful	humorous	optimistic
intelligent	cheerful	rude
kind	disrespectful	mature
confident	cruel	weak
strong-willed	courageous	polite
calm	dependable	stubborn

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Lesson 6

Why is analyzing character traits important?

- 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.5.3 CCSS RL.8.3
- Materials:**
- Chart paper and chart markers
 - Reader's notebooks
 - "Why are character traits important?" interactive notebook page for each student
 - Scissors
 - Glue
 - Markers, crayons, or colored pencils
- Mini-Lesson:**
1. Explain to students that we have really started to dig deeper into character traits and that we have an extensive list of character traits that exist in books. Now we are going to learn why it is important to learn about character traits and to pay attention to them while we are reading.
 - My students are always asking, "Why is this important?" So this is a good opportunity to explain that ☺.
 2. Explain to students that good readers are always thinking about their reading. This includes thinking about what we are learning. Sometimes we do this without even thinking.
 3. Today we are going to see how we think about characters while we are reading and how this is important to our reading.
 4. Hand out the "Why are character traits important?" interactive notebook pages to students and have them cut and paste them into their reader's notebooks.
 5. The idea behind this interactive notebook page is to see how boring, uneventful, and even uninspiring books would be without the author developing the characters and their traits.
 6. As a class, choose a book students are familiar with to determine character traits and evidence and then what the book would be like if the author hadn't developed those character traits.
 7. There is an example of one of these pages after the student interactive notebook page template if you need ideas.

**Reader's
Workshop:**

1. Tell students to add any character traits they come across during "read to self" or book clubs today.
2. Students read to self.
3. Teacher meets with students for conferences and groups for guided reading/book clubs.

Closing:

1. Have students share any other character traits and evidence they came across during their reading today. Ask them how it would influence their reading if the author hadn't included those character development pieces in their writing.
2. Other students could add these character traits to their notebooks as well.
3. Make sure to add any new character traits to your chart paper and have students add any important information to their reader's notebooks.

Why are character traits important?

<p>Brief Description of Character</p>	<p>(glue this section only)</p>	<p>Book One</p>
<p>Brief Description of Character</p>	<p>← Cut along dotted line ONLY →</p>	<p>Book Two</p>
<p>Brief Description of Character</p>	<p>← Fold along solid vertical lines →</p> <p>(glue this section only)</p>	<p>Book Three</p>

Review

EXAMPLE

Why are character traits important?

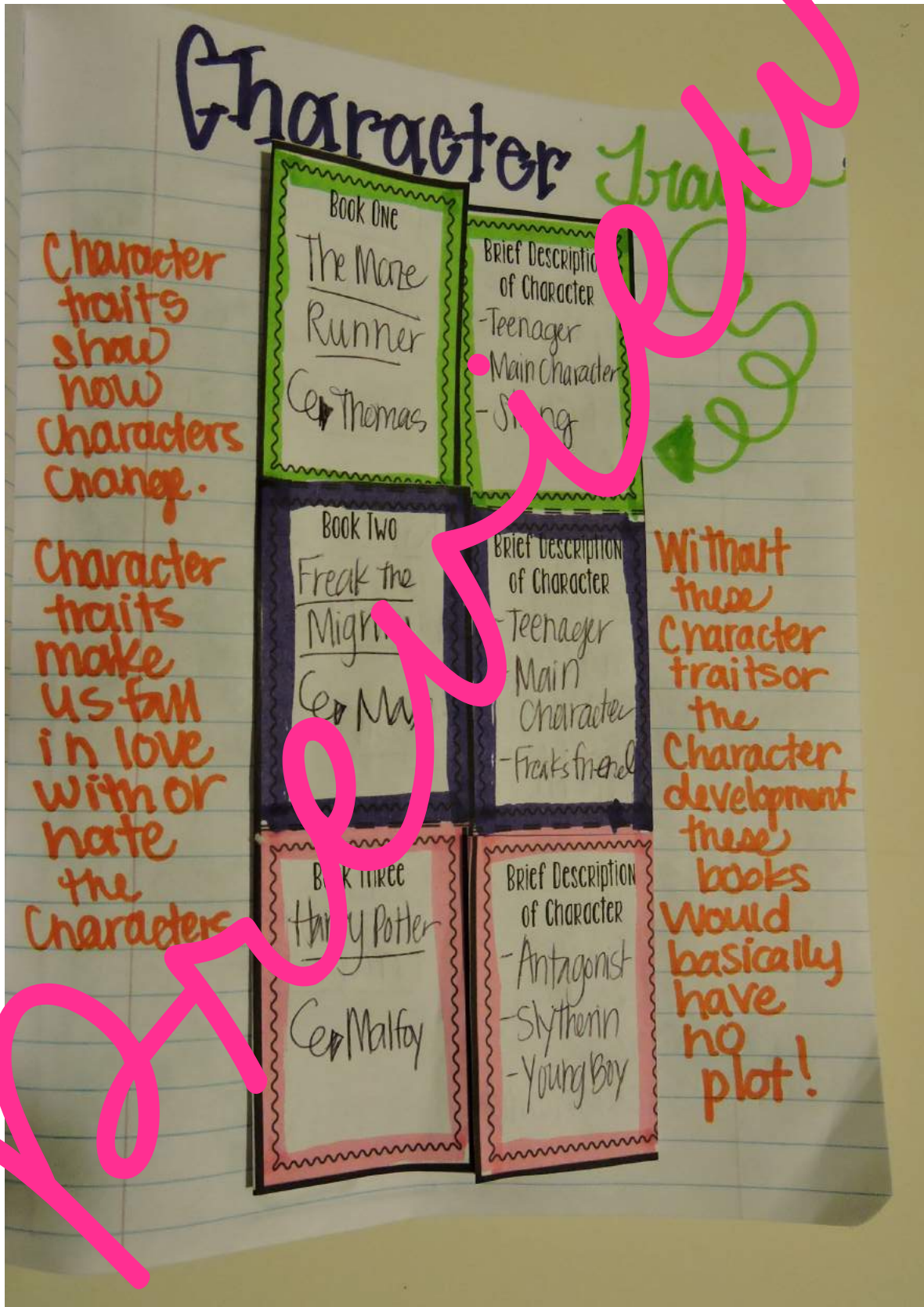
Character Traits

Character traits show how characters change.

Character traits make us fall in love with or hate the characters.

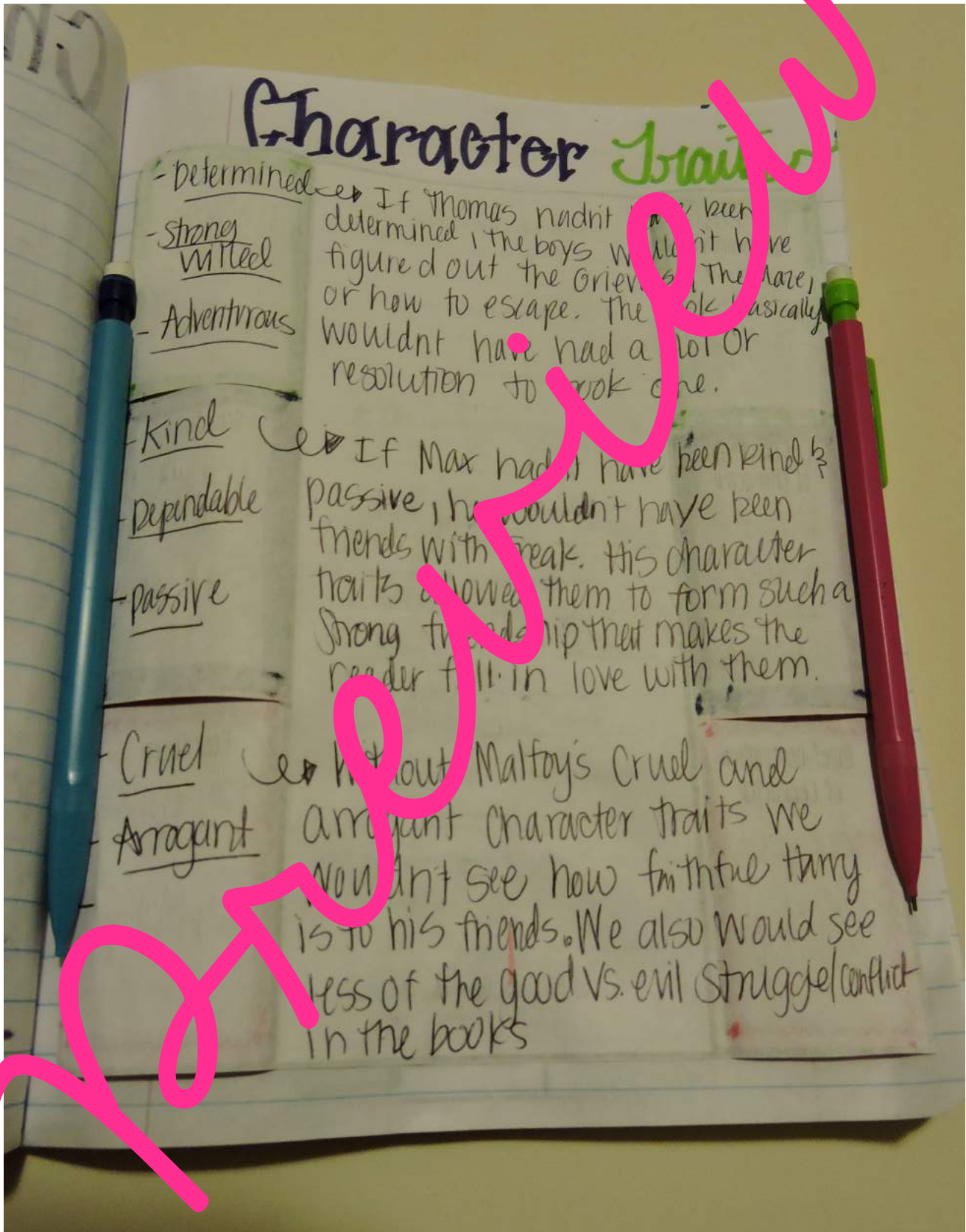
Book	Character	Brief Description of Character
Book One	The Maze Runner Cyrus Thomas	- Teenager - Main Character - Strong
Book Two	Freak the Mighty Cyrus / Max	- Teenager - Main Character - Freak's friend
Book Three	Harry Potter Cyrus / Malfoy	- Antagonist - Slytherin - Young Boy

Without these character traits or the character development these books would basically have no plot!



EXAMPLE

Why are character traits important?



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