<table>
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<th>RL.3.3</th>
<th>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</th>
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<td><strong>Strategy/Lesson Suggestions</strong></td>
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| **Character Pyramids:** Using the graphic organizer, students identify traits, relationships with other characters, behaviors and the problems those might create for the character and how the character changed in the book. Once those are established, discussion on how those traits explain the characters actions in the book can be fostered. Students should use evidence from the text to support their analysis. | Students read a story in a small group. Each student then creates a poster including a drawing of a character described in the story. Around the picture students add words or phrases that describe the characters feelings, traits, and motivations and how their actions contributed to the sequence of events in the story. Allow students to complete this task on a computer. Students collaborate with teammates to ensure each poster has similar attributes. Finally, students make a brief presentation as a group, with each child explaining his character. After the presentation, the class could discuss and evaluate the presentations. Grouping: Small group  
**Who am I?** Students read various short stories. They create a “Who am I?” paragraph with clues about the characters traits, motivations and actions in the story. Student first write clues on strips of paper, organize them from general to specific, and write them out in that order and read them aloud. Other students listen and guess who is described. Grouping: Pair, individual  
**Who am I? Variation.** After all students have created their list, rather than read them aloud, they crumble them up and on the teacher signal they throw them across the room. The students then grab a paper off the floor and on the teacher’s signal toss them again. This is repeated a third time. Then students open the last paper they picked up, read the clues, write who they believe the character is, and check with the author. Then students can participate in a whole group or small group discussion about the traits listed, and students can agree or disagree mentioning evidence from the text. Grouping: Small group, whole group |
| **Character Dolls.** Design paper dolls that are connected at the arms and legs. (There are many free templates online.) The first doll should be dressed or decorated with words to describe the character and their feelings. On the remaining dolls students should note with words or pictures the actions of that same character. After completing the character dolls, have students summarize the character’s actions and how they contributed to the sequence of events by using questions such as:  
1. Explain how _______feels when he/she learns what happened. How does that affect what he/she does next?  
2. Explain why the main character changes during the story. How does that influence what happens next in the story?  
3. Describe ____ (a character in the story). How did his/her actions contribute to the sequence of events in the story?  
4. Explain how the actions of ____ (a character in the story) influence what happens next. |  
| **Before and After.** Students sketch drawings or write words on the “Before” side of a t-chart to communicate the traits, feelings and motivations of the character near the beginning of the story. The teacher should determine where the student should read to, to complete the “before” section. Once the “before” is completed, the students can begin writing notes and sketching drawings of changes the character goes through. Students can also be assigned to write the page number of where in the text they noted the evidence to support their notes/drawings.  
**IEPC Imagine, Elaborate, Predict Confirm** Students close eyes and imagine the scene of characters and events using their senses. They then elaborate to a partner giving details of what they “see” in their minds. Using these details, partners make predictions or guesses about the next passage to be read. Students read to confirm or change their predictions about the passage. (Wood & Endres, 2004).  
| **References:**  