

Character Analysis

Student's Name: _____

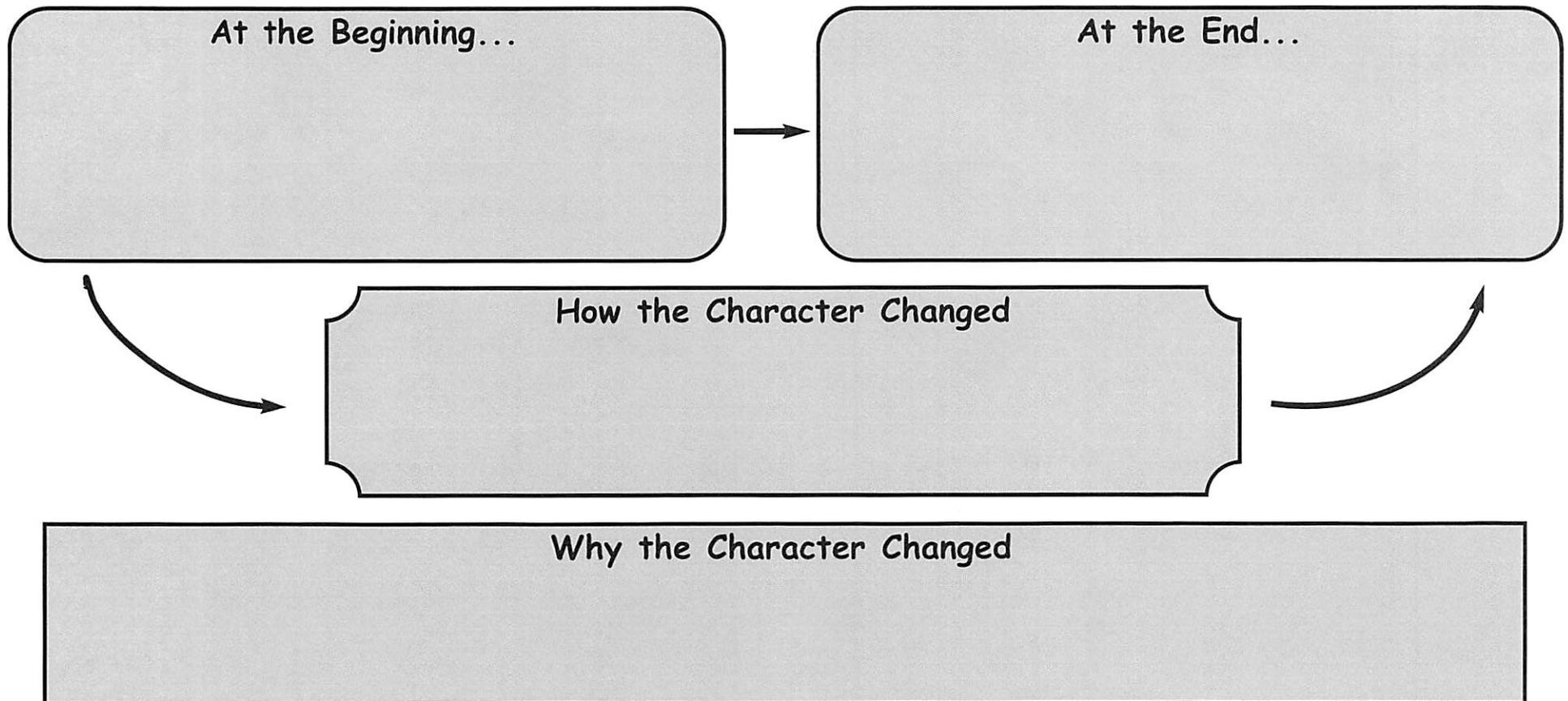
HOW AND WHY CHARACTERS CHANGE

Title of Text: _____

Author: _____

Character's Name: _____

Directions: Provide evidence from the story to support your conclusions.





Comprehension

C.001

Narrative Text Structure

Character Consideration

Objective

The student will describe characters.

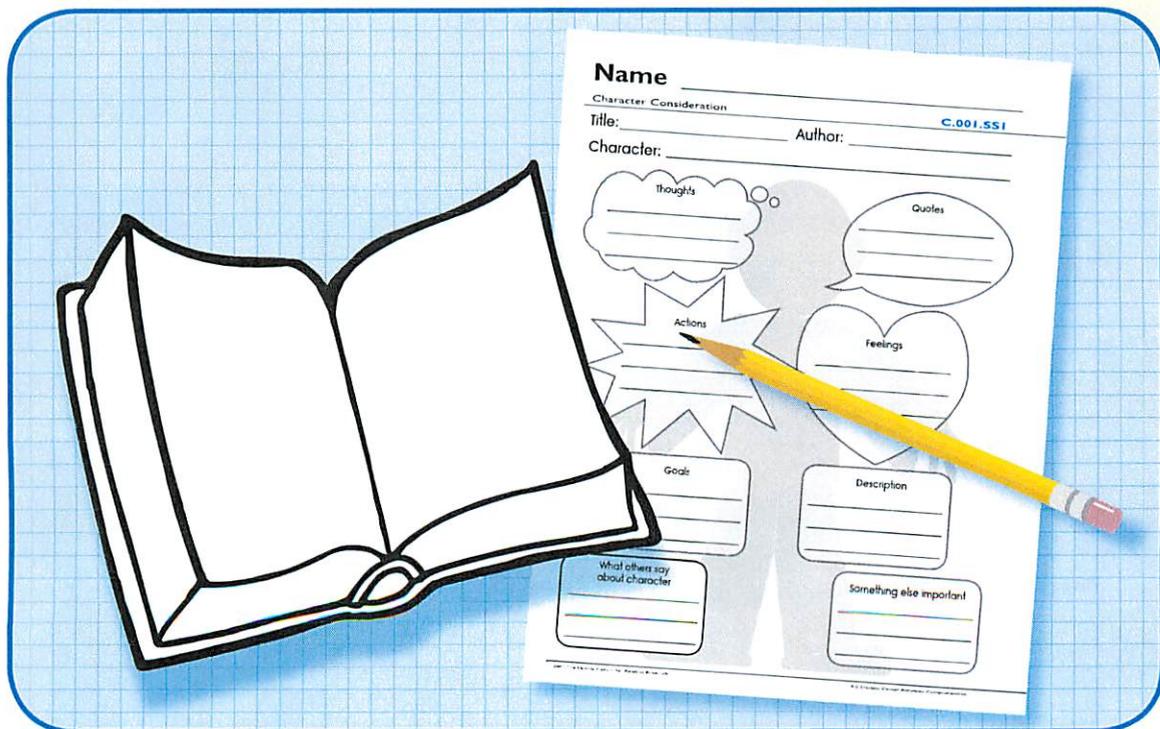
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
Choose text that features multiple characters.
- ▶ Student sheet (Activity Master C.001.SS1)
- ▶ Pencils

Activity

Students describe a character using a graphic organizer.

1. Provide each student with a copy of the text and a student sheet.
2. Students read or review the text.
3. Name the main characters in the story. (Each student selects a different character.)
4. Write the name of the selected character on the student sheet.
5. Describe the selected character by reading the prompts and recording answers.
6. Discuss the answers and how the role of the character contributes to the story.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Use other character maps (Activity Master C.001.SS2 and C.001.SS3).
- ▶ Answer questions from a selected character's viewpoint (Activity Master C.001.SS4).
- ▶ Describe a situation outside the story and how the character might react to it (e.g., how the character would react to losing a baseball game).

Name _____

Character Consideration

C.001.SSI

Title: _____ Author: _____

Character: _____

Thoughts

Quotes

Actions

Feelings

Goals

Description

What others say
about character

Something else important

Name _____

C.001.SS2

Character Consideration

Title: _____ Author: _____

Character: _____

A character analysis template for the first character. It features a jagged starburst shape on the left labeled "Actions". To its right is a cloud-shaped thought bubble labeled "Thoughts". Below the "Thoughts" bubble is a rounded rectangular box labeled "Trait" with a large number "1" on its left side. To the right of the "Thoughts" bubble is a circular speech bubble labeled "Quotes".

A character analysis template for the second character. It features a jagged starburst shape on the left labeled "Actions". To its right is a cloud-shaped thought bubble labeled "Thoughts". Below the "Thoughts" bubble is a rounded rectangular box labeled "Trait" with a large number "2" on its left side. To the right of the "Thoughts" bubble is a circular speech bubble labeled "Quotes".

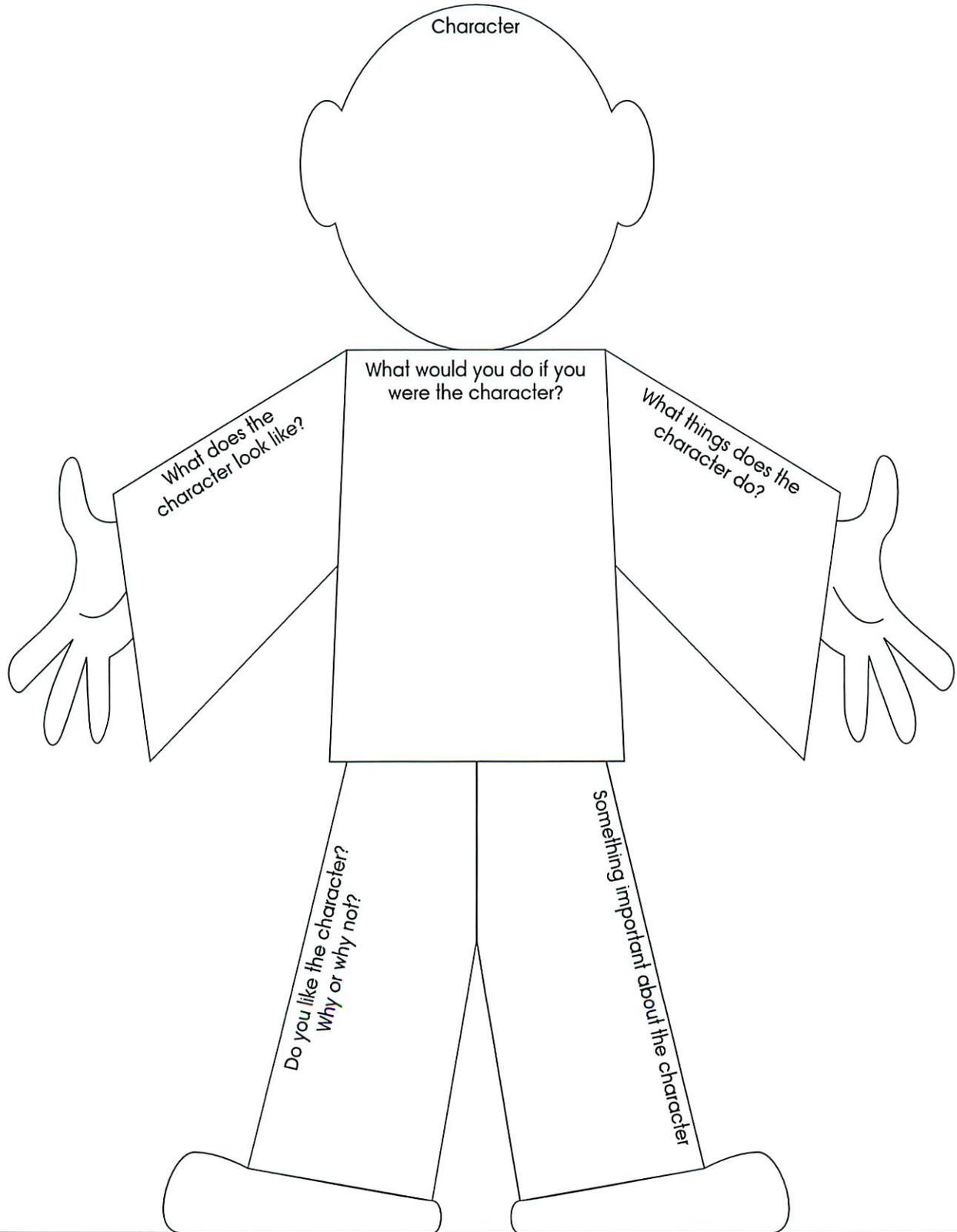
A character analysis template for the third character. It features a jagged starburst shape on the left labeled "Actions". To its right is a cloud-shaped thought bubble labeled "Thoughts". Below the "Thoughts" bubble is a rounded rectangular box labeled "Trait" with a large number "3" on its left side. To the right of the "Thoughts" bubble is a circular speech bubble labeled "Quotes".

Name _____

Character Consideration

C.001.SS3

Title: _____ Author: _____



Name _____

C.001.SS4

Character Consideration

Title: _____ Author: _____

How does the character think and feel about the event or problem?

How does the character feel about the outcome of the event or problem?

Event or problem

Character

How does the character react to the event or problem?



Character Connections

Objective

The student will identify similarities and differences between characters.

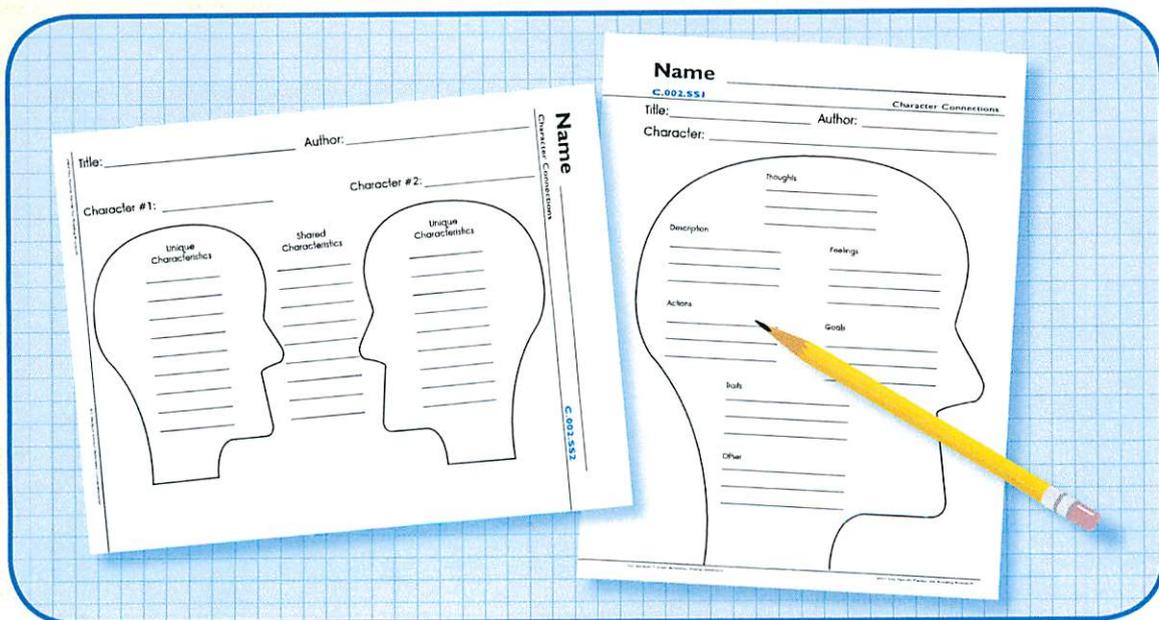
Materials

- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Character student sheet (Activity Master C.002.SS1)
- ▶ Character comparison student sheet (Activity Master C.002.SS2)
- ▶ Pencils

Activity

Students compare characters using a graphic organizer.

1. Provide each student with a copy of the text and a character student sheet. Provide students with one character comparison sheet that they will complete together.
2. The students read or review the text.
3. Name the characters in the story. (Each student selects a different character.)
4. Write the name of the selected character on the character student sheet. Write specific information about the character.
5. Discuss the unique and shared characteristics of the characters.
6. Write the unique characteristics of the characters and the shared characteristics on the character comparison sheet.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Use other graphic organizers to compare characters in the same story or different stories (Activity Masters C.002.SS3 and C.002.SS4).
- ▶ Discuss the perspective of two characters regarding an event (Activity Master C.002.SS5).
- ▶ Use a 3-way Venn diagram to compare three characters (Activity Master C.002.SS6).

Name _____

C.002.SSI

Character Connections

Title: _____ Author: _____

Character: _____

Thoughts

Description

Actions

Feelings

Goals

Traits

Other

Name _____

Character Connections

C.002.SS2

Title: _____ Author: _____

Character #1: _____ Character #2: _____

Unique Characteristics

Shared Characteristics

Unique Characteristics

Name _____

C.002.SS3

Character Connections

How are they alike?

Title: _____

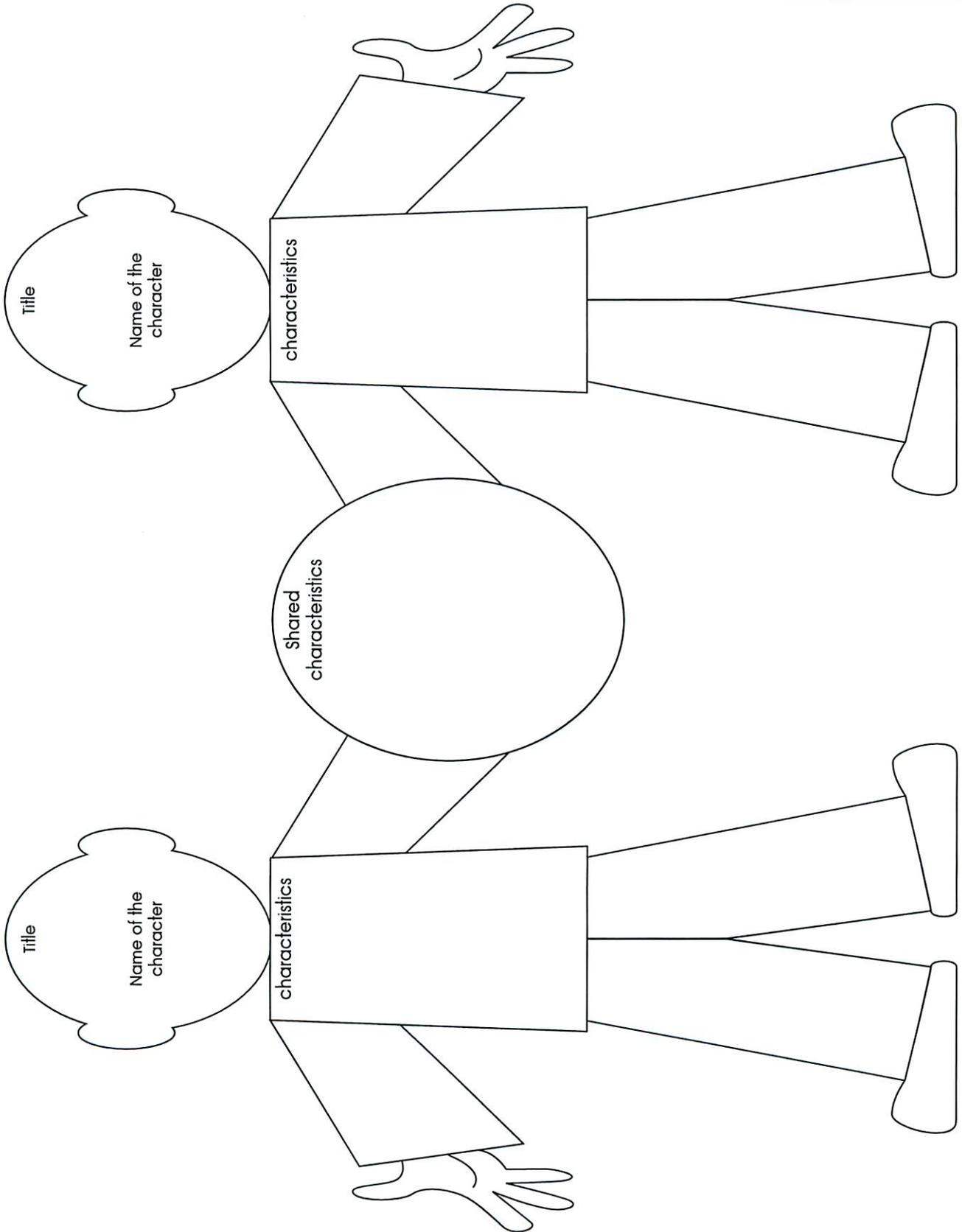
Character #1: _____

Title: _____

Character #2: _____

How are they different?

Name _____



Name _____

C.002.SS5

Character Connections

Title: _____ Author: _____

Character #2

How did the character feel, think, or react to the event or problem?

Event or Problem

Character #1

How did the character feel, think, or react to the event or problem?



Objective

The student will identify similarities and differences between characters.



Materials

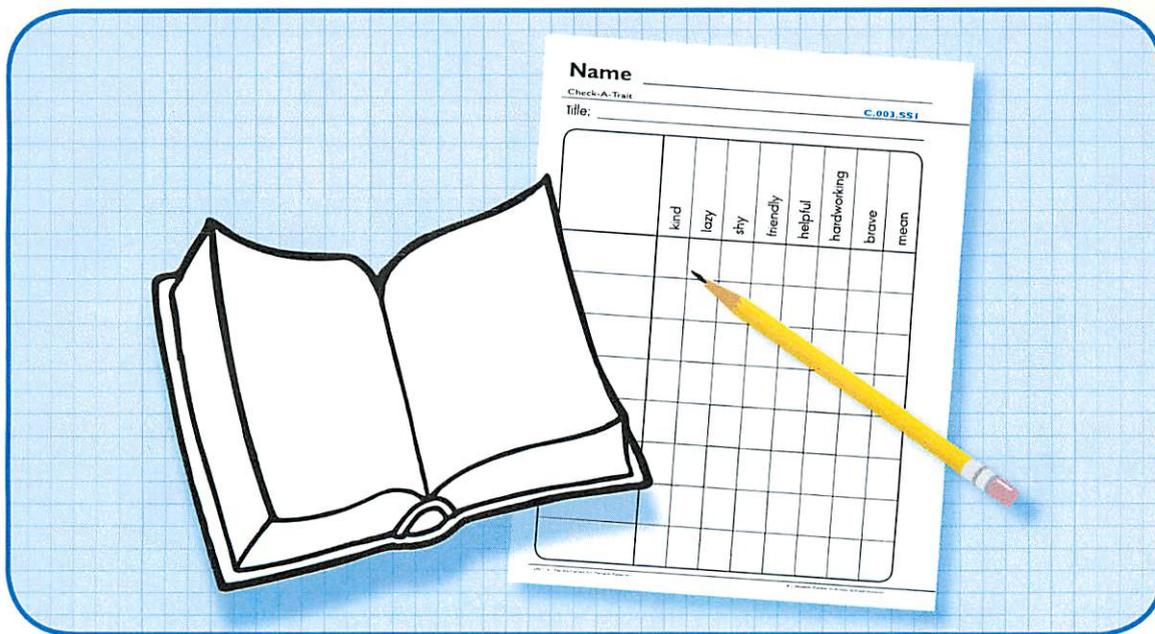
- ▶ Narrative text
Choose text within students' instructional-independent reading level range.
- ▶ Student sheet (Activity Master C.003.SS1)
- ▶ Pencil



Activity

Students indicate traits of characters by completing a grid.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads or reviews the text.
3. Writes the names of the characters in the boxes in the left column on the student sheet.
4. Reads the character traits in the top row.
5. Reads each name one at a time and places a check in each trait box that describes that character.
6. Selects two characters. Uses the back of the student sheet to write how they are similar or different based on the recorded information.
7. Teacher evaluation



Extensions and Adaptations

- ▶ List other traits and characters on the blank attribute grid (Activity Master C.003.SS2).
- ▶ Determine the strengths and weaknesses of a character (Activity Master C.003.SS3).
- ▶ Write riddles using traits and descriptors as clues. For example, Who was very thin, hardworking, very friendly, and liked apple trees? Johnny Applesed.

Name _____

Check-A-Trait

C.003.SSI

Title: _____ Author: _____

	kind	lazy	shy	friendly	helpful	hardworking	brave	mean

Name _____

C.003.SS2

Check-A-Trait

Title: _____ Author: _____

Name _____

Check-A-Trait

C.003.SS3

Title: _____ Author: _____

Character: _____

	Strength	Weakness	Why?
1. Solving problems	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
2. Facing challenges	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
3. Being curious	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
4. Getting along with others	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____
5. Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____ _____