

# Character Traits

created by David Fife

## Project Description:

This lesson begins as a class novel study to model the process of identifying main characters traits as well as the use of Kidspiration/Inspiration to produce a graphic organizer. Throughout the year students can continue to use this lesson format in small groups and independent reading response assignments. An excellent novel to use as the model is Stone Fox (however feel free to use any novel of your choice). After completing the reading as a class (amount read each day is also up to the classroom teacher) together the class will list the traits of the main character and describe examples from the story that highlight each. The final assignment will be to use a template to produce a graphic organizer for the main character's traits.

**Grade:** 3,4

**Subject(s)/Strand(s) Covered:** Language, Reading

**Estimated Time Frame:** 1-2 Weeks

**Computer Time Required:** 2-3 40 minute periods

**Computer Program(s) Used:** Kidspiration/Inspiration

**Prerequisite skills:** Knowledge of software, accessing shared directory, saving to personal directory, printing.

| NETS COVERED |                                                                                                                                                                                                                                                                                |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ✓            | 1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)                                                                                                                                        |
|              | 2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)                                                                                                                                                             |
|              | 3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)                                                                                                                                  |
| ✓            | 4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)                                                                                                   |
| ✓            | 5. Use technology tools (e.g. multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4) |

|   |                                                                                                                                                                                                                                                                            |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | 6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)                                                                              |
|   | 7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5,) |
| ✓ | 8. Use technology resources (e.g., calculators, data collection probes, videos, educational software for problem solving, self-directed learning, and extended learning activities. (5, 6)                                                                                 |
|   | 9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6,)                                                                                                                     |
|   | 10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)                                                                                                                                                  |

| <b>MINISTRY EXPECTATIONS COVERED</b> |                       |                                                                                                                                                                            |
|--------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | <b>Subject/Strand</b> | <b>Expectation</b>                                                                                                                                                         |
| Gr. 3                                | Language, Reading     | 3e29 - read a variety of fiction and non-fiction materials (e.g., chapter books, children's reference books) for different purposes;                                       |
| Gr. 3                                | Language, Reading     | 3e31 - read independently, using a variety of reading strategies;                                                                                                          |
| Gr. 3                                | Language, Reading     | 3e32 - express clear responses to written materials, relating the ideas in them to their own knowledge and experience and to ideas in other materials that they have read; |
| Gr. 3                                | Language, Reading     | 3e37 – identify and describe some elements of stories (e.g., plot, central idea, characters, setting);                                                                     |
| Gr. 3                                | Language, Reading     | 3e39 – begin to make inferences while reading;                                                                                                                             |
| Gr.4                                 | Language, Reading     | 4e27 - read a variety of fiction and non-fiction materials (e.g., short novels, myths, biographies, short articles) for different purposes;                                |
| Gr. 4                                | Language, Reading     | 4e30 - state their own interpretation of a written work, using evidence from the work and from their own knowledge and experience;                                         |
| Gr. 4                                | Language, Reading     | 4e35 – identify and describe elements of stories (e.g., plot, central idea, characters, setting);                                                                          |
| Gr. 4                                | Language, Reading     | 4e37 – make judgements about what they read on the basis of evidence;                                                                                                      |

## **Teaching/Learning (Lesson Outline)**

### **Materials:**

Class set of novel (or a minimum of 1 book/ 2 students), data projector or TV monitor attached to a PC, Teacher- created template (optional-students can begin from scratch)

1. Before beginning the novel, discuss the terms “main character” and “traits” with the class.
2. Tell the students that the class will be reading a novel together and their job is to identify the main character, personal traits and examples from the story that highlight that trait.
3. Read the novel as a class each day, summarizing what happened.
4. After completing the novel, begin a class discussion on the main character and any traits that he/she possessed. Record these on an overhead, chart paper or on the blackboard.
5. Have the students find examples from the novel that highlight each trait. List these as well. It is a good idea to have the students copy the information gathered to use in the computer lab.
6. Explain to students that they are going to be working with a template to input the information gathered about the main character using Kidspiration or Inspiration.
7. Show and discuss the Assessment of Information Technology and Expectation Rubric.
8. Demonstrate how to retrieve the template from the shared directory.
9. Students can add the text and any pictures to the template. After completing their work, they should save it to the shared directory or to their personal director and print it out.

### **Suggested Extension Activities:**

1. After completing the first activity as a class, students should be comfortable with the process where they create their own character map from scratch. This can be done after reading a novel independently or from reading in small groups.
2. Students can re-write parts of the text of the novel, changing the main character’s trait. These can then be presented as a dramatic reading.
3. Students can work in pairs to develop an interview with the main character discussing his/her traits and experiences.

**Assessment of Information Technology:**

| Skill                                                    | Needs Assistance | Some Assistance | Independently | Independently (peer tutor) |
|----------------------------------------------------------|------------------|-----------------|---------------|----------------------------|
| Accessing shared directory                               |                  |                 |               |                            |
| Using software tools appropriately                       |                  |                 |               |                            |
| Adding graphics                                          |                  |                 |               |                            |
| Adding text                                              |                  |                 |               |                            |
| Printing/Saving                                          |                  |                 |               |                            |
| Computer basics (eg. opening programs, logging on, etc.) |                  |                 |               |                            |

**Assessment of Ministry Expectations:**

| Criteria                                                                                 | Level 1                                       | Level 2                                                            | Level 3                                                                       | Level 4                                                                              |
|------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b><i>Reasoning</i></b><br>- retelling of traits                                         | Demonstrates limited understanding of traits. | Demonstrates some understanding of traits including some examples. | Demonstrates understanding of traits by including relevant details from text. | Demonstrates complete understanding of traits. Includes many examples from the text. |
| <b><i>Communication</i></b><br>- clarity, precision and effectiveness of ideas presented | Unable to communicate ideas.                  | Expresses ideas with some clarity.                                 | Expresses ideas effectively.                                                  | Expresses ideas clearly and effectively with supporting detail.                      |

## Suggested Report Card Comments for Information Technology:

Level 1: During our class novel study on \_\_\_\_\_, \_\_\_\_\_ demonstrated difficulty in identifying the main character's traits. He/She also experienced difficulty using the software program Kidspiration/Inspiration to produce a graphic organizer as a response project.

Level 2: During our class novel study on \_\_\_\_\_, \_\_\_\_\_ demonstrated some awareness of the main character's traits. He/She needed some assistance when using the software program Kidspiration/Inspiration to produce a graphic organizer as a response project.

Level 3: During our class novel study on \_\_\_\_\_, \_\_\_\_\_ Identified the main character's traits independently. He/She worked independently when using the software program Kidspiration/Inspiration to produce a graphic organizer as a response project.

Level 4: : During our class novel study on \_\_\_\_\_, \_\_\_\_\_ identified the main character's traits independently with clarity and precision. He/She worked independently when using the software program Kidspiration/Inspiration to produce a graphic organizer as a response project and acted as a peer tutor.

### Example of Template

