All About Me: Character Traits

It's all about me! In this lesson, students will identify character traits in a story and decide if they have the same traits. This lesson incorporates literature, writing, comparison skills, and social skills.

Learning Objectives

Students will identify adjectives that are common character trait words. Students will identify the traits of a main character in a story. Students will make a connection between the story's main character and their own personal traits.

Materials and Preparation

- I Like Myself! by Karen Beaumont
- Paper
- Pencils
- Markers or crayons
- Access to computers with a camera, optional

Key Terms

- characters
- traits
- comparing
- adjectives

Introduction (10 minutes)

- Begin the lesson by discussing characters. The goal of this is to define what a character is. Potential discussion questions include: Who is in your favorite book? What is a character in your favorite book? What are the traits, or qualities, that describe a character?
- Initiate a discussion about comparing characters, or finding what is the same or different between them.
- Ask one volunteer to give a list of adjectives, or descriptor words, about his favorite book character.

EL

- Beginning:
  - Have the class brainstorm a list of favorite characters. Record student responses on chart paper.
  - Have students share adjectives that describe a character. Include a visual or drawing of the adjective if possible.
- Intermediate:
  - Have students use adjectives to briefly describe a favorite character to a partner.
  - Provide an illustrated word bank of character traits or a bilingual glossary.

Explicit Instruction/Teacher Modeling (10 minutes)

- Read I Like Myself! to the class. Before you start, bring up questions for your students to consider. Potential questions include: What does the little girl say or do that lets you know that she is happy or creative? Do you do any of the things she does?
- Pause during the story to ask your students guided questions about what they think of her as they hear about her. For example: Do you think she is quiet? Do you think she is creative here? You can also poll the class about how many of them share the same traits.

EL

- Beginning:
  - List character traits that girl exhibits including cheerful, confident, creative, intelligent and unique
before reading the book with visuals if possible.
  - Have students give a thumbs-up if they see the main character exhibiting these traits during the book.

- **Intermediate:**
  - Have students respond to questions in partners.
  - Provide a list of character traits, and have students give a thumbs-up if they share the same trait.

### Guided Practice/Interactive Modeling (10 minutes)

- After reading the story, ask your class to list character trait words that describe the main character.
- Write them on the board.
- Have your students pair up and decide if any of the listed character trait words describe themselves.
- Ask them to come up with examples of things they do or say that support that. For example, if the main character in the story was considered to be creative, a student could say that she is also creative because she uses leaves to paint pictures.

**EL**

- **Beginning:** Prompt students to think about ways they are the same as the girl. Provide the sentence frame, "I am also ____ because ____.”
- **Intermediate:**
  - Have students write a character trait that they share with the character on an index card.
  - Have students find a partner who shares the same character trait. Students can share evidence of that trait using a complete sentence.

### Independent Working Time (10 minutes)

- In the bigger group, have your students list the character traits they talked about in pairs.
- Instruct your students to draw a representation on paper of the character traits they talked about. For example, if a student talked about being creative, have her draw a picture that represents her being creative.

**EL**

- **Beginning:**
  - Have students work in a teacher-led small group.
  - Guide students to choose a trait from the list that they share. Guide them in drawing a picture of evidence of themselves exhibiting that characteristic.
- **Intermediate:** Model how to choose a character trait that you share and how to draw a picture of yourself exhibiting the trait using the words in the word bank.

### Differentiation

- **Enrichment:** Have your students come up with traits that were not demonstrated in the book. Ask them to explain whether or not they have those traits.
- **Support:** Give your students a prewritten list of traits to use for spelling or copying, or have preprinted words that the students can cut and paste onto their papers. Use trait words that the students may have already seen before.

### Technology Integration

- As an extra project, you can ask your students to create a digital project on their computers. Have them take a "selfie" through the Comic Life (or similar) program.
- Ask them to either type or write out a list of personal traits that describe themselves.
- Have your students print out the picture and paste the words onto it.
Assessment *(5 minutes)*

- Circulate throughout the room to view responses and assist as needed. Ensure that the students' pictures match up with the character traits they chose.

**EL**

- **Beginning:** Ask students to tell you one character trait that they share with the character using the sentence frame.
- **Intermediate:** Ask students to share one way that they are the same as the main character, and one way that they are different.

**Review and Closing (5 minutes)**

- Have your students move to one side of the room if they had two or three characteristics in common with the main character.
- Have your students move to the other side of the room if they had one or zero characteristics in common with the main character.
- Invite one volunteer from each side to elaborate, and ask for supporting examples from the story to demonstrate why a character trait was shared or not shared.
- Remind your students that not everyone has to have the same character traits.

**EL**

- **Beginning:** Have students act out a character trait before instructing them to move depending on whether or not they share the trait.
- **Intermediate:** Have students turn and talk with a partner about examples of how they show the character trait before sharing with the whole group.