

## Analyzing Character, Trait, Action, Motive

CCSSRL3 competence: analyze character traits and explain how their actions contribute to the sequence of events.

Assessment: Students will independently analyze the characters in a story, charting character, action, trait, motive.

Advanced Students will write a letter from one of the characters in a story, explaining motive for an action and how the character's actions show a trait.

<b>Monday Preview Model Interest</b>	<b>Tuesday Model and GUIDE</b>	<b>Wednesday GUIDE and go farther</b>	<b>Thursday ASSESS and Clarify</b>	<b>Friday Fix Go Deeper Finish well</b>										
<p>T: Read part of story aloud. Think out loud: how do the actions show traits.</p> <p>S: WE DO—guided then collaboratively: Draw 1 character, give picture to another student. And ask that student to Infer who is pictured and tell a trait the picture shows.</p> <p>S: You do independently-- Assessment: Write directions—how to figure out a character's traits.</p>	<p>T: Make chart: trait and actions—based on story.</p> <p>S: WE DO—guided then collaboratively: Read story, choose character, chart trait and evidence—what action shows trait.</p> <p><u>character</u></p> <table border="1"> <tr> <td>Trait</td> <td>Action</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>S: You do independently-- Assessment: Write a sentence that explains your chart.</p>	Trait	Action			<p>T: Explain that motive is a reason for an action—that while a trait affects what a person does, the action is based on the situation—and the trait --with example from real life and a story.</p> <p>S: WE DO—guided then collaboratively: Read more of the story, make chart for a character's action and motive.</p> <p><u>character</u></p> <table border="1"> <tr> <td>Trait</td> <td>Action</td> <td>motive</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>S: You do independently-- Assessment: Write an answer with an example: What is the difference between a motive and a trait?</p>	Trait	Action	motive				<p>S: You do independently--</p> <p>Read new part of passage or another passage.</p> <p>Make chart: Person Traits Actions Motives.</p> <p>T: Check and clarify, extend—responding to identified needs, including students needing challenge to advance.</p>	<p>Independent Students: Write a letter from one of the characters in the story completed on Thursday. Tell your motive for an action you took. Explain how your actions show a trait.</p> <p><i>T: Students needing assistance: analyze an actual event; use graphic organizer to show what person did, infer motive, infer what traits that showed. Then revisit the story and complete chart for a different character in that story.</i></p>
Trait	Action													
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