



### Objective

The student will identify similarities and differences between characters.

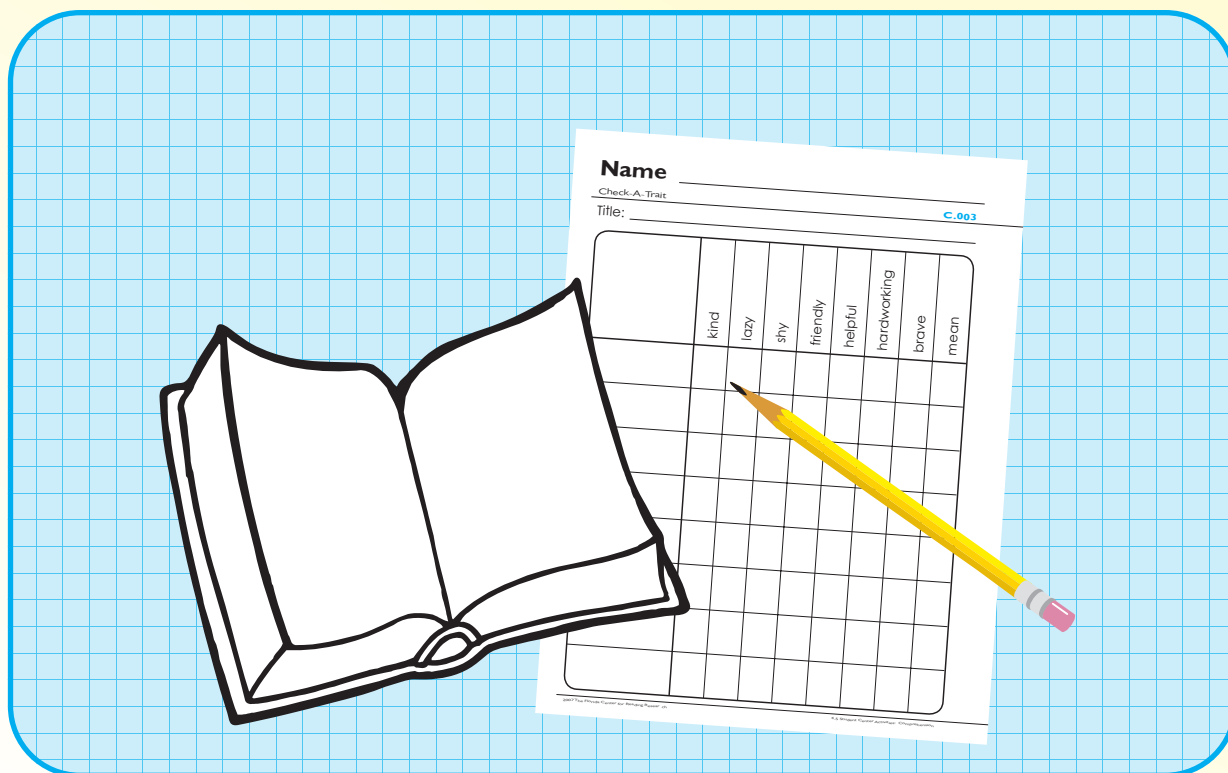
### Materials

- ▶ Narrative text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Student sheet
- ▶ 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.
- ▶ Determine the strengths and weaknesses of a character.
- ▶ Write riddles using traits and descriptors as clues. For example, Who was very thin, hardworking, very friendly, and liked apple trees? Johnny Appleseed.

# Name \_\_\_\_\_

Check-A-Trait

C. 003

Title: \_\_\_\_\_ Author: \_\_\_\_\_

	kind	lazy	shy	friendly	helpful	hardworking	brave	mean

Name \_\_\_\_\_

C. 003

Check-A-Trait

Title: \_\_\_\_\_ Author: \_\_\_\_\_


Name \_\_\_\_\_

Check-A-Trait

C. 003

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"/>	_____ _____ _____ _____