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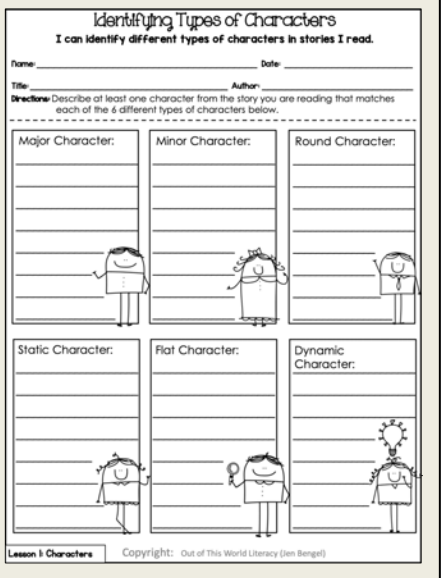
Jen Bengel

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Day 1


Identifying Types of Characters

I can identify different types of characters in stories I read.

Name: _____ Date: _____

Title: _____ Author: _____

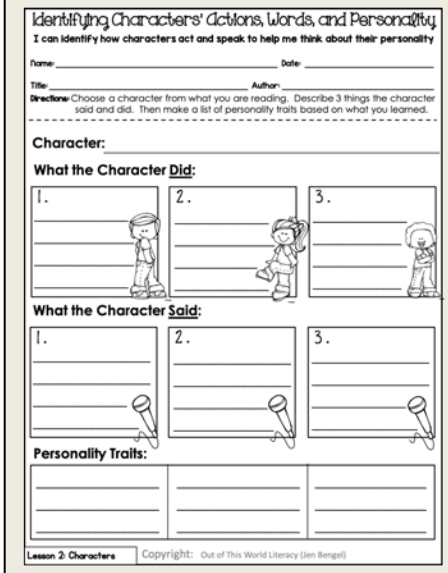
Directions: Describe at least one character from the story you are reading that matches each of the 6 different types of characters below.

Major Character: | Minor Character: | Round Character:

Static Character: | Flat Character: | Dynamic Character:

Lesson 1 Characters Copyright: Out of This World Literacy (Jen Bengel)

Day 2


Identifying Characters' Actions, Words, and Personality

I can identify how characters act and speak to help me think about their personality

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Choose a character from what you are reading. Describe 3 things the character said and did. Then make a list of personality traits based on what you learned.

Character: _____

What the Character Did:

1. 2. 3.

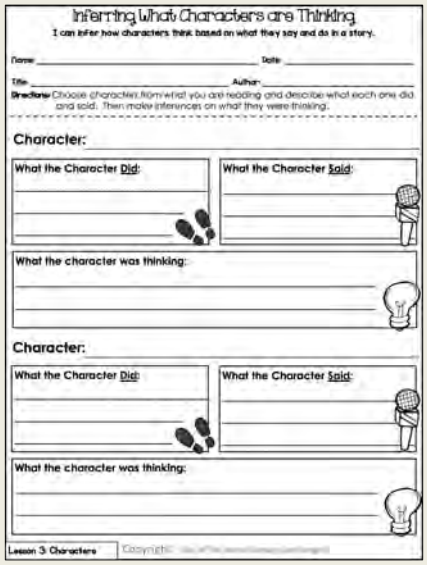
What the Character Said:

1. 2. 3.

Personality Traits:

Lesson 2 Characters Copyright: Out of This World Literacy (Jen Bengel)

Day 3


Inferring What Characters are Thinking

I can infer how characters think based on what they say and do in a story.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Choose characters from what you are reading and describe what each one did and said. Then make inferences on what they were thinking.

Character: _____

What the Character Did: | What the Character Said:

What the character was thinking:

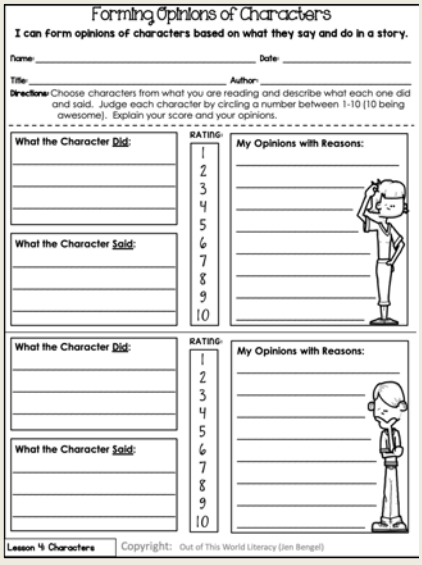
Character: _____

What the Character Did: | What the Character Said:

What the character was thinking:

Lesson 3 Characters Copyright:

Day 4


Forming Opinions of Characters

I can form opinions of characters based on what they say and do in a story.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Choose characters from what you are reading and describe what each one did and said. Judge each character by circling a number between 1-10 (10 being awesome). Explain your score and your opinions.

What the Character Did: | RATING: 1 2 3 4 5 6 7 8 9 10 | My Opinions with Reasons:

What the Character Said:

What the Character Did: | RATING: 1 2 3 4 5 6 7 8 9 10 | My Opinions with Reasons:

What the Character Said:

Lesson 4 Characters Copyright: Out of This World Literacy (Jen Bengel)

Day 5


Making Predictions About Characters

I can use what I know about characters to make predictions about what they might do next.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Choose 3 characters. Describe what you know about each. Then make a prediction about what you think each character may do next.

Character: _____

What the Character Did: | My Prediction:

Character: _____

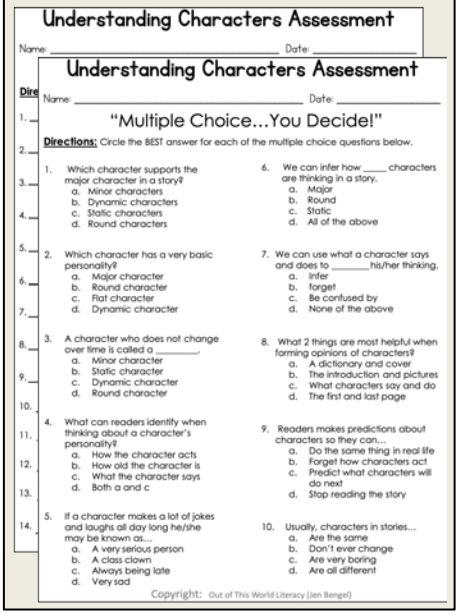
What the Character Did: | My Prediction:

Character: _____

What the Character Did: | My Prediction:

Lesson 5 Characters Copyright:

Assessments


Understanding Characters Assessment

Name: _____ Date: _____

Understanding Characters Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

Directions: Circle the BEST answer for each of the multiple choice questions below.

1. Which character supports the major character in a story?
   a. Minor characters
   b. Dynamic characters
   c. Static characters
   d. Round characters

2. Which character has a very basic personality?
   a. Major character
   b. Round character
   c. Flat character
   d. Dynamic character

3. A character who does not change over time is called a _____.
   a. Minor character
   b. Static character
   c. Dynamic character
   d. Round character

4. What can readers identify when thinking about a character's personality?
   a. How the character acts
   b. How old the character is
   c. What the character says
   d. Both a and c

5. If a character makes a lot of jokes and laughs all day long he/she may be known as...
   a. A very serious person
   b. A class clown
   c. Always being late
   d. Very sad

6. We can infer how _____ characters are thinking in a story.
   a. Major
   b. Round
   c. Static
   d. All of the above

7. We can use what a character says and does to _____ his/her thinking.
   a. Infer
   b. forget
   c. Be confused by
   d. None of the above

8. What 2 things are most helpful when forming opinions of characters?
   a. A dictionary and cover
   b. The introduction and pictures
   c. What characters say and do
   d. The first and last page

9. Readers makes predictions about characters so they can...
   a. Do the same thing in real life
   b. Forget how characters act
   c. Predict what characters will do next
   d. Stop reading the story

10. Usually, characters in stories...
    a. Are the same
    b. Don't ever change
    c. Are very boring
    d. Are all different

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See more detailed Comprehension Mini Lessons clicking the link now



Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

Each of the 36 comprehension skills includes 5 mini lessons

The Mini Lessons: Problem & Solution

**please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)

LESSON 1 *Define and identify problems*	Readers define what problems and solutions are in a text so they identify them during reading.
LESSON 2 *Thinking deeper about problems*	Readers identify problems in a story so they can think about possible reasons for them happening.
LESSON 3 *Predicting Solutions*	Readers identify problems in a story so they can predict possible solutions during reading.
LESSON 4 *Inferring Other Problems and Solutions*	Readers use what they know and what the text says to infer other possible problems and solutions that could be in the story.
LESSON 5 *Making Connections to Problems and Solutions*	Readers make connections to problems and solutions so they can decide how they might act in the story.

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COMPLETE lessons with teacher suggested language and sample anchor charts

Readers make connections between the text and things they know about the world so they can understand their own world even better.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by explaining how important it is for readers to be making connections between the texts they've already read and the world around them. If you need help describing making connections, use this language.

   Readers are always making connections as they read. Making a connection means they are comparing a part they are reading in the text to something else. There are lots of different types of connections readers can make. Today we are going to talk about the type of connection called text-to-world. This is when readers make connections between a text they are reading and something they know that's going in the world. It can be something happening in your neighborhood, school, city, state, country, or even the whole world! Many times our brains are reminded of things from our world when we read. Our brain is making a connection without us really having to do anything! Pretty cool. Let's try a few text-to-world connections.
4. After you have established a good definition of text-to-world connections, use a mentor text you have already read to the class. Reread a part of the mentor text aloud and stop to share your thinking of a connection you made to the world. Write down that part from the text and your world connection. Think about how the connection helps you understand the world better and write that in the 3rd column.
5. Invite students to think about another text-to-world connection using either the same mentor text or another you've already read to the class. Do some more modeling if needed. Invite students to share connections and fill in the 2nd example on the anchor chart as students take notes as well.
6. Invite students to turn and talk about a 3rd text-to-world connection. This time ask students to turn and talk with a partner about a world connections. Call on students to share. Write their answers on the class anchor chart.
7. Tell students that they will be working on sharing their text-to-world connections during independent reading today. Pass out the student page. Go over directions. Ask them to bring their completed work to the share at the end of the reading workshop.

Sample Anchor Chart

*** Teacher ideas to start the lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers make connections between the text and things they know about the world so they can understand their world even better.

TEXT-TO-WORLD CONNECTIONS:	HOW I UNDERSTAND MY WORLD BETTER:
*** Complete the anchor chart by adding ideas from the class as they share during the lesson	

Lesson 3: Making Connections

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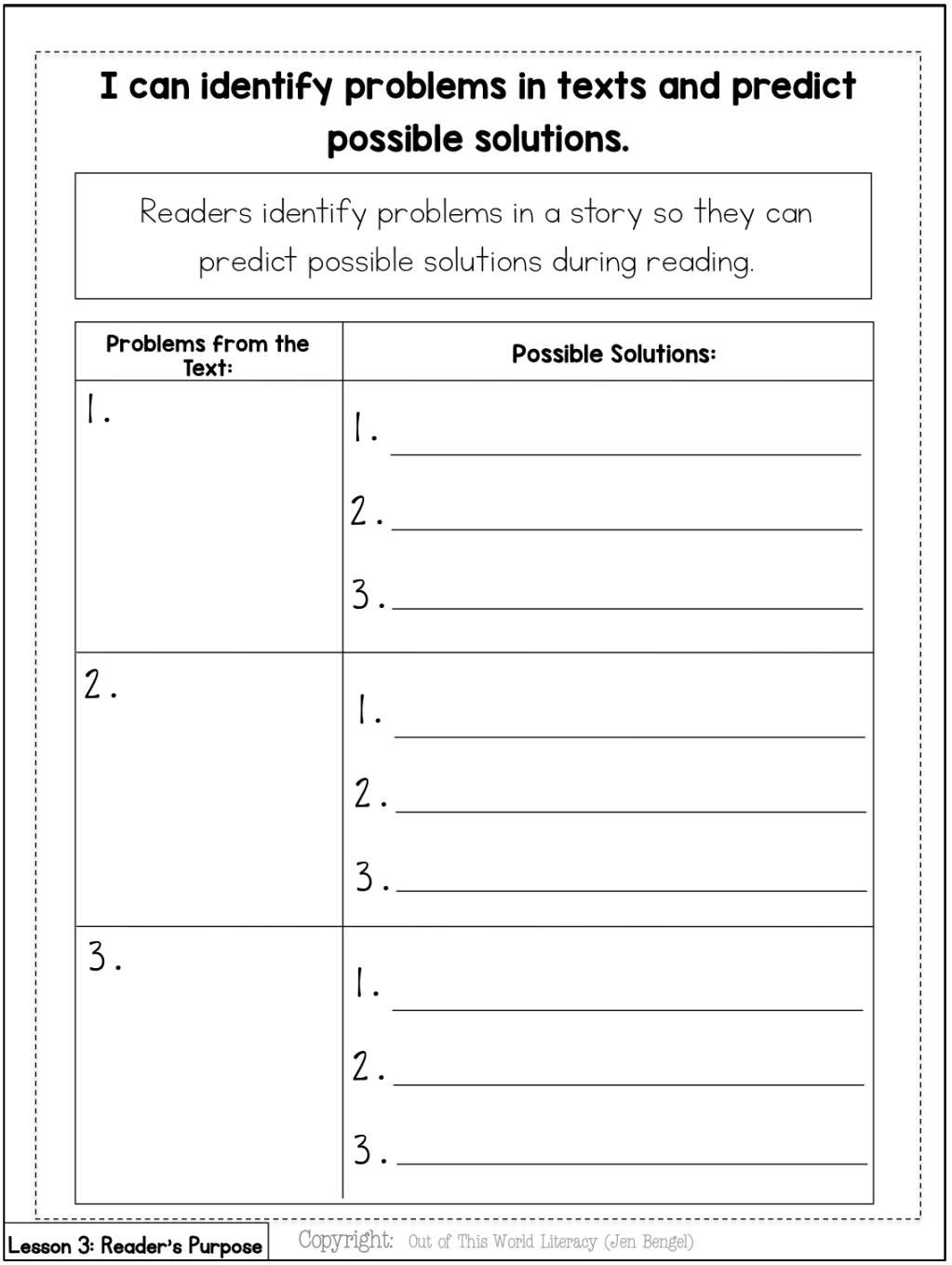
Student work pages to use with *any* book they are reading independently



I can identify problems in texts and predict possible solutions.

Readers identify problems in a story so they can predict possible solutions during reading.

Problems from the Text:	Possible Solutions:
1.	1. _____ 2. _____ 3. _____
2.	1. _____ 2. _____ 3. _____
3.	1. _____ 2. _____ 3. _____

Lesson 3: Reader's Purpose

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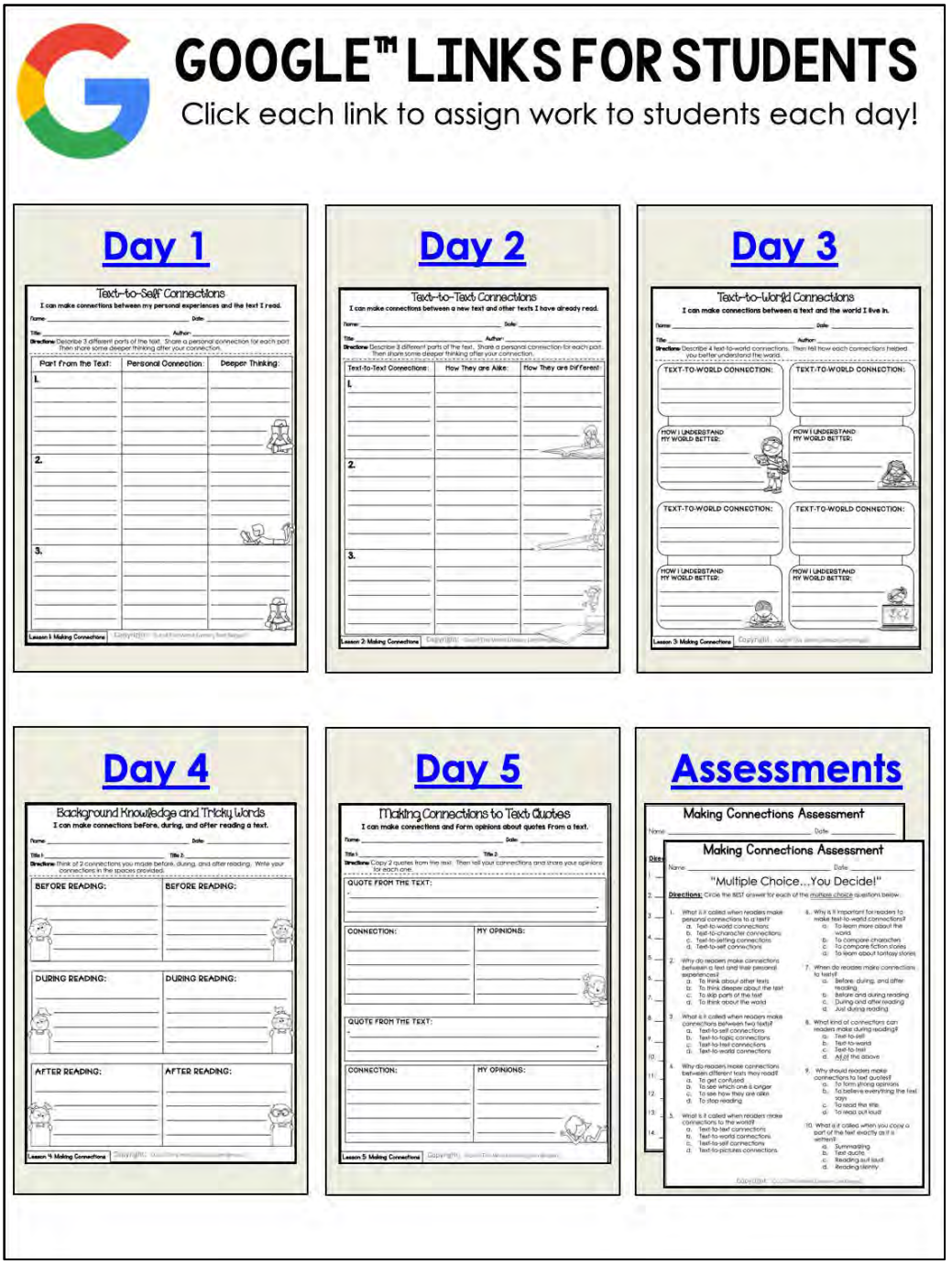
Google digital links for all student pages, including assessments



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Small group reteaching table cards

1. What is a problem in the story? How do you know?
2. What can you predict as a solution to the problem?
3. What makes you think this is a good solution to the problem? Tell me more.
4. What might happen if readers never make predictions during reading?

Lesson 3: Reader's Purpose

This World Literacy (Jen Bengel)

I can identify problems in texts and predict possible solutions.



Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

See what teachers are saying!

★★★★★ Extremely satisfied

I always felt that the resources provided for me didn't provide enough scaffolding and practice for students to really get their minds wrapped around the focused target skill. I was able to match each of these units with our weekly lessons and teach each strand to a much deeper level.

The format provided allowed for whole group and small group practice which was ideal and now I don't need to create extra practice. I am so pleased with this purchase.

★★★★★ Extremely satisfied

Thank you!! I needed lessons like these to enrich the mandatory curriculum I am required to teach. These are perfect for mentor picture books and I like that I can use them in small groups or whole group.

★★★★★ 5.0

So amazingly helpful! I am so grateful for your webinars and the way you are so methodical in teaching step-by-step. I am a second year 5th grade teacher and I struggle knowing how to word breaking down different comprehension skills. This takes all the guesswork out of it and I'm left with solid, effective comprehension instruction that I can tailor to the needs and interests of my students. Thank you so much for what you do! I have learned so much from your teaching.

Mini Units for Mastery Mega Bundle

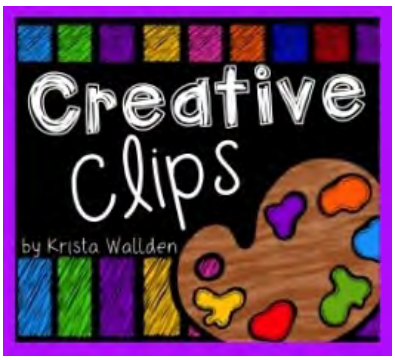
(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

Thank you so much to these amazing artists, whose work is found in this resource!!







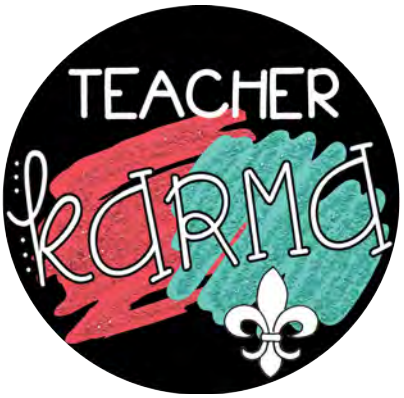
















Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, understanding characters. The lessons are very specific and focus on 5 angles of understanding characters that you will have the option to teach to your whole class, in a small group, or one-on-one in a reading conference to cover a specific skill if you notice a student struggling.

By teaching each mini lesson specifically, you can model to young readers how to think specifically about a text before, during, and after reading. You will also provide students with the opportunity to interact with the mentor texts during the lesson, sharing their thinking as they talk with partners and listen to others' ideas during the lesson.

Using this type of interactive mini lesson framework while intentionally teaching a specific comprehension skill has been researched as a best practice approach to helping young readers understand and practice the importance of reading comprehension as they read text.

Included in this Resource:

1. 5 mini lesson statements and detailed teaching instructions for teaching how to understand characters.
2. 5 sample mini lesson anchor charts (your anchor charts will look different based on the mentor texts you choose to use and the responses from your students, but you can use the same outline as provided).
3. 'I Can' statement cards for each lesson. These are great to post in the room, at a literacy station, glued into readers' notebooks, or posted at a small group table.
4. Blank anchor chart pages for students. These can be glued into reader's notebooks in a mini lesson section. Students can complete them during the lesson and have a record of learning kept safely in their notebooks to reference anytime!
5. 5 graphic organizers for independent activities that match each of the 5 mini lessons. These can be used with any text students are reading and can be used over and over again. They are great for assessment!
6. Short comprehension quizzes on understanding characters to administer after the 5 lessons are completed. Answer keys are provided!
7. A certificate of mastery you can give students to build their confidence and tell them you think they are ready for the test!
8. 14 different styles of brag tags for rewarding students for all their hard work and learning.

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The Mini Lessons: Understanding Characters

**please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)

LESSON 1 *Identify types of Characters*	Readers identify different types of characters so that they can understand the role each character plays in a story.
LESSON 2 *Identify Words and Actions*	Readers identify how characters act and speak so that they can understand the personality of each character.
LESSON 3 *Infer Character Thoughts*	Readers identify what characters do or say so that they can infer what each character may be thinking at that time in the story.
LESSON 4 *Critique Characters*	Readers form opinions of characters actions and words so that they can describe whether they agree or not with the characters' choices.
LESSON 5 *Predicting Character Behavior*	Readers use what they know about characters so that they can predict what else each character might say or do in the story.

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Section One: Teacher Pages

INCLUDED IN THIS SECTION:

1. Lesson Planning Pages for all 5 Lessons

1. Sample Anchor Charts for each Lesson

1. 'I Can' Statement Cards with specific teacher questions for Every Lesson (Color and B/W versions)

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Readers identify different types of characters so that they can understand the role each character plays in a story.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Introduce the lesson by explaining how stories have different types of characters. Each type of character places an important role in the story.
3. Go through the different types of characters by thinking aloud, and writing the information on your class anchor chart. Invite students to help with ideas and encourage them to take notes on their student pages as well.
4. Use a mentor text you have already read to the class to find examples of each type of character you just described to the class. Add each characters' name in the third column under your class examples.
5. Have a class discussion about each character as you complete the chart, inviting students to turn and talk with partners so that everyone is involved in the lesson.
6. Tell students that they will be working on identifying characters and the type each one is from the book they are reading. Pass out the student page. Go over directions. Ask them to bring their completed work to the share at the end of the reading work time.

Sample

Sample Anchor Chart

*** Teacher ideas to start the lesson are in red. Students will add their ideas and add them to the anchor chart during the lesson.

Readers identify different types of characters so that they can understand the role each character plays in a story.

Type of Character:	Role in Story:	Class Examples:
1. Major or central	1. BIG character that is part of the problem and solution in the story	*** Finish the anchor chart by adding ideas from the class as they share during the lesson
2. Minor characters	2. Smaller characters that support the major characters. They help move the event along in a story.	
3. Dynamic	3. A character who changes over time. Many dynamic characters are the major characters in a story.	
4. Static	4. A character who does not change over time. They stay the same.	
5. Round	5. A character with a big personality that sometimes faces lots of troubles	
6. Flat	6. A character that seems to only have one personality. Very basic.	

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I can identify different types of characters in stories I read.

Sample

1. How can you find the major/minor characters in a story?

2. How can you tell if a character is a dynamic or static character?

3. How can you tell if a character is a round or flat character?

4. Why is it important for readers to identify types of characters in a story?

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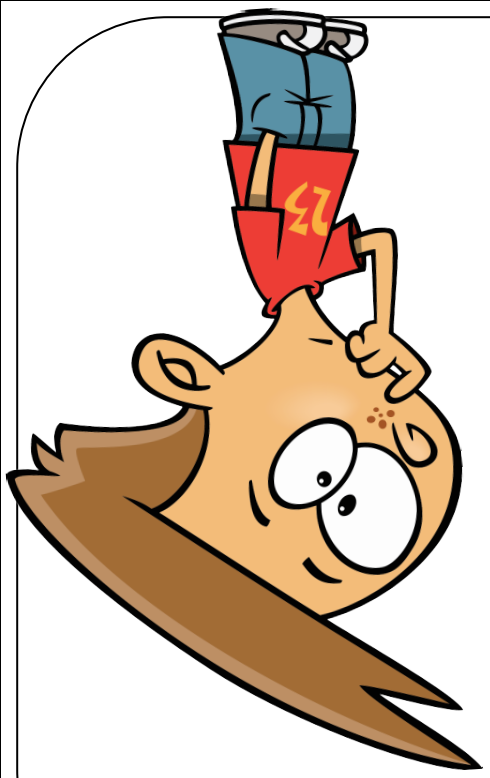

I can identify different types of characters in stories I read.

Sample

1. How can you find the major/minor characters in a story?

2. How can you tell if a character is a dynamic or static character?

3. How can you tell if a character is a round or flat character?

4. Why is it important for readers to identify different types of characters in a story?

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Section Two: Student Pages

INCLUDED IN THIS SECTION:

1. Blank Anchor Chart Pages for students to take notes during the mini lesson. (these are great for gluing into reader's notebooks!)

1. 5 Graphic Organizers for Independent Practice after Every Lesson
2. A Comprehension Quiz

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I can identify different types of characters in stories I read.

Readers identify different types of characters so that they can understand the role each character plays in a story.

Type of Character:	Role in Story:	Class Examples:
1.		
2.		
3.		
4.		
5.		
6.		

Sample

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Identifying Types of Characters

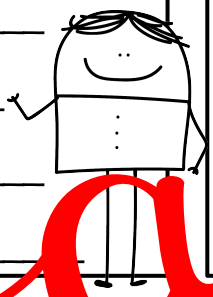
I can identify different types of characters in stories I read.

Name: _____ **Date:** _____

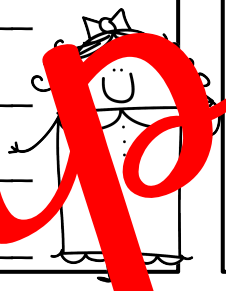
Title: _____ **Author:** _____

Directions: Describe at least one character from the story you are reading that matches each of the 6 different types of characters below.

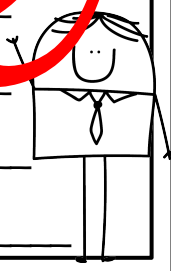
Major Character:



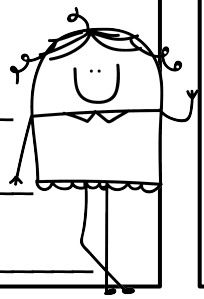
Minor Character:



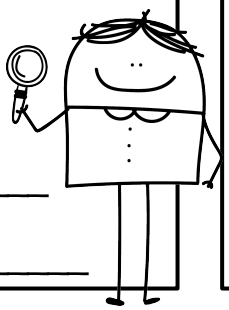
Round Character:



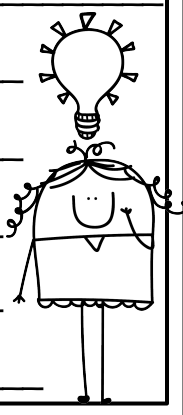
Static Character:



Flat Character:



Dynamic Character:



Sample

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Understanding Characters Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

Directions: Write 'F' for false or 'T' for true next to each statement.

1. ____ The BIG character in a story is called the major character.

2. ____ Flat characters support the major characters and help move the story along.

3. ____ Many dynamic characters are the major characters in a story.

4. ____ A character who does not change over time is called a dynamic character.

5. ____ A round character has a big personality that sometimes causes lots of troubles.

6. ____ A character with just one personality is called a flat character.

7. ____ Readers cannot think about a character's personality.

8. ____ A character who yells a lot probably has a short temper.

9. ____ We can use what characters say and do to consider how they are thinking.

10. ____ We can only make inferences about major characters in a story.

11. ____ Readers can form opinions about all the characters in a story.

12. ____ Forming opinions will help us create our own ideas about the characters.

13. ____ Every reader should have the same opinion of the characters in a story.

14. ____ It is helpful to use what a character does in a story to make predictions.

Sample

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Understanding Characters Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

Directions: Circle the BEST answer for each of the multiple choice questions below.

1. Which character supports the major character in a story?
   a. Minor characters
   b. Dynamic characters
   c. Static characters
   d. Round characters

2. Which character has a very basic personality?
   a. Major character
   b. Round character
   c. Flat character
   d. Dynamic character

3. A character who does not change over time is called a _____.
   a. Minor character
   b. Static character
   c. Dynamic character
   d. Round character

4. What can readers identify when thinking about a character's personality?
   a. How the character acts
   b. How old the character is
   c. What the character says
   d. Both a and c

5. If a character makes a lot of jokes and laughs all day long he/she may be known as…
   a. A very serious person
   b. A class clown
   c. Always being late
   d. Very sad

6. We can infer how _____ characters are thinking in a story.
   a. Major
   b. Round
   c. Static
   d. All of the above

7. We can see what a character says and does to _____ his/her thinking.
   a. Infer
   b. Forget
   c. Be confused by
   d. None of the above

8. What 2 things are most helpful when forming opinions of characters?
   a. A dictionary and cover
   b. The introduction and pictures
   c. What characters say and do
   d. The first and last page

9. Readers makes predictions about characters so they can…
   a. Do the same thing in real life
   b. Forget how characters act
   c. Predict what characters will do next
   d. Stop reading the story

10. Usually, characters in stories…
    a. Are the same
    b. Don't ever change
    c. Are very boring
    d. Are all different

Sample

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the art of Understanding Characters

_____

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

Sample

I am a Character master!



I am a Character master!



I am a Character master!



I am a Character master!



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Sample
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Sample