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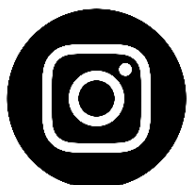


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THANK YOU TO THE CLIP ARTISTS



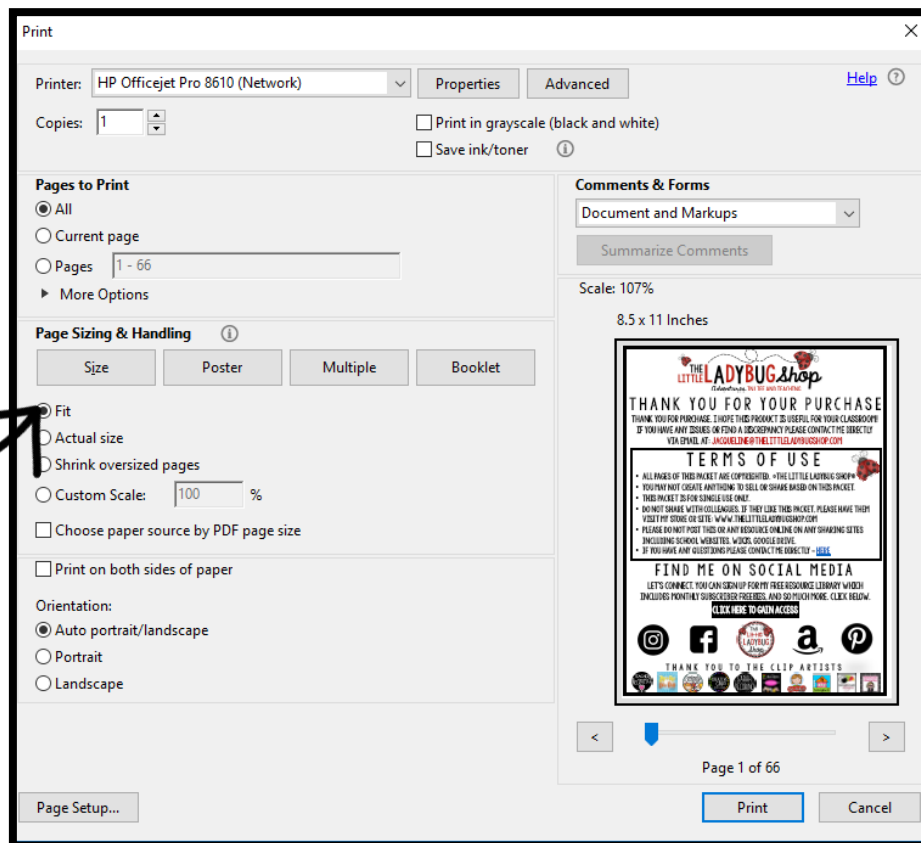
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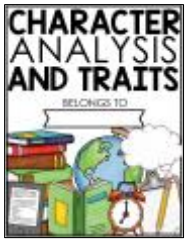
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**QUICK READING PRACTICE**



**GRAPHIC ORGANIZERS**



**WRITING PROMPTS**



**FLIPBOOK**



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**COLOR  
IMAGE  
PAGES**



# CHARACTER ANALYSIS AND TRAITS

BELONGS TO



# CHARACTER TRAITS

## CHARACTER ANALYSIS & TRAITS

These are words that describe and help us understand a character.





# CHARACTER ANALYSIS

## CHARACTER ANALYSIS & TRAITS

This is information in the story that helps us better understand a character.





# CHARACTER ANALYSIS

## CHARACTER ANALYSIS & TRAITS

Readers can infer character traits by...

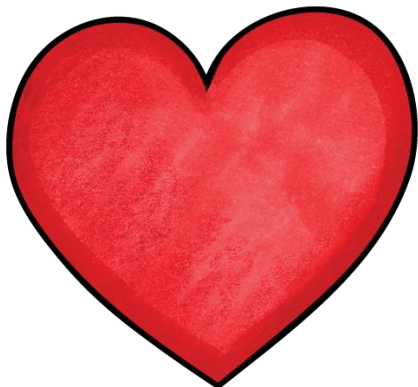
### ACTIONS



### DIALOGUE



### FEELINGS



### THOUGHTS



# CHARACTER TRAITS

## CHARACTER ANALYSIS & TRAITS

Look at the character on the outside and inside.

### SUPERHERO

#### OUTSIDE CHARACTERISTICS

- blue and red outfit
- curly hair
- pretty
- mask
- red shoes

#### INSIDE CHARACTERISTICS

- caring
- brave
- hardworking
- helpful



# CHARACTER TRAITS

accountable  
alert  
authentic  
adventurous  
attentive  
affectionate  
afraid  
anxious  
bossy  
brave  
bully  
brilliant  
calm  
caring  
capable  
charming  
creative  
competitive  
courageous  
cruel  
curious  
consistent  
dedicated  
disciplined  
daring  
dependable  
dishonest  
dynamic  
effective

empathetic  
enthusiastic  
excited  
energetic  
eager  
fair  
fearless  
flexible  
friendly  
faithful  
funny  
generous  
gentle  
greedy  
gloomy  
happy  
handworker  
hopeful  
humorous  
imaginative  
independent  
intelligent  
integrity  
joyful  
jovial  
jealous  
lazy  
logical  
lovely

loving  
logical  
moody  
mysterious  
nervous  
noble  
nurturing  
noisy  
obedient  
organized  
optimistic  
open minded  
peaceful  
pleasant  
polite  
playful  
poised  
practical  
productive  
puzzled  
proud  
picky  
punctual  
reliable  
resourceful  
responsible  
rowdy  
rude  
restless

sincere  
selfish  
silly  
skillful  
sly  
shy  
smart  
sneaky  
sociable  
sweet  
studious  
spontaneous  
successful  
supportive  
tactful  
trusting  
trustworthy  
truthful  
talkative  
timid  
unfriendly  
versatile  
vibrant  
wise  
warm  
willing  
witty  
worried  
zealous



**CHARACTER  
TRAITS  
READING SETS**

NAME: \_\_\_\_\_

## COMPASSION: THE SNACK CART

Near the school, there was a snack cart that many students would go to after school. A customer named Lee went daily after work to the snack cart on his way to the train station. On Tuesday, Lee noticed a young boy next to him ordering snacks. The young boy took advantage of the snack cart's crowd and secretly left without paying for his order. The next day while Lee was eating in front of the cart, he privately told his friend, the cart owner, Benny, what he witnessed the day before. Benny smiled and told Lee it was ok and would handle it later.

Days passed, and Lee continued to see the boy doing the same thing, ordering and then sneaking away with the snacks. Lee asked Benny, "Why do you let this continue to happen daily?"

Benny replied, "I allow this boy to do this because he is hungry and does not have money to pay. He does not want others to know of his situation, so we have a special agreement, and he helps me around the snack cart."

Lee felt different as he walked to the train. He felt pride in Benny being his friend and showing such consideration and compassion for the boy's situation.

## READING RESPONSE QUESTIONS

1. What is the problem in the story?

2. What traits or characteristics does the owner have?

3. What connection can you make with the story?

4. How can you be like the owner and show compassion to others?

NAME: \_\_\_\_\_

## KINDNESS- CHEER TRY OUT

Helena and Jackie were best friends and were trying out together for the cheerleading team this school year. They had been practicing all year for tryouts. The cheerleading coach sent everyone a video of the cheer routine they were required to learn to try out.

The girls were so excited they got together to practice. Helena quickly learned the routine, but Jackie struggled with it. Jackie felt discouraged and ashamed to say she needed help. Helena did her best to encourage her friend, but it did not make a difference.

The next day, the two got together again after school to practice the routine. Jackie was so nervous it was causing her to have trouble memorizing the words and steps. Helena told Jackie everything would work out as their practice ended, but Jackie left crying. Tryouts were the following day, and she still didn't have the routine down.

The day arrived for them to try out, and Helena had a great idea. She sat with Jackie at lunch and told her she would practice with her all recess; she told her she had a secret way to learn the routine. Jackie was hesitant but agreed. At recess, Helena took the time to work with Jackie. Helena's secret method worked, and Jackie finally got it! Jackie was so thankful for all the time her best friend took to teach her. Jackie hugged Helena tight as they both walked into the tryouts, confident they would make the team!

### READING RESPONSE QUESTIONS

1. What is the problem in the story?

---

2. What character traits does Helena show in this story?

---

3. What connection can you make with the story?

---

4. How does Helena show kindness?

---

---



NAME:

## RESPONSIBILITY: THE NEW PET

Andrew always wanted a dog. He constantly asked his parents, but they did not feel Andrew was ready. They would explain to him that there was much more to caring for a dog than just feeding and playing with it. They told him that pets are family members and caring for one includes many responsibilities.

One day, Andrew saw an abandoned puppy in a box in front of his house. His heart sank, and he knew he had to bring the puppy inside with him. His parents were not home at the time. Andrew was excited and knew this was the perfect chance to prove that he would be a great dog owner. His parents came home from work and saw the puppy sitting beside the sofa where Andrew was asleep. When he woke up, his parents asked him where he got the puppy. He told them he found him outside in front of their house. His parents spoke privately and then came back to talk with him. They reminded him about all the responsibilities of caring for a puppy. Andrew asked his parents to give him time to prove he was responsible enough to keep the puppy. They explained they would have to take the puppy to the vet first to see if it had registered owners.

The vet did everything to see if they could locate the owners and agreed to let Andrew and his family keep the puppy for two weeks until the owners came forward. As the days and weeks passed, his parents saw how Andrew cared for the puppy. They began to realize that Andrew was responsible and a great pet owner.

After a few weeks, the vet told them that no one had come forward to claim the puppy. The vet asked if the family wanted to adopt the puppy. Andrew's family agreed and allowed him to buy his first pet a collar and name tag. "Hunter" was printed on the name tag, and he was officially Andrew's new pet.

## READING RESPONSE QUESTIONS

1. What is the problem in the story?

2. How does Andrew prove to be responsible?

3. What connection can you make with the story?

4. What are ways you can show responsibility?

NAME: \_\_\_\_\_

## INTEGRITY: THE MATH TEST

Mark was an all-around role model kid, a straight-A student, the student council president, and the baseball team captain.

As Mark was getting ready for another typical day at school, he quickly remembered he had a math test first thing that morning. He had planned to study for it the night before but decided to hang out with his family. Mark wished he had woken up a little earlier to pull out his book and look over his notes, but he was too late, and it was time to leave for school. Mark was distraught and nervous; he did not want to fail this test because he had to maintain a particular grade to play sports.

On his way to math class, Mark was trying to think of what he could do to try to pass the test. He quickly pulled out his notes right before the teacher passed the tests, and panic set in. Mark looked at a classmate friend next to him and desperately thought to himself... I can look at his test and copy what he answers; after all, he is brilliant. After a moment, Mark shook his head, took a deep breath, calmed down, and came to his senses.

Mark remembered what his parents taught him, always doing the right thing even when no one else was watching. He decided to try his best on the test and learn from his mistake moving forward. As he was taking the test, he felt confident and proud that he was doing his personal best and doing the right thing.

### READING RESPONSE QUESTIONS

1. What is the problem in the story?

---

2. What character traits does Mark show in this story?

---

3. What connection can you make with the story?

---

4. What does it mean to you, when someone says, "do the right thing even when no one else is watching?"

---

---

NAME: \_\_\_\_\_

## PERSEVERANCE: WILL I MAKE IT?

Arielle was excited about the soccer tryouts because all her friends were trying out. The day arrived, and Arielle was nervous but ready. The soccer coach gathered the girls and gave them instructions for the tryouts.

The first soccer drill was dribbling through and around cones. It was Arielle's turn. She got the ball and began the drill. She started dribbling and went through the first few cones but stumbled, lost control of the ball, and knocked over the cones. She kept smiling and cheering everyone on.

The next drill was a shooting drill. Arielle was determined not to make any mistakes. It was her turn; she ran up to the ball and took her kick. Boom! She struck it hard, but it flew over the goal! Nothing was going right, but she wasn't giving up. Arielle kept cheering on her friends even though she was not doing her best.

The last activity at tryouts was the scrimmage. Arielle believed if she did well during the scrimmage, she might still have a chance to make the team. The scrimmage was tied 1-1 with one minute to go. Arielle yelled loud to her team, "We got this!" Arielle's team had a corner kick, and she was in the box waiting. The ball flew towards her, and she jumped into the air and headed the ball into the goal! Game over. Arielle's goal helped her team win!

After the scrimmage, Coach Nadia walked up to her and said, "I can't wait to see that this season from you! I also love how you root for your teammates!" Arielle knew her hard work, positive attitude, and perseverance had paid off!

## READING RESPONSE QUESTIONS

1. What is the problem in the story?

2. What character traits does Arielle show in this story?

3. What connection can you make with the story?

4. How does Arielle show perseverance?



**CHARACTER**

**TRAITS**

**READING SETS**

**ANSWER KEYS**

NAME: \_\_\_\_\_

**ANSWER KEY**

## COMPASSION: THE SNACK CART

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Days passed, and Lee continued to see the boy doing the same thing, ordering and then sneaking away with the snacks. Lee asked Benny, "Why do you let this continue to happen daily?"

Benny replied, "I allow this boy to do this because he is hungry and does not have money to pay. He does not want others to know of his situation, so we have a special agreement, and he helps me around the snack cart."

Lee felt different as he walked to the train. He felt pride in Benny being his friend and showing such consideration and compassion for the boy's situation.

## READING RESPONSE QUESTIONS

1. What is the problem in the story?

**There is a boy who buys food and doesn't pay.**

2. What traits or characteristics does the owner have?

**The owner is compassionate and understanding.**

3. What connection can you make with the story?

**varied**

4. How can you be like the owner and show compassion to others?

**varied**

NAME: \_\_\_\_\_

## KINDNESS- CHEER TRY OUT

Helena and Jackie were best friends and were trying out together for the cheerleading team this school year. They had been practicing all year for tryouts. The cheerleading coach sent everyone a video of the cheer routine they were required to learn to try out.

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The next day, the two got together again after school to practice the routine. Jackie was so nervous it was causing her to have trouble memorizing the words and steps. Helena told Jackie everything would work out as their practice ended, but Jackie left crying. Tryouts were the following day, and she still didn't have the routine down.

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## READING RESPONSE QUESTIONS

1. What is the problem in the story?

**Jackie cannot learn the cheer routine for tryouts.**

2. What character traits does Helena show in this story?

**kindness, caring**

3. What connection can you make with the story?

**varied**

4. How does Helena show kindness?

- **She practices with Jackie.**
- **She encourages her friend.**
- **She went out of her way to help her friend.**



NAME: \_\_\_\_\_

## RESPONSIBILITY: THE NEW PET

Andrew always wanted a dog. He constantly asked his parents, but they did not feel Andrew was ready. They would explain to him that there was much more to caring for a dog than just feeding and playing with it. They told him that pets are family members and caring for one includes many responsibilities.

One day, Andrew saw an abandoned puppy in a box in front of his house. His heart sank, and he knew he had to bring the puppy inside with him. His parents were not home at the time. Andrew was excited and knew this was the perfect chance to prove that he would be a great dog owner. His parents came home from work and saw the puppy sitting beside the sofa where Andrew was asleep. When he woke up, his parents asked him where he got the puppy. He told them he found him outside in front of their house. His parents spoke privately and then came back to talk with him. They reminded him about all the responsibilities of caring for a puppy. Andrew asked his parents to give him time to prove he was responsible enough to keep the puppy. They explained they would have to take the puppy to the vet first to see if it had registered owners.

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After a few weeks, the vet told them that no one had come forward to claim the puppy. The vet asked if the family wanted to adopt the puppy. Andrew's family agreed and allowed him to buy his first pet a collar and name tag. "Hunter" was printed on the name tag, and he was officially Andrew's new pet.

## READING RESPONSE QUESTIONS

1. What is the problem in the story?

**Andrew wants a pet dog but his parents will not allow him to have one.**

2. How does Andrew prove to be responsible?

**He found a puppy and proved to his parents that he can take care of a pet.**

3. What connection can you make with the story?

**varied**

4. What are ways you can show responsibility?

**varied**

NAME: \_\_\_\_\_

**ANSWER KEY**

## INTEGRITY: THE MATH TEST

Mark was an all-around role model kid, a straight-A student, the student council president, and the baseball team captain.

As Mark was getting ready for another typical day at school, he quickly remembered he had a math test first thing that morning. He had planned to study for it the night before but decided to hang out with his family. Mark wished he had woken up a little earlier to pull out his book and look over his notes, but he was too late, and it was time to leave for school. Mark was distraught and nervous; he did not want to fail this test because he had to maintain a particular grade to play sports.

On his way to math class, Mark was trying to think of what he could do to try to pass the test. He quickly pulled out his notes right before the teacher passed the tests, and panic set in. Mark looked at a classmate friend next to him and desperately thought to himself... I can look at his test and copy what he answers; after all, he is brilliant. After a moment, Mark shook his head, took a deep breath, calmed down, and came to his senses.

Mark remembered what his parents taught him, always doing the right thing even when no one else was watching. He decided to try his best on the test and learn from his mistake moving forward. As he was taking the test, he felt confident and proud that he was doing his personal best and doing the right thing.

## READING RESPONSE QUESTIONS

1. What is the problem in the story?

**Mark did not study for his Math test.**

2. What character traits does Mark show in this story?

**Integrity for doing the right thing**

3. What connection can you make with the story?

**varied**

4. What does it mean to you, when someone says, "do the right thing even when no one else is watching?"

**That you should do the right thing because it is the right thing no matter what**

NAME: \_\_\_\_\_

**ANSWER KEY**

## PERSEVERANCE: WILL I MAKE IT?

Arielle was excited about the soccer tryouts because all her friends were trying out. The day arrived, and Arielle was nervous but ready. The soccer coach gathered the girls and gave them instructions for the tryouts.

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The last activity at tryouts was the scrimmage. Arielle believed if she did well during the scrimmage, she might still have a chance to make the team. The scrimmage was tied 1-1 with one minute to go. Arielle yelled loud to her team, "We got this!" Arielle's team had a corner kick, and she was in the box waiting. The ball flew towards her, and she jumped into the air and headed the ball into the goal! Game over. Arielle's goal helped her team win!

After the scrimmage, Coach Nadia walked up to her and said, "I can't wait to see that this season from you! I also love how you root for your teammates!" Arielle knew her hard work, positive attitude, and perseverance had paid off!

## READING RESPONSE QUESTIONS

1. What is the problem in the story?

**Arielle was not having a good tryout and was not very successful at her first 2 drills at soccer tryouts.**

2. What character traits does Arielle show in this story?

**Good work ethic and perseverance.**

3. What connection can you make with the story?

**varied**

4. How does Arielle show perseverance?

**She persevered. She kept on going even after failing at the first 2 drills.**

**CHARACTER  
TRAITS  
GRAPHIC  
ORGANIZERS  
FOR ANY  
STORY**

**STORY TITLE**

**NAME:**

# CHARACTER WANTED

**RECENT PHOTO**

**CHARACTER INFO**

LAST SEEN

APPEARANCE

**CRIME  
COMMITTED**

CHARACTER TRAITS

**REWARD FOR LOCATING CHARACTER**



**STORY TITLE**

**NAME:**

# CHARACTER TRAITS & EVIDENCE



**CHARACTER**

**DESCRIPTION**

**CHARACTER ILLUSTRATION**

**TRAIT**

**TRAIT**

**TRAIT**

**EVIDENCE**

**EVIDENCE**

**EVIDENCE**

**STORY TITLE**

**NAME:**

# INFERENCE CHARACTER INTERVIEW

CHARACTERS IN  
THE INTERVIEW

1. What is your favorite place to visit?

2. What are your favorite hobbies?

3. What do you want to be when you grow up?

4. Where do you see yourself in 2 years?

5. What is the greatest lesson you have learned?

6. If you had a wish, what would you wish for?

**STORY TITLE**

**NAME:**

# UNDERSTANDING THE CHARACTER



**CHARACTER**

**APPEARANCE**

## CHARACTER INFO

WHY IS THE CHARACTER  
IMPORTANT TO THE STORY?

CHARACTER TRAITS

HOW DID THE CHARACTER CHANGE THROUGHOUT THE STORY?

# STORY TITLE

NAME:

**CHARACTER SHIELD:** Analyze a character from the story inside the shield.

**CHARACTER**

DESCRIPTION OF CHARACTER

CHARACTERISTICS

CHARACTER PROBLEMS

FAVORITE THING  
ABOUT CHARACTER

HOW THE CHARACTER  
OVERCAME OBSTACLES

**STORY TITLE**

**NAME:**

# CHARACTER TALK AND QUOTES

Pick a character from the story and write a quote that represent the character throughout the story.

**CHARACTER**

**CHARACTER**

**QUOTE FROM STORY**

**QUOTE FROM STORY**

**CHARACTER**

**CHARACTER**

**QUOTE FROM STORY**

**QUOTE FROM STORY**



**STORY TITLE**

**NAME:**

# CHARACTER PREDICTIONS

Use the character's traits to help make predictions of what the character will do in the story.

**CHARACTER**

**TRAITS**

**PREDICTION OF WHAT THE CHARACTER  
WILL DO IN THE STORY:**

**CHARACTER**

**TRAITS**

**PREDICTION OF WHAT THE CHARACTER  
WILL DO IN THE STORY:**

**CHARACTER**

**TRAITS**

**PREDICTION OF WHAT THE CHARACTER  
WILL DO IN THE STORY:**

**STORY TITLE**

**NAME:**

**CHARACTER ACTIONS & FEELINGS**

CHARACTER

ACTIONS

CHARACTERS FEELINGS

CHARACTER

ACTIONS

CHARACTERS FEELINGS

CHARACTER

ACTIONS

CHARACTERS FEELINGS

# STORY TITLE

NAME:

**CHARACTER ANALYSIS:** You will notice that character's actions, thoughts, beliefs change throughout a story. Pick one character and analyze how they changed from the beginning of the story to the ending.

CHARACTER

BEGINNING  
OF THE STORY

CHARACTER

ENDING OF  
THE STORY

# STORY TITLE

NAME:

**CHARACTER ANALYSIS:** You will analyze the characters from the story. Describe their thought, actions, and behaviors.

CHARACTER

#1

CHARACTER

#2

# STORY TITLE

NAME:

**DIRECTIONS:** Use two characters from the story and create a text chat between them, use the story to guide their conversation.

CHARACTER #1



CHARACTER #2

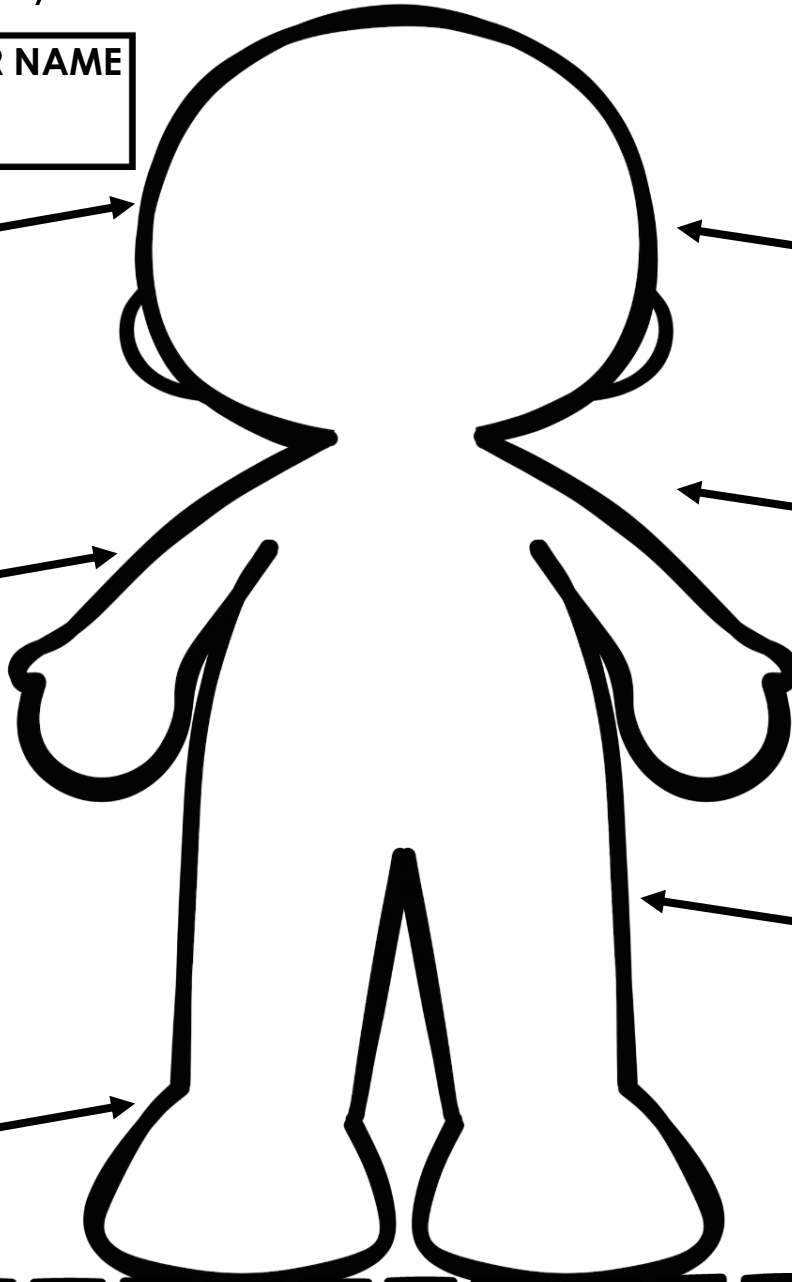


# STORY TITLE

NAME:

Illustrate your character and list character traits around your character on the arrows.

CHARACTER NAME



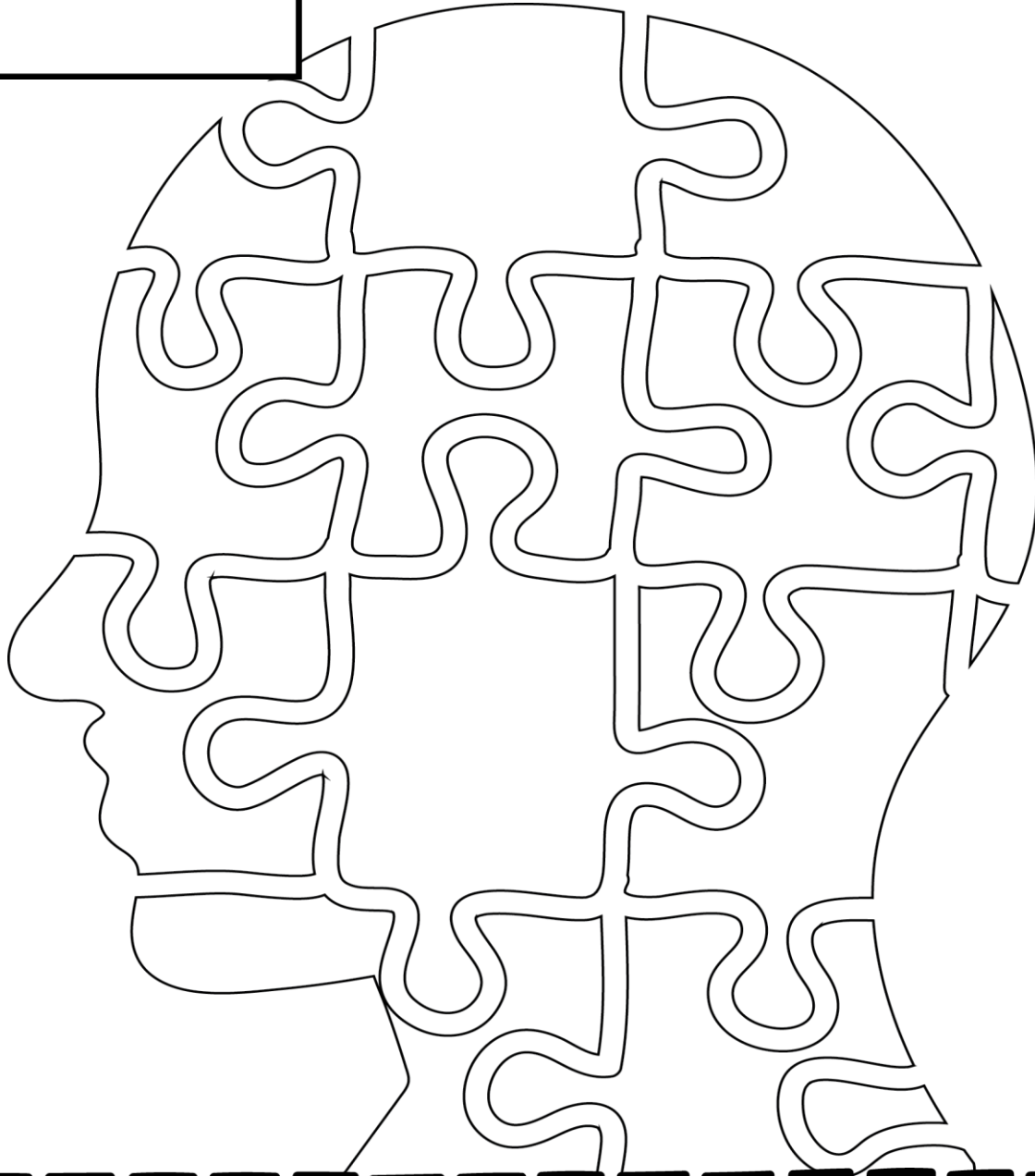
Describe your character in a few sentences.

# STORY TITLE

NAME:

Label character traits around all around the head of the character.

CHARACTER NAME



Describe your character in a few sentences.

**STORY TITLE**

**NAME:**

**CHARACTER #1:**

**CHARACTER #2:**

**DIFFERENT**

**SAME**

**DIFFERENT**

# **WRITING PROMPTS**









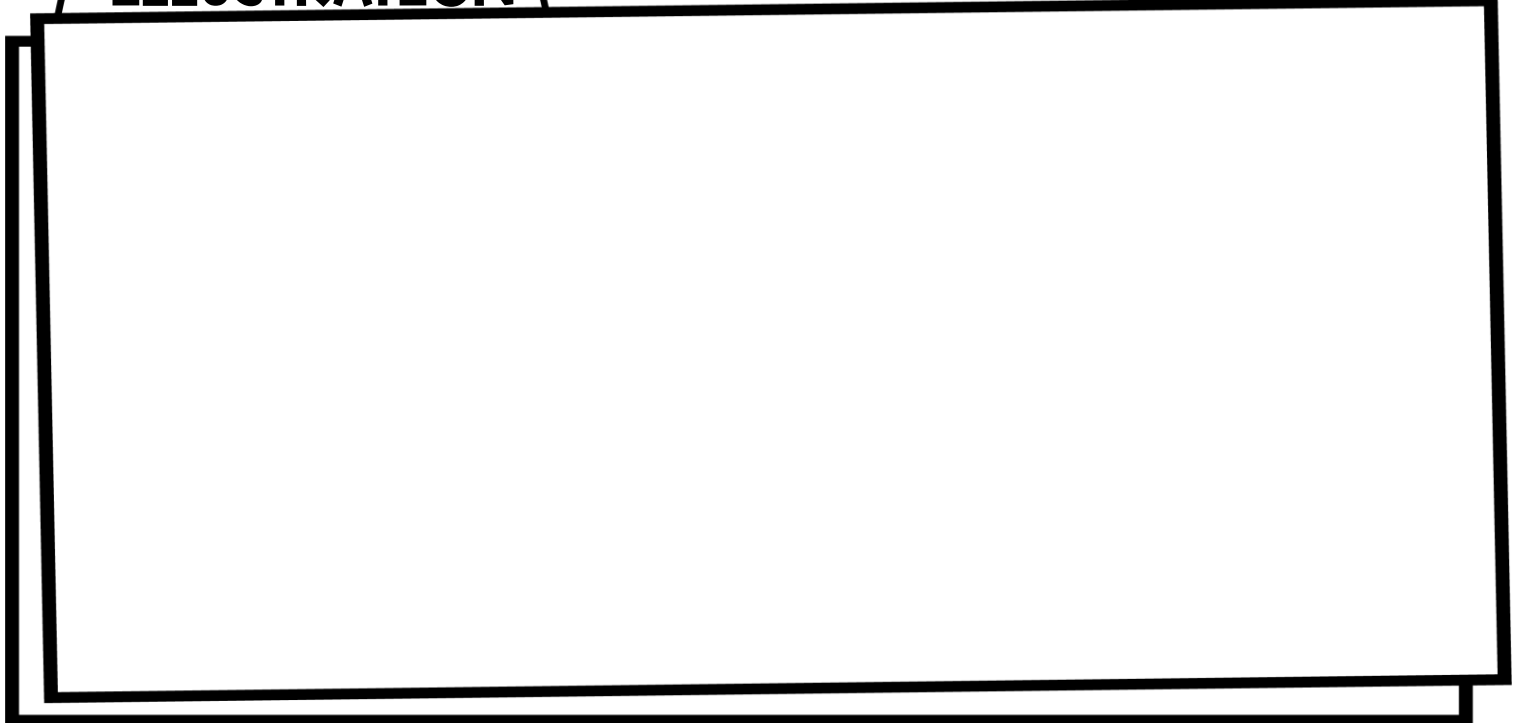


# WRITING PROMPTS

NAME:

What does it mean to be open minded?

**ILLUSTRATION**

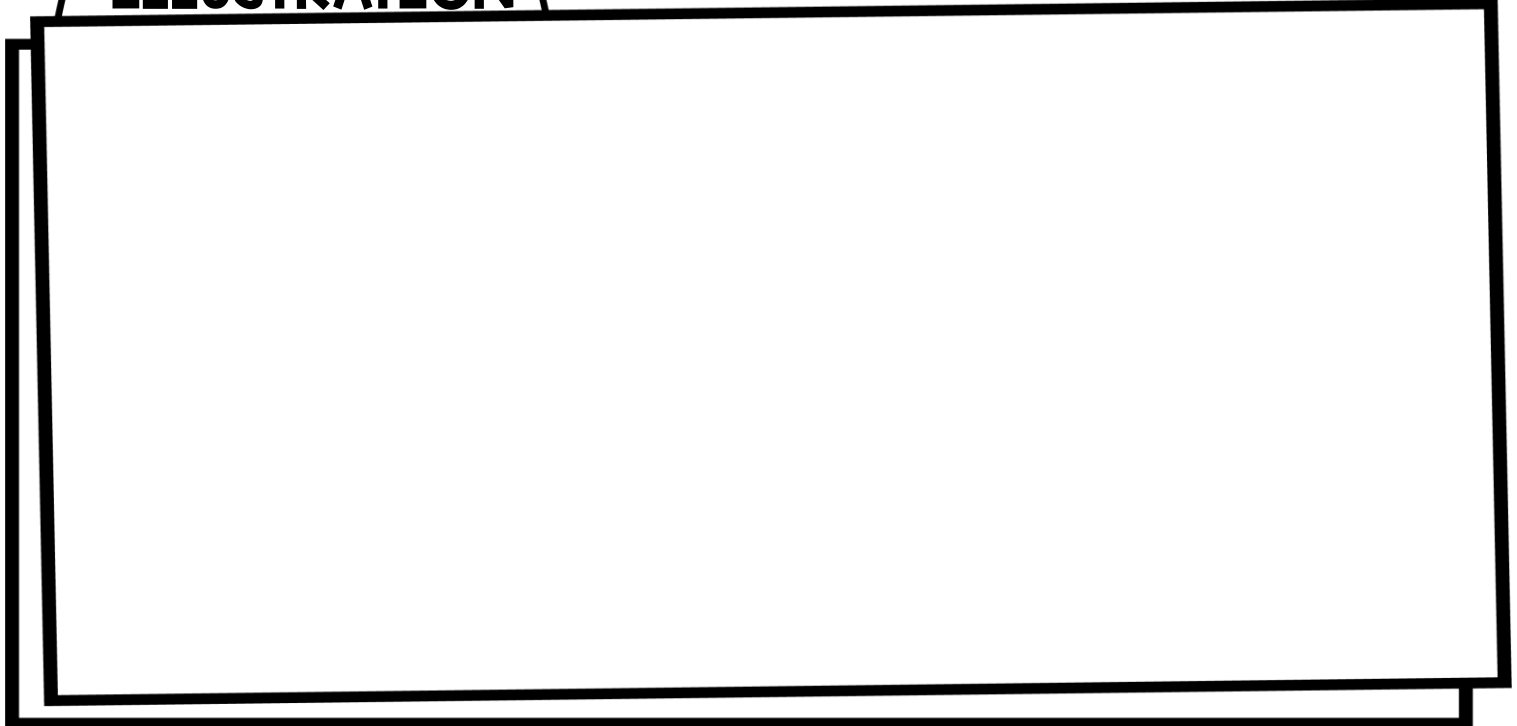


# WRITING PROMPTS

NAME:

What really upsets you? What is the best thing to do when someone upsets you?

**ILLUSTRATION**







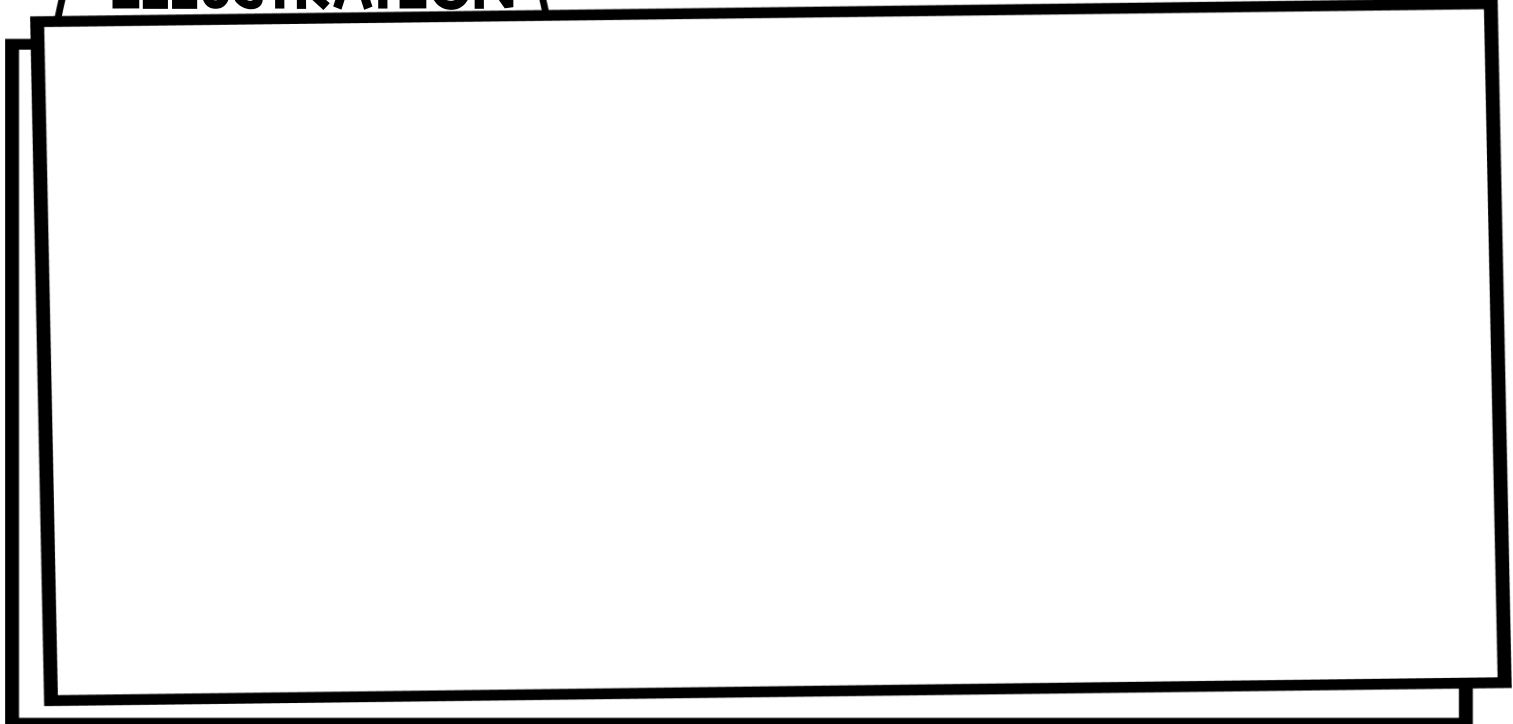


# WRITING PROMPTS

NAME:

Is it possible to be 100% fair all the time? Describe why or why not?

**ILLUSTRATION**









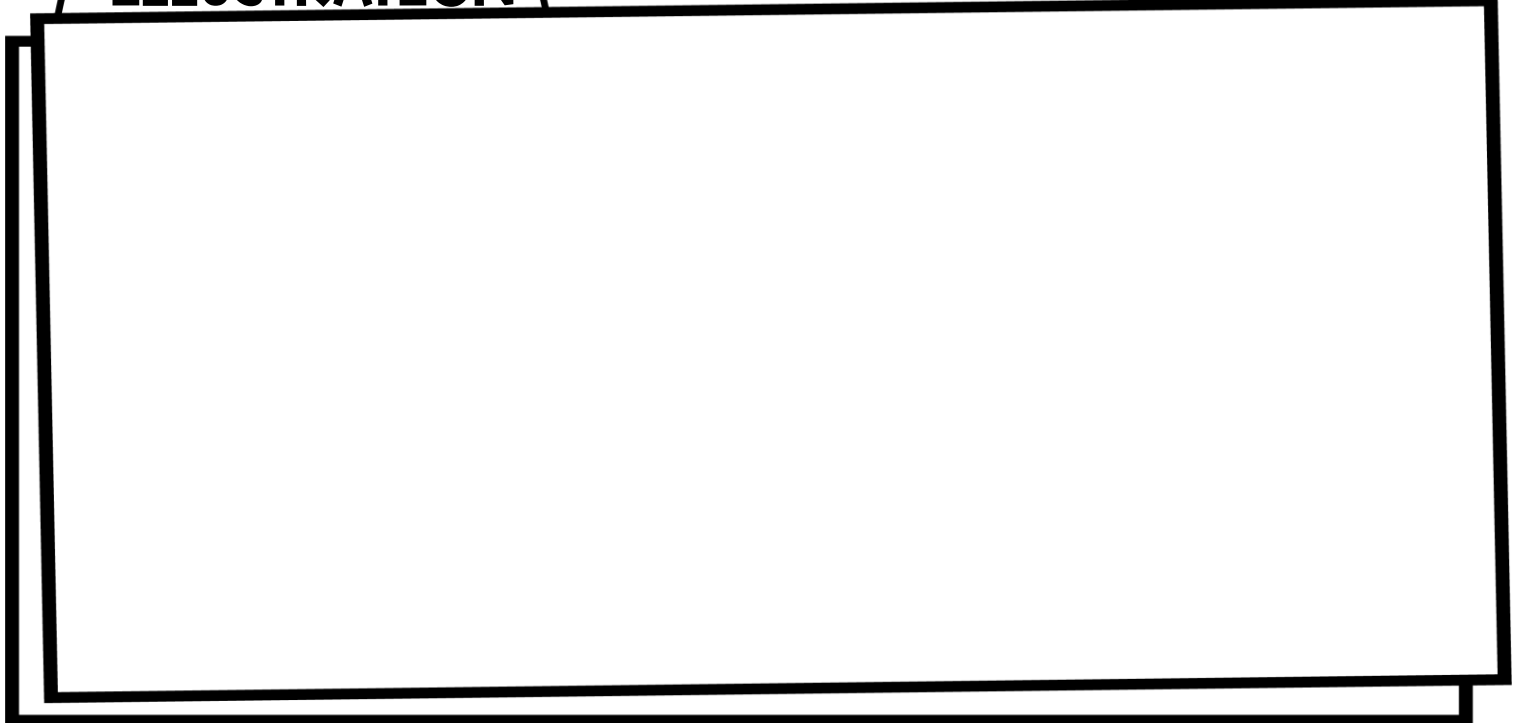


# WRITING PROMPTS

NAME:

Discuss optimism and why it's important to have?

**ILLUSTRATION**



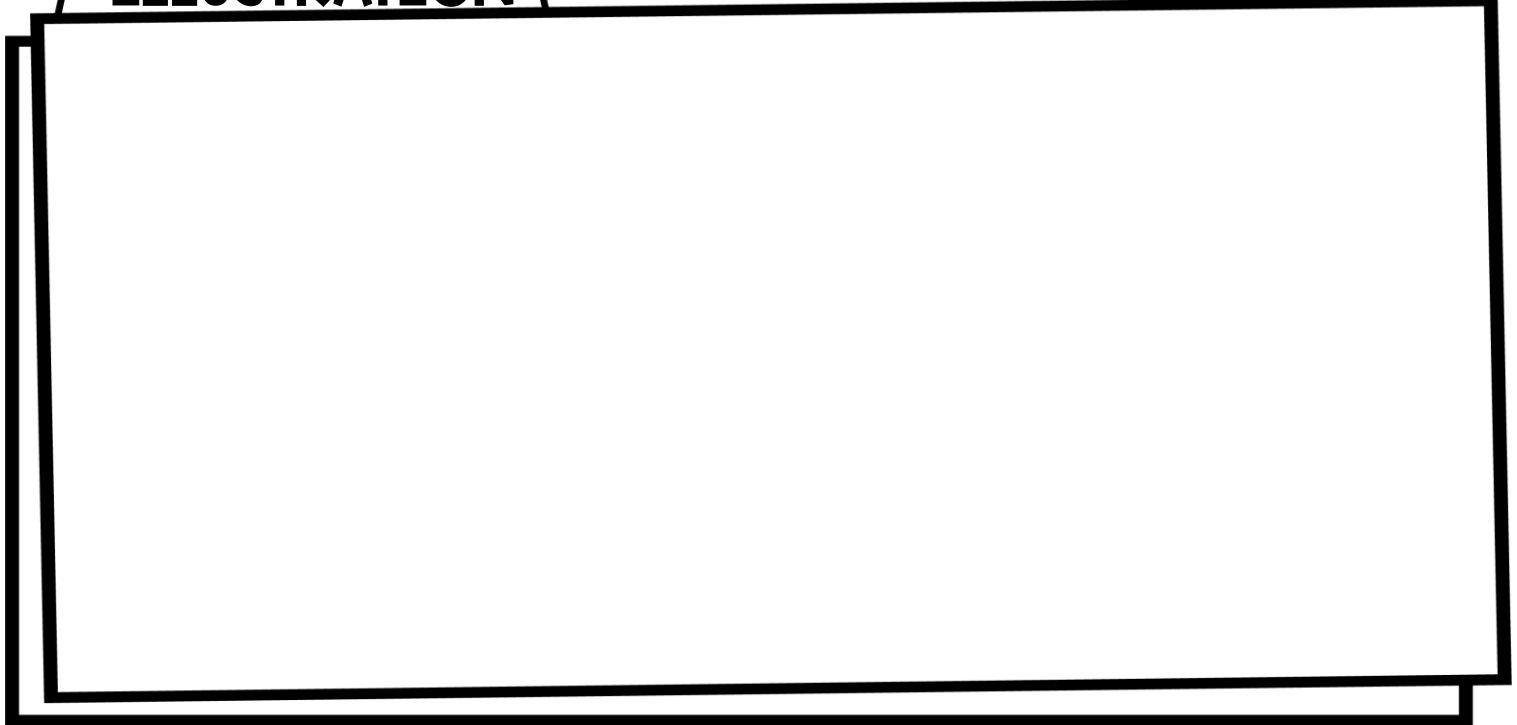


# WRITING PROMPTS

NAME:

How do you honor differences with others?

**ILLUSTRATION**

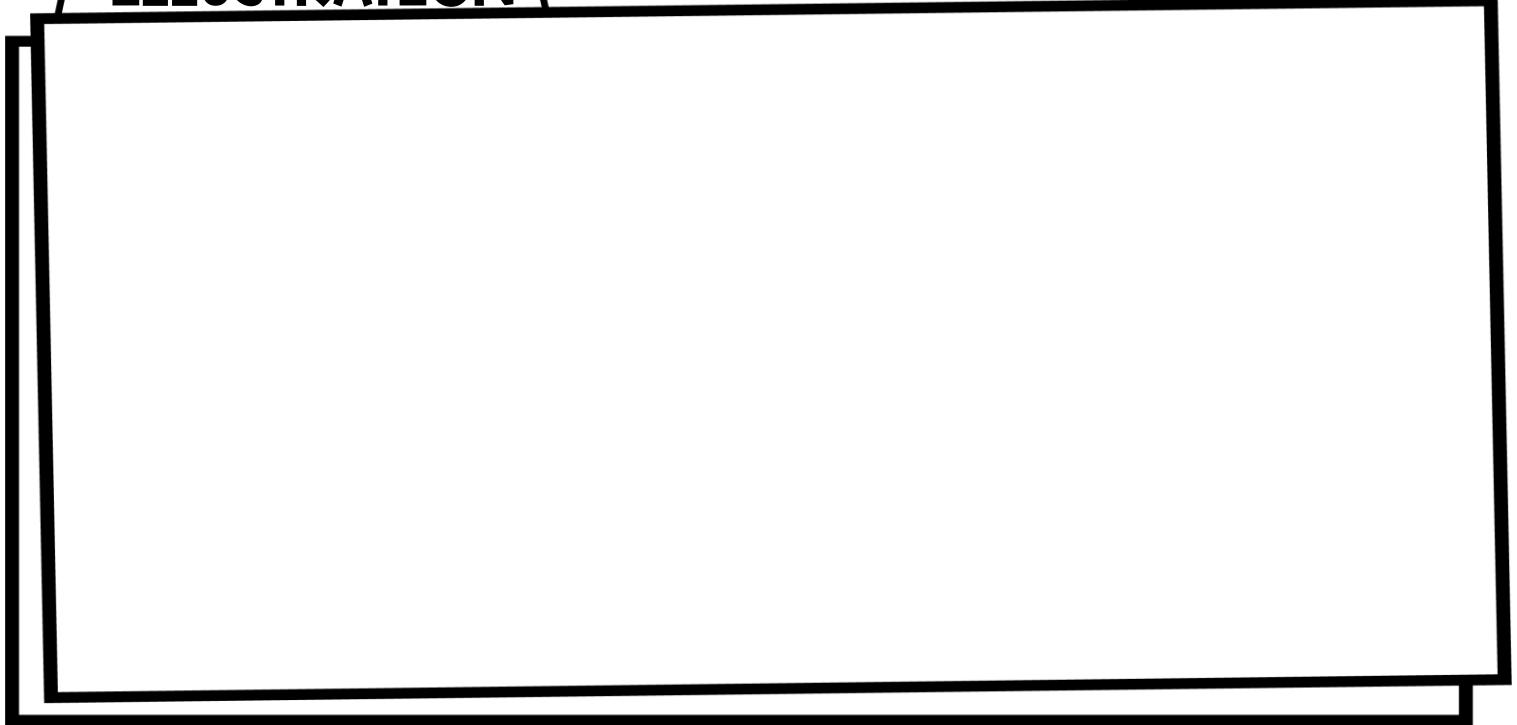


# WRITING PROMPTS

NAME:

What does it mean to take responsibility for your actions?

**ILLUSTRATION**

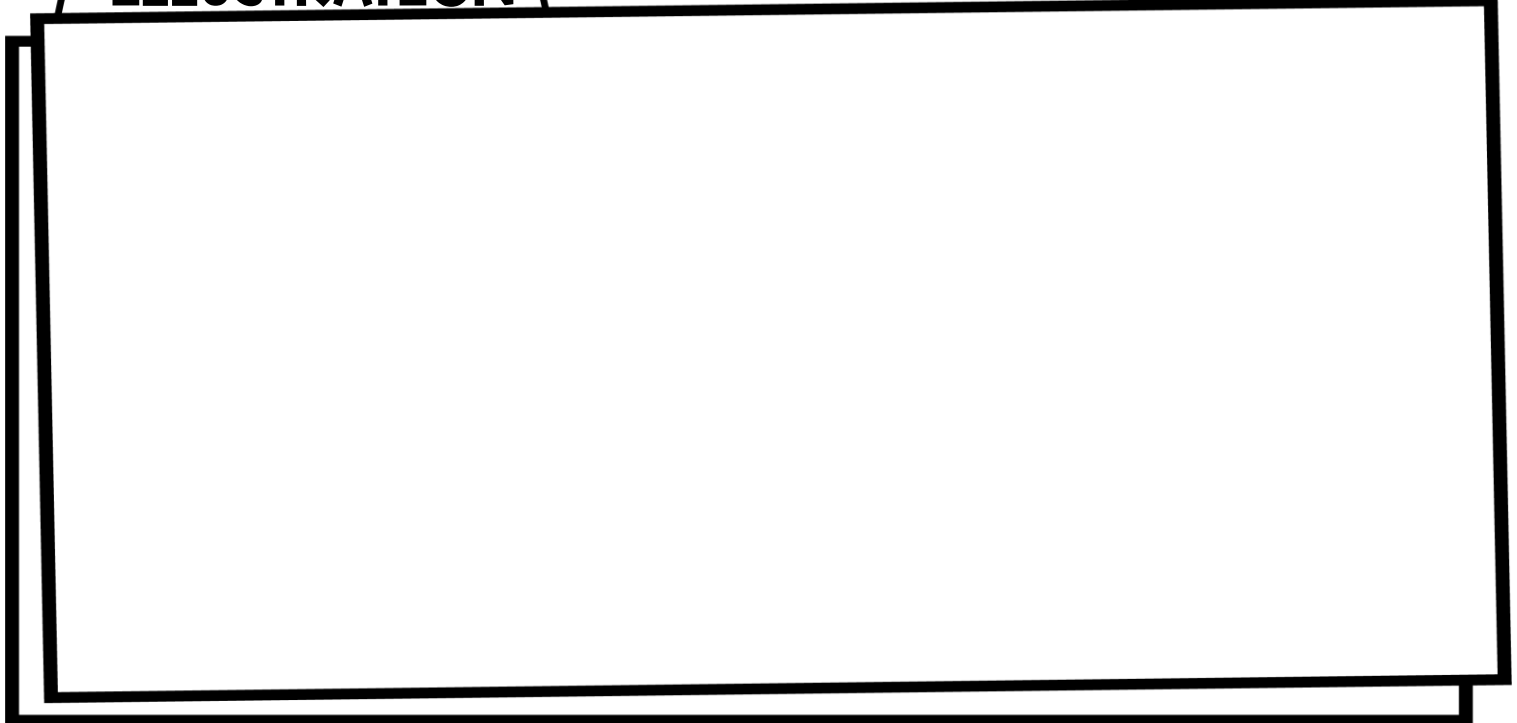


# WRITING PROMPTS

NAME:

Why are first impressions important? Give an example.

**ILLUSTRATION**

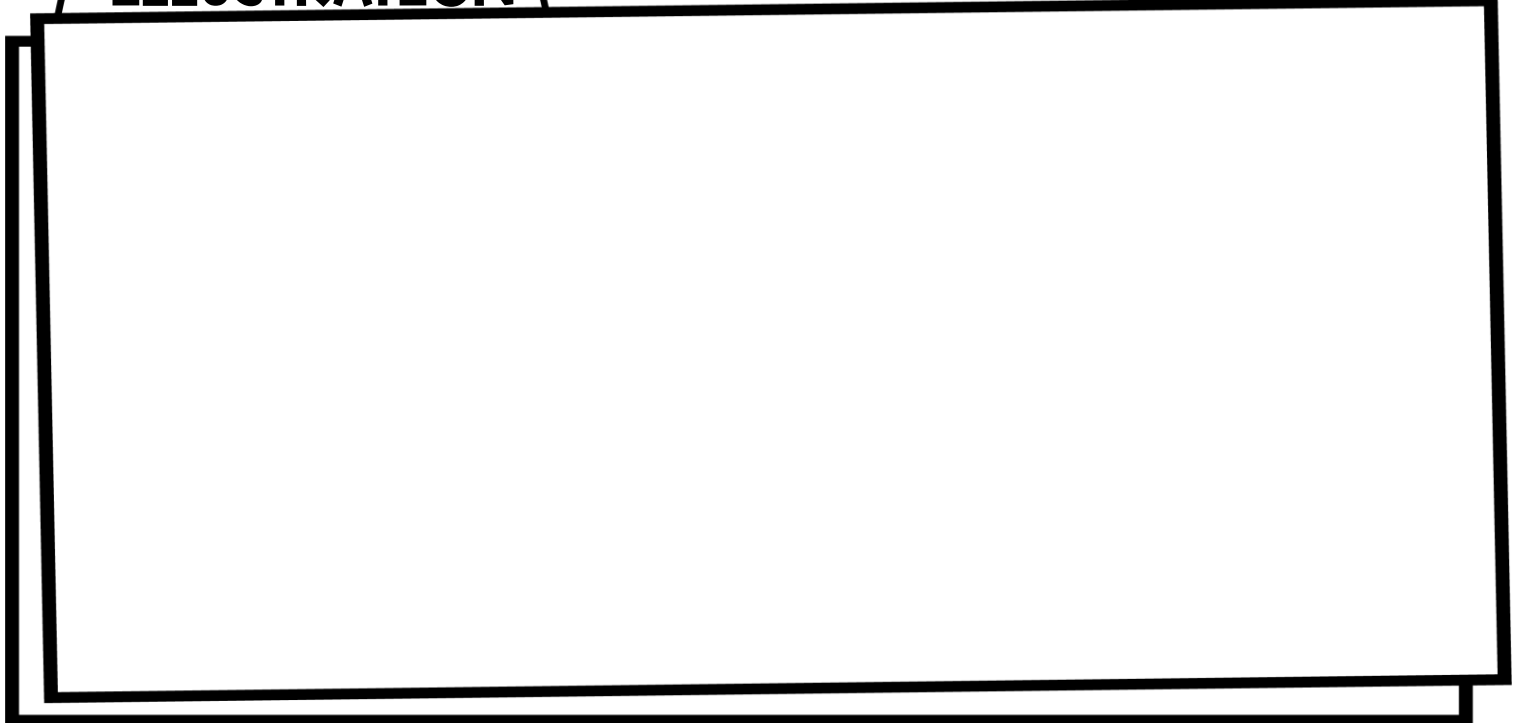


# WRITING PROMPTS

NAME:

What character traits make someone a good person?

**ILLUSTRATION**

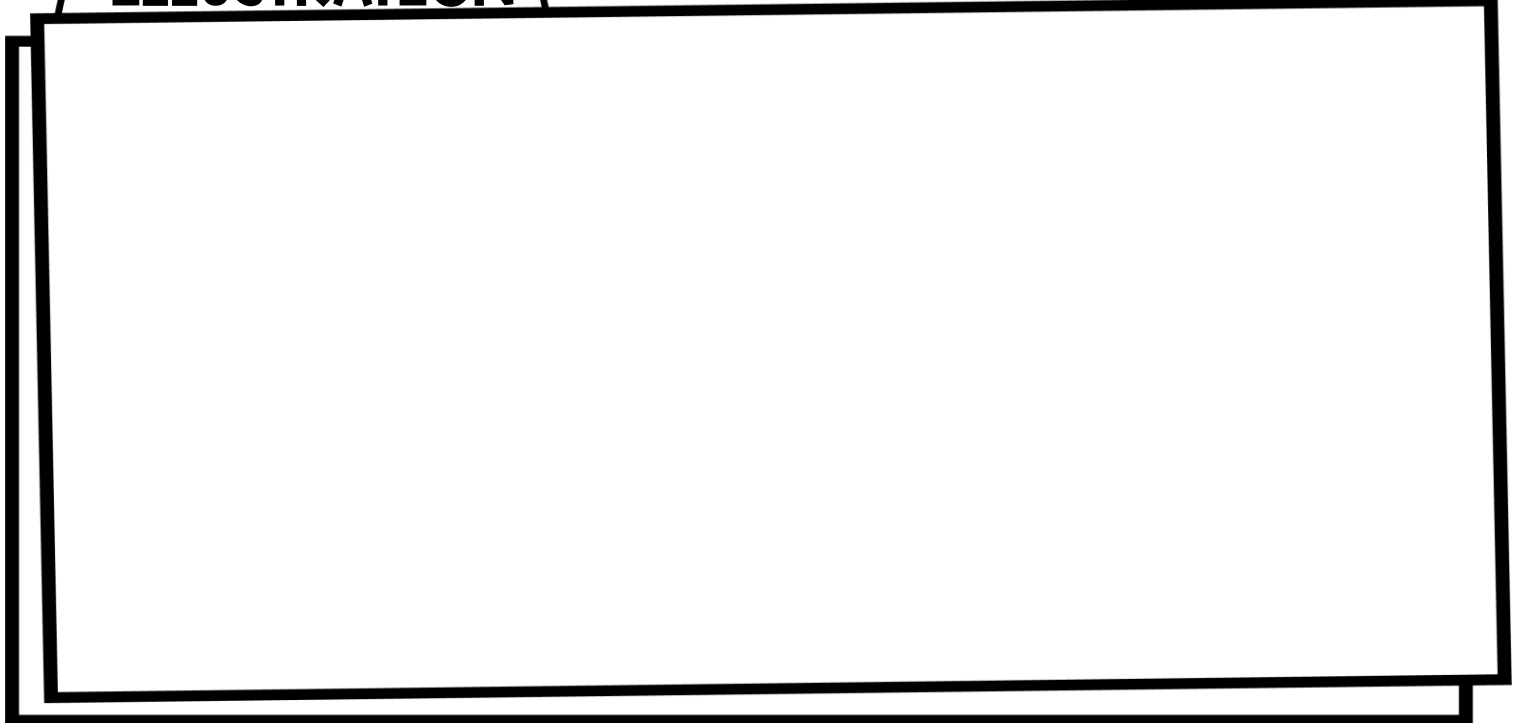


# WRITING PROMPTS

NAME:

What actions and behavior make me respectful?

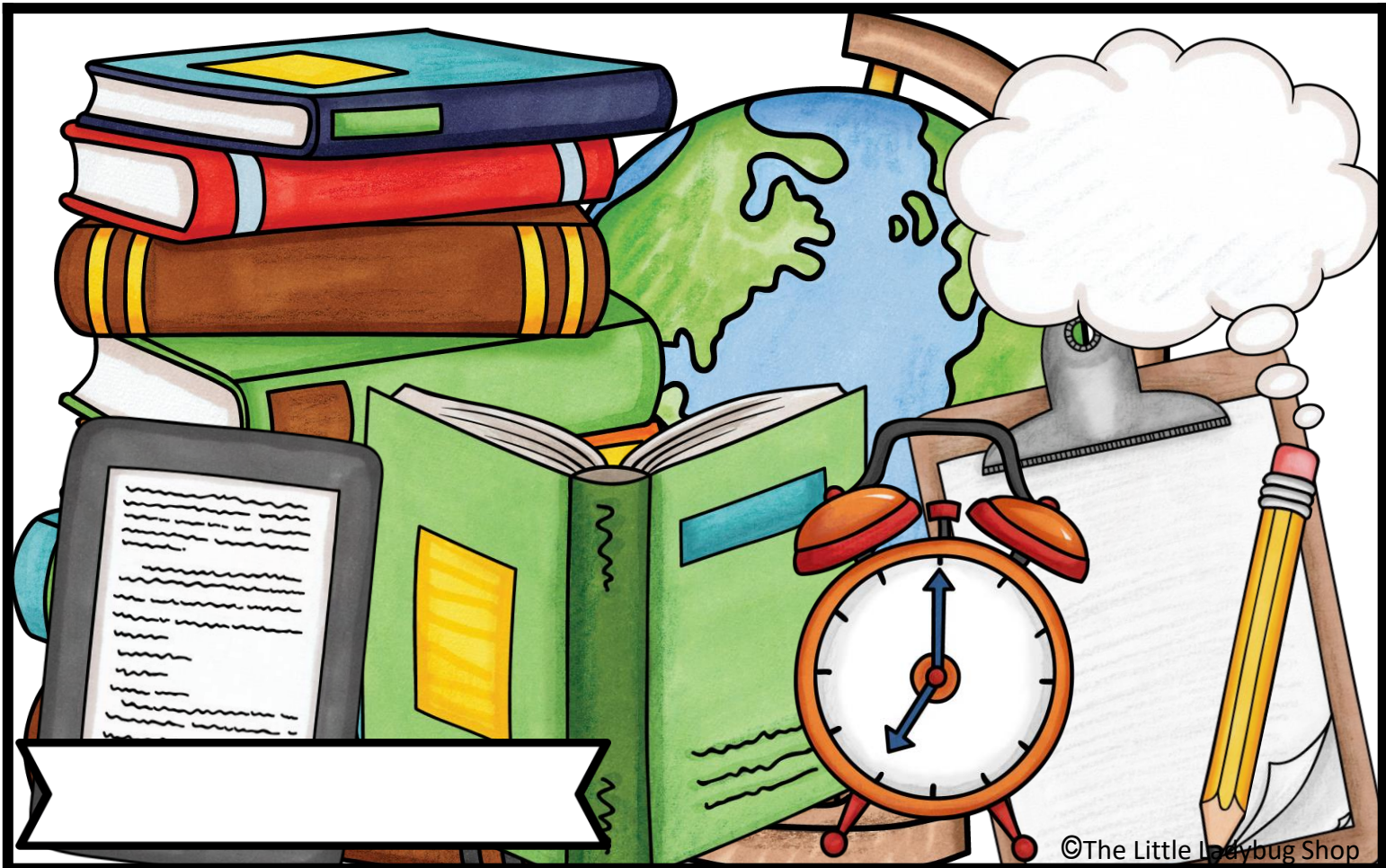
**ILLUSTRATION**





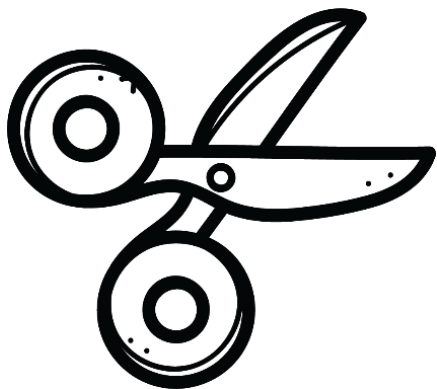
**BONUS  
CHARACTER  
FLIP BOOK**



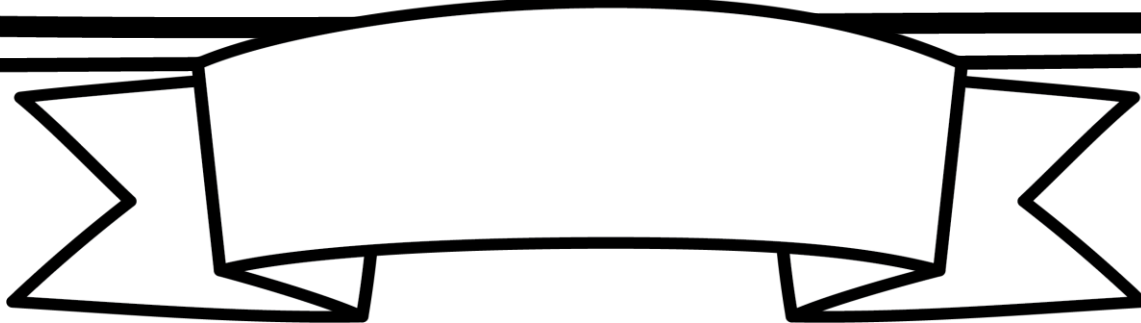


# CHARACTER

ANALYSIS FLIP BOOK



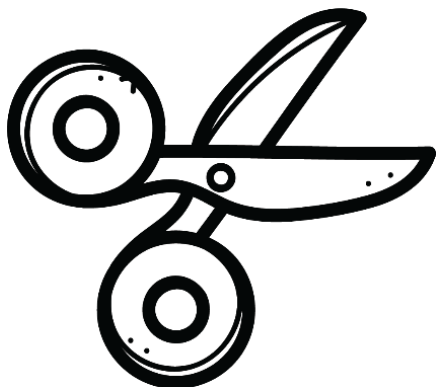
**FLIP BOOKLET DIRECTIONS:  
CHOOSE WHICH COVER PAGE YOU  
WANT FOR YOUR BOOKLET. CUT ON  
BOTTOM BLACK LINE, LINE UP  
PAGES AND STAPLE TOGETHER.**



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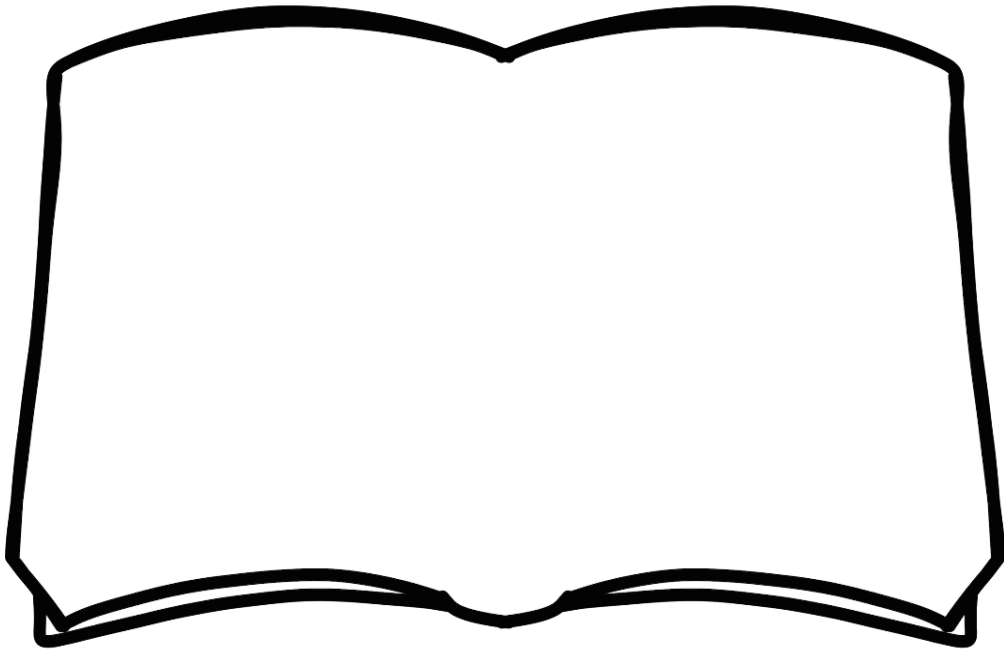
# CHARACTER

ANALYSIS FLIP BOOK



**FLIP BOOKLET DIRECTIONS:  
CHOOSE WHICH COVER PAGE YOU  
WANT FOR YOUR BOOKLET. CUT ON  
BOTTOM BLACK LINE, LINE UP  
PAGES AND STAPLE TOGETHER.**

# ALL ABOUT MY CHARACTER



NAME OF STORY: \_\_\_\_\_

NAME OF CHARACTER: \_\_\_\_\_

ROLE IN STORY: \_\_\_\_\_

CHARACTER TRAITS: \_\_\_\_\_

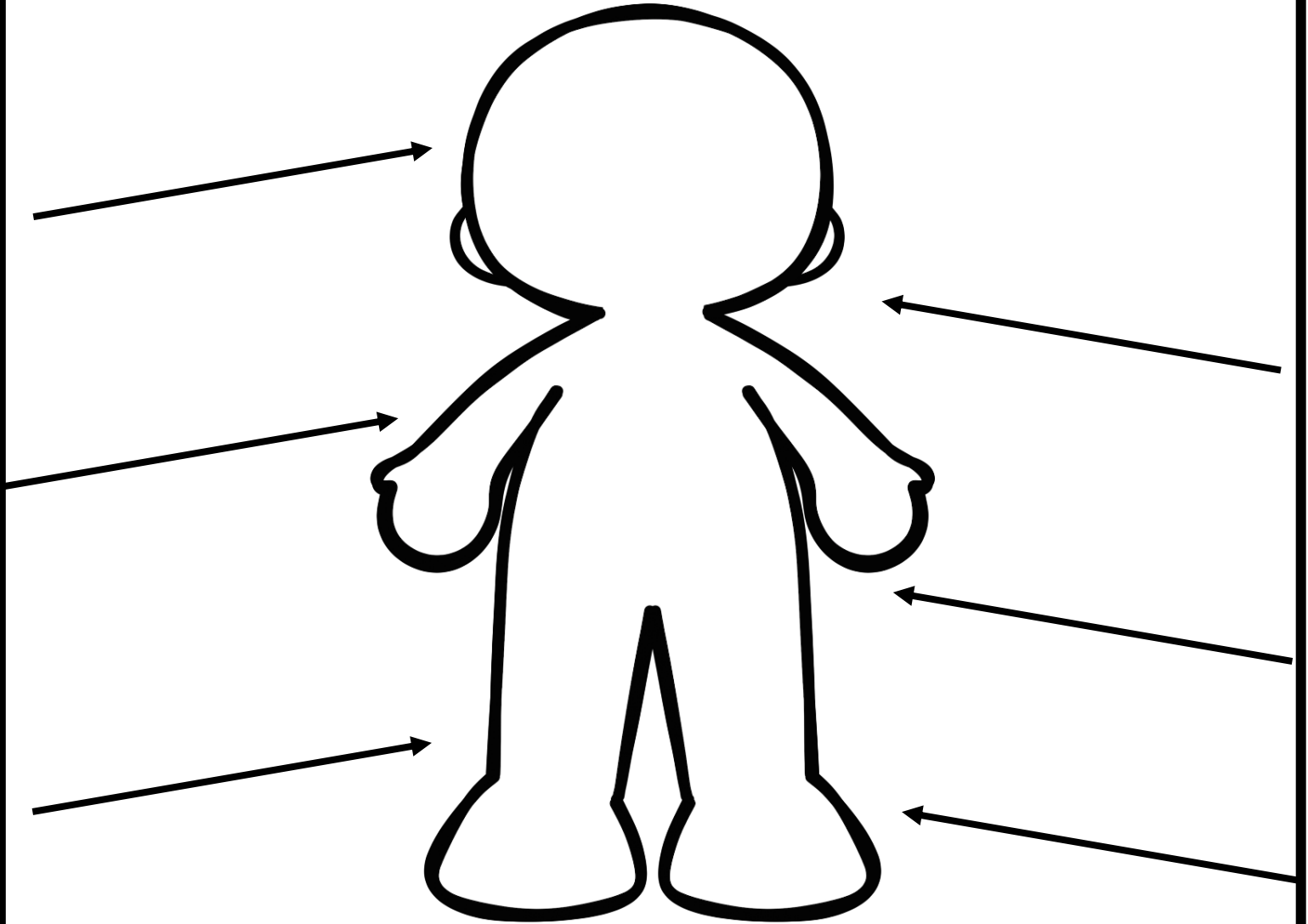
\_\_\_\_\_

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# ALL ABOUT MY CHARACTER

# MY CHARACTER

ILLUSTRATE YOUR CHARACTER



LIST CHARACTER TRAITS AROUND YOUR CHARACTER.

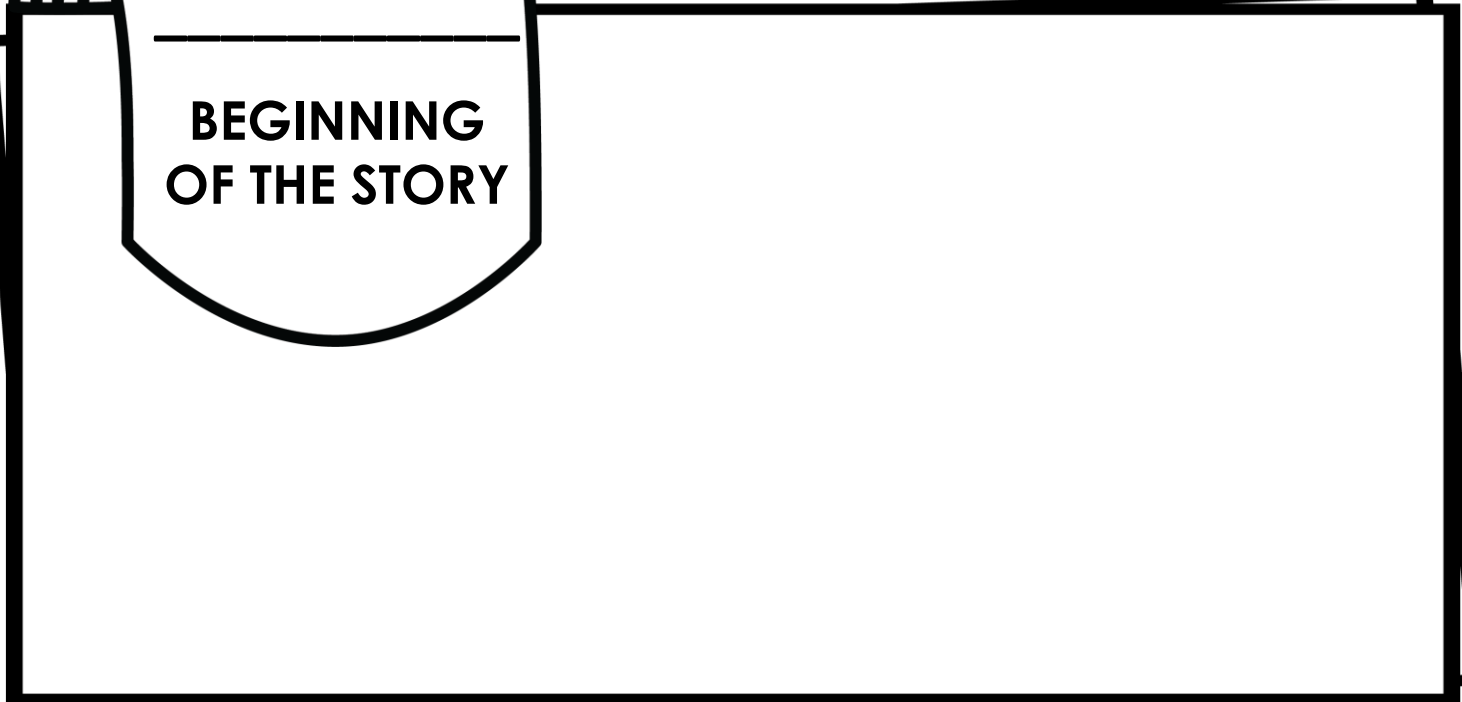
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# CHARACTER TRAITS

**CHARACTER**

Illustrate and write about your character at the beginning of the story.

**BEGINNING  
OF THE STORY**



Five horizontal lines for writing a story.

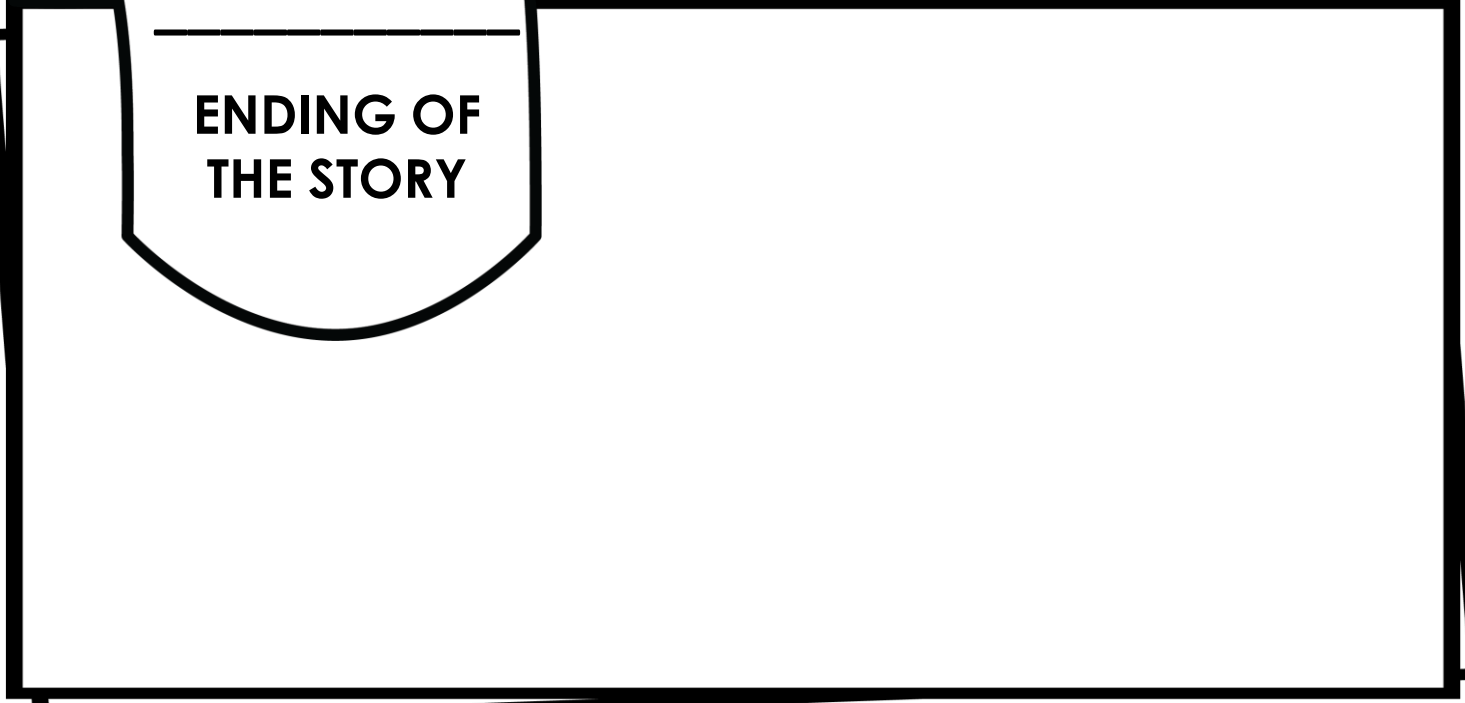
©The Little Ladybug Shop

**BEGINNING OF THE STORY**

**CHARACTER**

Illustrate and write about your character at the ending of the story.

**ENDING OF  
THE STORY**



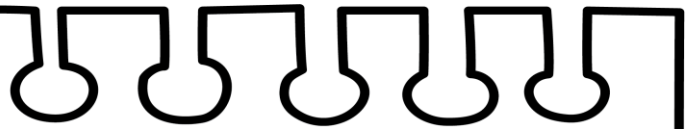
Eight horizontal lines for writing a response to the prompt.

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**ENDING OF THE STORY**



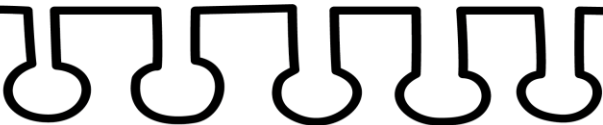
**CHARACTER TRAITS**



**CHARACTER FEELING**



**CHARACTER ACTIONS**



**CHARACTER WORDS**

# CHARACTER ANALYSIS



**BW  
IMAGE  
PAGES**

# CHARACTER ANALYSIS AND TRAITS

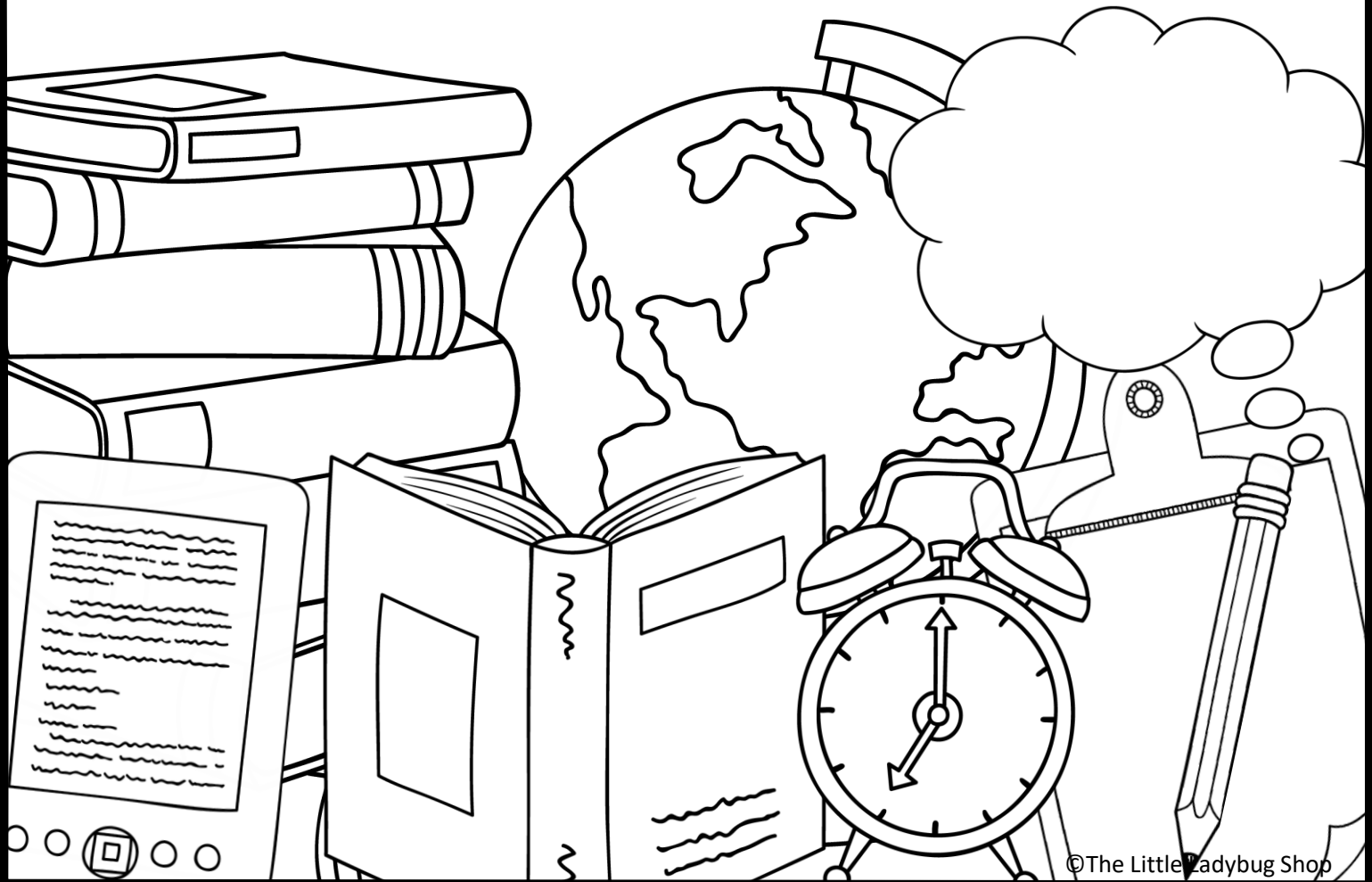
BELONGS TO



# CHARACTER TRAITS

## CHARACTER ANALYSIS & TRAITS

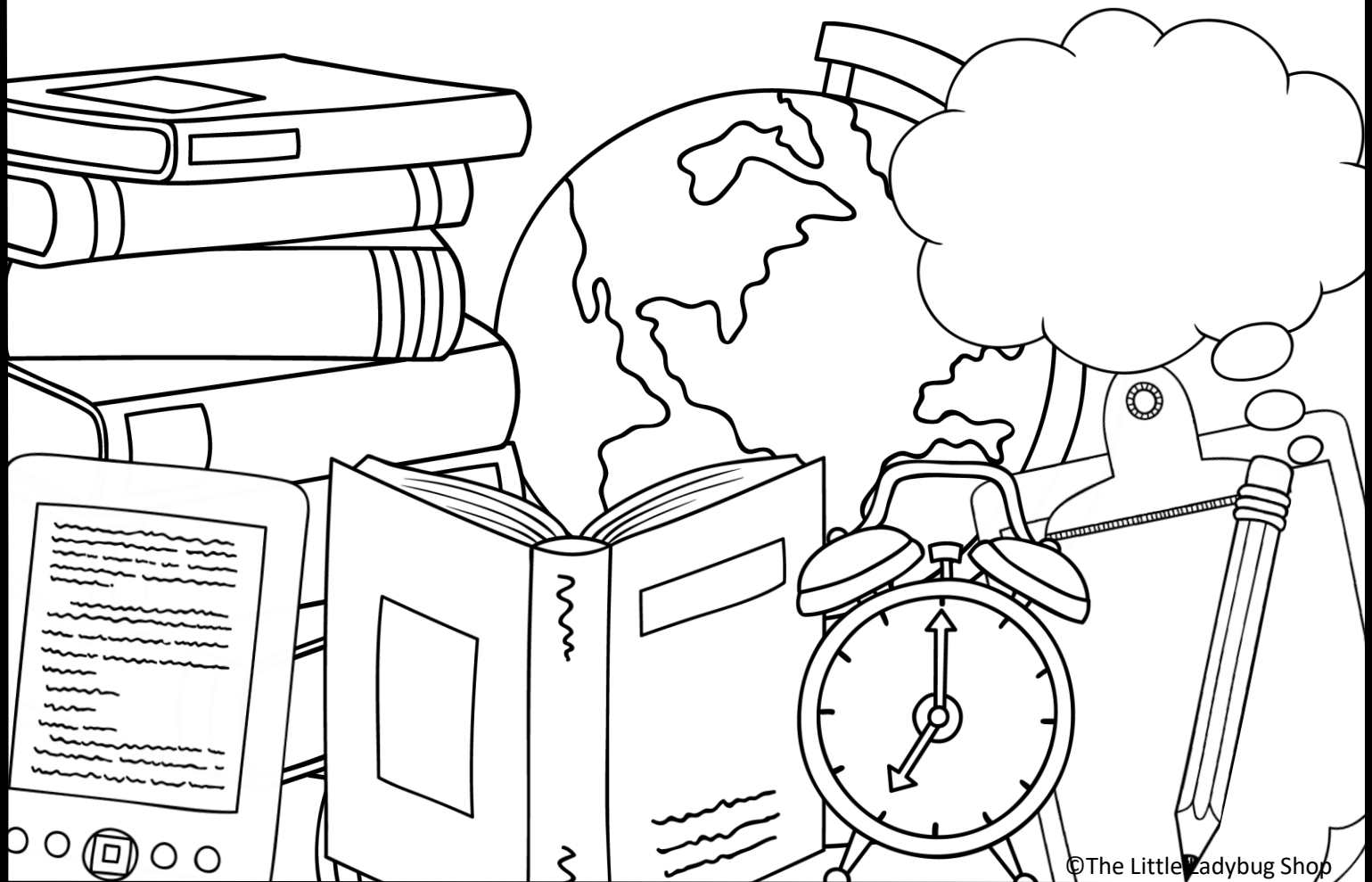
These are words that describe and help us understand a character.



# CHARACTER ANALYSIS

## CHARACTER ANALYSIS & TRAITS

This is information in the story that helps us better understand a character.



# CHARACTER ANALYSIS

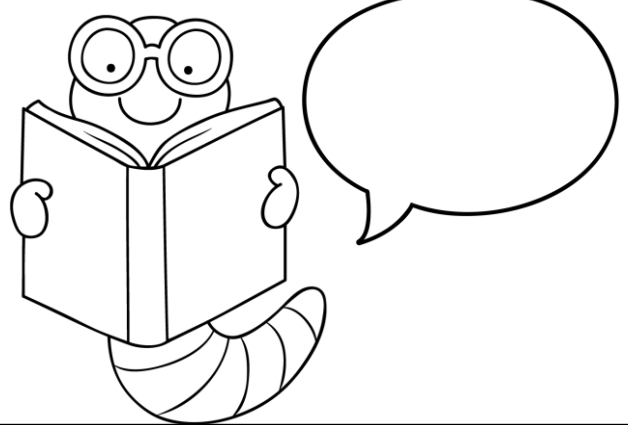
## CHARACTER ANALYSIS & TRAITS

Readers can infer character traits by...

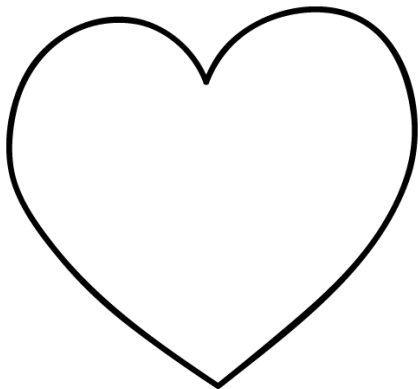
### ACTIONS



### DIALOGUE



### FEELINGS



### THOUGHTS



# CHARACTER TRAITS

## CHARACTER ANALYSIS & TRAITS

Look at the character on the outside and inside.

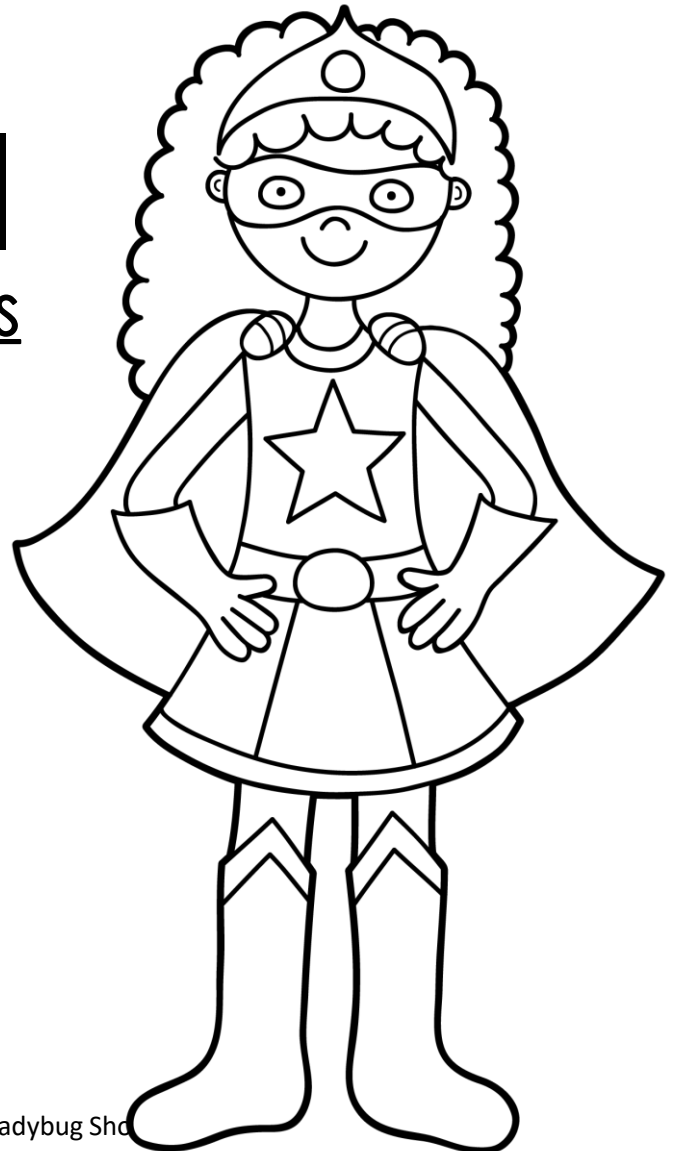
### SUPERHERO

#### OUTSIDE CHARACTERISTICS

- blue and red outfit
- curly hair
- pretty
- mask
- red shoes

#### INSIDE CHARACTERISTICS

- caring
- brave
- hardworking
- helpful



# CHARACTER TRAITS

accountable  
alert  
authentic  
adventurous  
attentive  
affectionate  
afraid  
anxious  
bossy  
brave  
bully  
brilliant  
calm  
caring  
capable  
charming  
creative  
competitive  
courageous  
cruel  
curious  
consistent  
dedicated  
disciplined  
daring  
dependable  
dishonest  
dynamic  
effective

empathetic  
enthusiastic  
excited  
energetic  
eager  
fair  
fearless  
flexible  
friendly  
faithful  
funny  
generous  
gentle  
greedy  
gloomy  
happy  
handworker  
hopeful  
humorous  
imaginative  
independent  
intelligent  
integrity  
joyful  
jovial  
jealous  
lazy  
logical  
lovely

loving  
logical  
moody  
mysterious  
nervous  
noble  
nurturing  
noisy  
obedient  
organized  
optimistic  
open minded  
peaceful  
pleasant  
polite  
playful  
poised  
practical  
productive  
puzzled  
proud  
picky  
punctual  
reliable  
resourceful  
responsible  
rowdy  
rude  
restless

sincere  
selfish  
silly  
skillful  
sly  
shy  
smart  
sneaky  
sociable  
sweet  
studious  
spontaneous  
successful  
supportive  
tactful  
trusting  
trustworthy  
truthful  
talkative  
timid  
unfriendly  
versatile  
vibrant  
wise  
warm  
willing  
witty  
worried  
zealous

**CHARACTER  
TRAITS  
READING SETS**



NAME: \_\_\_\_\_

## COMPASSION: THE SNACK CART

Near the school, there was a snack cart that many students would go to after school. A customer named Lee went daily after work to the snack cart on his way to the train station. On Tuesday, Lee noticed a young boy next to him ordering snacks. The young boy took advantage of the snack cart's crowd and secretly left without paying for his order. The next day while Lee was eating in front of the cart, he privately told his friend, the cart owner, Benny, what he witnessed the day before. Benny smiled and told Lee it was ok and would handle it later.

Days passed, and Lee continued to see the boy doing the same thing, ordering and then sneaking away with the snacks. Lee asked Benny, "Why do you let this continue to happen daily?"

Benny replied, "I allow this boy to do this because he is hungry and does not have money to pay. He does not want others to know of his situation, so we have a special agreement, and he helps me around the snack cart."

Lee felt different as he walked to the train. He felt pride in Benny being his friend and showing such consideration and compassion for the boy's situation.

## READING RESPONSE QUESTIONS

1. What is the problem in the story?

2. What traits or characteristics does the owner have?

3. What connection can you make with the story?

4. How can you be like the owner and show compassion to others?

NAME:

## KINDNESS- CHEER TRY OUT

Helena and Jackie were best friends and were trying out together for the cheerleading team this school year. They had been practicing all year for tryouts. The cheerleading coach sent everyone a video of the cheer routine they were required to learn to try out.

The girls were so excited they got together to practice. Helena quickly learned the routine, but Jackie struggled with it. Jackie felt discouraged and ashamed to say she needed help. Helena did her best to encourage her friend, but it did not make a difference.

The next day, the two got together again after school to practice the routine. Jackie was so nervous it was causing her to have trouble memorizing the words and steps. Helena told Jackie everything would work out as their practice ended, but Jackie left crying. Tryouts were the following day, and she still didn't have the routine down.

The day arrived for them to try out, and Helena had a great idea. She sat with Jackie at lunch and told her she would practice with her all recess; she told her she had a secret way to learn the routine. Jackie was hesitant but agreed. At recess, Helena took the time to work with Jackie. Helena's secret method worked, and Jackie finally got it! Jackie was so thankful for all the time her best friend took to teach her. Jackie hugged Helena tight as they both walked into the tryouts, confident they would make the team!

## READING RESPONSE QUESTIONS

1. What is the problem in the story?

---

2. What character traits does Helena show in this story?

---

3. What connection can you make with the story?

---

4. How does Helena show kindness?

---

---

NAME:

## RESPONSIBILITY: THE NEW PET

Andrew always wanted a dog. He constantly asked his parents, but they did not feel Andrew was ready. They would explain to him that there was much more to caring for a dog than just feeding and playing with it. They told him that pets are family members and caring for one includes many responsibilities.

One day, Andrew saw an abandoned puppy in a box in front of his house. His heart sank, and he knew he had to bring the puppy inside with him. His parents were not home at the time. Andrew was excited and knew this was the perfect chance to prove that he would be a great dog owner. His parents came home from work and saw the puppy sitting beside the sofa where Andrew was asleep. When he woke up, his parents asked him where he got the puppy. He told them he found him outside in front of their house. His parents spoke privately and then came back to talk with him. They reminded him about all the responsibilities of caring for a puppy. Andrew asked his parents to give him time to prove he was responsible enough to keep the puppy. They explained they would have to take the puppy to the vet first to see if it had registered owners.

The vet did everything to see if they could locate the owners and agreed to let Andrew and his family keep the puppy for two weeks until the owners came forward. As the days and weeks passed, his parents saw how Andrew cared for the puppy. They began to realize that Andrew was responsible and a great pet owner.

After a few weeks, the vet told them that no one had come forward to claim the puppy. The vet asked if the family wanted to adopt the puppy. Andrew's family agreed and allowed him to buy his first pet a collar and name tag. "Hunter" was printed on the name tag, and he was officially Andrew's new pet.

## READING RESPONSE QUESTIONS

1. What is the problem in the story?

2. How does Andrew prove to be responsible?

3. What connection can you make with the story?

4. What are ways you can show responsibility?

NAME: \_\_\_\_\_

## INTEGRITY: THE MATH TEST

Mark was an all-around role model kid, a straight-A student, the student council president, and the baseball team captain.

As Mark was getting ready for another typical day at school, he quickly remembered he had a math test first thing that morning. He had planned to study for it the night before but decided to hang out with his family. Mark wished he had woken up a little earlier to pull out his book and look over his notes, but he was too late, and it was time to leave for school. Mark was distraught and nervous; he did not want to fail this test because he had to maintain a particular grade to play sports.

On his way to math class, Mark was trying to think of what he could do to try to pass the test. He quickly pulled out his notes right before the teacher passed the tests, and panic set in. Mark looked at a classmate friend next to him and desperately thought to himself... I can look at his test and copy what he answers; after all, he is brilliant. After a moment, Mark shook his head, took a deep breath, calmed down, and came to his senses.

Mark remembered what his parents taught him, always doing the right thing even when no one else was watching. He decided to try his best on the test and learn from his mistake moving forward. As he was taking the test, he felt confident and proud that he was doing his personal best and doing the right thing.

### READING RESPONSE QUESTIONS

1. What is the problem in the story?

---

2. What character traits does Mark show in this story?

---

3. What connection can you make with the story?

---

4. What does it mean to you, when someone says, "do the right thing even when no one else is watching?"

---

---

NAME: \_\_\_\_\_

## PERSEVERANCE: WILL I MAKE IT?

Arielle was excited about the soccer tryouts because all her friends were trying out. The day arrived, and Arielle was nervous but ready. The soccer coach gathered the girls and gave them instructions for the tryouts.

The first soccer drill was dribbling through and around cones. It was Arielle's turn. She got the ball and began the drill. She started dribbling and went through the first few cones but stumbled, lost control of the ball, and knocked over the cones. She kept smiling and cheering everyone on.

The next drill was a shooting drill. Arielle was determined not to make any mistakes. It was her turn; she ran up to the ball and took her kick. Boom! She struck it hard, but it flew over the goal! Nothing was going right, but she wasn't giving up. Arielle kept cheering on her friends even though she was not doing her best.

The last activity at tryouts was the scrimmage. Arielle believed if she did well during the scrimmage, she might still have a chance to make the team. The scrimmage was tied 1-1 with one minute to go. Arielle yelled loud to her team, "We got this!" Arielle's team had a corner kick, and she was in the box waiting. The ball flew towards her, and she jumped into the air and headed the ball into the goal! Game over. Arielle's goal helped her team win!

After the scrimmage, Coach Nadia walked up to her and said, "I can't wait to see that this season from you! I also love how you root for your teammates!" Arielle knew her hard work, positive attitude, and perseverance had paid off!

## READING RESPONSE QUESTIONS

1. What is the problem in the story?

2. What character traits does Arielle show in this story?

3. What connection can you make with the story?

4. How does Arielle show perseverance?

**CHARACTER**

**TRAITS**

**READING SETS**

**ANSWER KEYS**

NAME: \_\_\_\_\_

**ANSWER KEY**

## COMPASSION: THE SNACK CART

Near the school, there was a snack cart that many students would go to after school. A customer named Lee went daily after work to the snack cart on his way to the train station. On Tuesday, Lee noticed a young boy next to him ordering snacks. The young boy took advantage of the snack cart's crowd and secretly left without paying for his order. The next day while Lee was eating in front of the cart, he privately told his friend, the cart owner, Benny, what he witnessed the day before. Benny smiled and told Lee it was ok and would handle it later.

Days passed, and Lee continued to see the boy doing the same thing, ordering and then sneaking away with the snacks. Lee asked Benny, "Why do you let this continue to happen daily?"

Benny replied, "I allow this boy to do this because he is hungry and does not have money to pay. He does not want others to know of his situation, so we have a special agreement, and he helps me around the snack cart."

Lee felt different as he walked to the train. He felt pride in Benny being his friend and showing such consideration and compassion for the boy's situation.

## READING RESPONSE QUESTIONS

1. What is the problem in the story?

**There is a boy who buys food and doesn't pay.**

2. What traits or characteristics does the owner have?

**The owner is compassionate and understanding.**

3. What connection can you make with the story?

**varied**

4. How can you be like the owner and show compassion to others?

**varied**

NAME: \_\_\_\_\_

## KINDNESS- CHEER TRY OUT

Helena and Jackie were best friends and were trying out together for the cheerleading team this school year. They had been practicing all year for tryouts. The cheerleading coach sent everyone a video of the cheer routine they were required to learn to try out.

The girls were so excited they got together to practice. Helena quickly learned the routine, but Jackie struggled with it. Jackie felt discouraged and ashamed to say she needed help. Helena did her best to encourage her friend, but it did not make a difference.

The next day, the two got together again after school to practice the routine. Jackie was so nervous it was causing her to have trouble memorizing the words and steps. Helena told Jackie everything would work out as their practice ended, but Jackie left crying. Tryouts were the following day, and she still didn't have the routine down.

The day arrived for them to try out, and Helena had a great idea. She sat with Jackie at lunch and told her she would practice with her all recess; she told her she had a secret way to learn the routine. Jackie was hesitant but agreed. At recess, Helena took the time to work with Jackie. Helena's secret method worked, and Jackie finally got it! Jackie was so thankful for all the time her best friend took to teach her. Jackie hugged Helena tight as they both walked into the tryouts, confident they would make the team!

## READING RESPONSE QUESTIONS

1. What is the problem in the story?

**Jackie cannot learn the cheer routine for tryouts.**

2. What character traits does Helena show in this story?

**kindness, caring**

3. What connection can you make with the story?

**varied**

4. How does Helena show kindness?

- **She practices with Jackie.**
- **She encourages her friend.**
- **She went out of her way to help her friend.**



NAME: \_\_\_\_\_

## RESPONSIBILITY: THE NEW PET

Andrew always wanted a dog. He constantly asked his parents, but they did not feel Andrew was ready. They would explain to him that there was much more to caring for a dog than just feeding and playing with it. They told him that pets are family members and caring for one includes many responsibilities.

One day, Andrew saw an abandoned puppy in a box in front of his house. His heart sank, and he knew he had to bring the puppy inside with him. His parents were not home at the time. Andrew was excited and knew this was the perfect chance to prove that he would be a great dog owner. His parents came home from work and saw the puppy sitting beside the sofa where Andrew was asleep. When he woke up, his parents asked him where he got the puppy. He told them he found him outside in front of their house. His parents spoke privately and then came back to talk with him. They reminded him about all the responsibilities of caring for a puppy. Andrew asked his parents to give him time to prove he was responsible enough to keep the puppy. They explained they would have to take the puppy to the vet first to see if it had registered owners.

The vet did everything to see if they could locate the owners and agreed to let Andrew and his family keep the puppy for two weeks until the owners came forward. As the days and weeks passed, his parents saw how Andrew cared for the puppy. They began to realize that Andrew was responsible and a great pet owner.

After a few weeks, the vet told them that no one had come forward to claim the puppy. The vet asked if the family wanted to adopt the puppy. Andrew's family agreed and allowed him to buy his first pet a collar and name tag. "Hunter" was printed on the name tag, and he was officially Andrew's new pet.

## READING RESPONSE QUESTIONS

1. What is the problem in the story?

**Andrew wants a pet dog but his parents will not allow him to have one.**

2. How does Andrew prove to be responsible?

**He found a puppy and proved to his parents that he can take care of a pet.**

3. What connection can you make with the story?

**varied**

4. What are ways you can show responsibility?

**varied**

NAME: \_\_\_\_\_

**ANSWER KEY**

## INTEGRITY: THE MATH TEST

Mark was an all-around role model kid, a straight-A student, the student council president, and the baseball team captain.

As Mark was getting ready for another typical day at school, he quickly remembered he had a math test first thing that morning. He had planned to study for it the night before but decided to hang out with his family. Mark wished he had woken up a little earlier to pull out his book and look over his notes, but he was too late, and it was time to leave for school. Mark was distraught and nervous; he did not want to fail this test because he had to maintain a particular grade to play sports.

On his way to math class, Mark was trying to think of what he could do to try to pass the test. He quickly pulled out his notes right before the teacher passed the tests, and panic set in. Mark looked at a classmate friend next to him and desperately thought to himself... I can look at his test and copy what he answers; after all, he is brilliant. After a moment, Mark shook his head, took a deep breath, calmed down, and came to his senses.

Mark remembered what his parents taught him, always doing the right thing even when no one else was watching. He decided to try his best on the test and learn from his mistake moving forward. As he was taking the test, he felt confident and proud that he was doing his personal best and doing the right thing.

## READING RESPONSE QUESTIONS

1. What is the problem in the story?

**Mark did not study for his Math test.**

2. What character traits does Mark show in this story?

**Integrity for doing the right thing**

3. What connection can you make with the story?

**varied**

4. What does it mean to you, when someone says, "do the right thing even when no one else is watching?"

**That you should do the right thing because it is the right thing no matter what**

NAME: \_\_\_\_\_

**ANSWER KEY**

## PERSEVERANCE: WILL I MAKE IT?

Arielle was excited about the soccer tryouts because all her friends were trying out. The day arrived, and Arielle was nervous but ready. The soccer coach gathered the girls and gave them instructions for the tryouts.

The first soccer drill was dribbling through and around cones. It was Arielle's turn. She got the ball and began the drill. She started dribbling and went through the first few cones but stumbled, lost control of the ball, and knocked over the cones. She kept smiling and cheering everyone on.

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After the scrimmage, Coach Nadia walked up to her and said, "I can't wait to see that this season from you! I also love how you root for your teammates!" Arielle knew her hard work, positive attitude, and perseverance had paid off!

## READING RESPONSE QUESTIONS

1. What is the problem in the story?

**Arielle was not having a good tryout and was not very successful at her first 2 drills at soccer tryouts.**

2. What character traits does Arielle show in this story?

**Good work ethic and perseverance.**

3. What connection can you make with the story?

**varied**

4. How does Arielle show perseverance?

**She persevered. She kept on going even after failing at the first 2 drills.**

**CHARACTER  
TRAITS  
GRAPHIC  
ORGANIZERS  
FOR ANY  
STORY**

**STORY TITLE**

**NAME:**

# CHARACTER WANTED

**RECENT PHOTO**

**CHARACTER INFO**

LAST SEEN

APPEARANCE

**CRIME  
COMMITTED**

CHARACTER TRAITS

**REWARD FOR LOCATING CHARACTER**

**STORY TITLE**

**NAME:**

# CHARACTER TRAITS & EVIDENCE



**CHARACTER**

**DESCRIPTION**

**CHARACTER ILLUSTRATION**

**TRAIT**

**TRAIT**

**TRAIT**

**EVIDENCE**

**EVIDENCE**

**EVIDENCE**

**STORY TITLE**

**NAME:**

# INFERENCE CHARACTER INTERVIEW

CHARACTERS IN  
THE INTERVIEW

1. What is your favorite place to visit?

2. What are your favorite hobbies?

3. What do you want to be when you grow up?

4. Where do you see yourself in 2 years?

5. What is the greatest lesson you have learned?

6. If you had a wish, what would you wish for?

**STORY TITLE**

**NAME:**

# UNDERSTANDING THE CHARACTER



**CHARACTER**

**APPEARANCE**

## CHARACTER INFO

WHY IS THE CHARACTER  
IMPORTANT TO THE STORY?

CHARACTER TRAITS

HOW DID THE CHARACTER CHANGE THROUGHOUT THE STORY?



**STORY TITLE**

**NAME:**

**CHARACTER SHIELD:** Analyze a character from the story inside the shield.

**CHARACTER**

DESCRIPTION OF CHARACTER

CHARACTERISTICS

CHARACTER PROBLEMS

FAVORITE THING  
ABOUT CHARACTER

HOW THE CHARACTER  
OVERCAME OBSTACLES

**STORY TITLE**

**NAME:**

# CHARACTER TALK AND QUOTES

Pick a character from the story and write a quote that represent the character throughout the story.

**CHARACTER**

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**QUOTE FROM STORY**

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**CHARACTER**

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**QUOTE FROM STORY**

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**CHARACTER**

---

**QUOTE FROM STORY**

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---

---

**CHARACTER**

---

**QUOTE FROM STORY**

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**STORY TITLE**

**NAME:**

# CHARACTER PREDICTIONS

Use the character's traits to help make predictions of what the character will do in the story.

**CHARACTER**

**TRAITS**

**PREDICTION OF WHAT THE CHARACTER  
WILL DO IN THE STORY:**

**CHARACTER**

**TRAITS**

**PREDICTION OF WHAT THE CHARACTER  
WILL DO IN THE STORY:**

**CHARACTER**

**TRAITS**

**PREDICTION OF WHAT THE CHARACTER  
WILL DO IN THE STORY:**

**STORY TITLE**

**NAME:**

**CHARACTER ACTIONS & FEELINGS**

CHARACTER

ACTIONS

CHARACTERS FEELINGS

CHARACTER

ACTIONS

CHARACTERS FEELINGS

CHARACTER

ACTIONS

CHARACTERS FEELINGS

# STORY TITLE

NAME:

**CHARACTER ANALYSIS:** You will notice that character's actions, thoughts, beliefs change throughout a story. Pick one character and analyze how they changed from the beginning of the story to the ending.

CHARACTER

BEGINNING  
OF THE STORY

CHARACTER

ENDING OF  
THE STORY

# STORY TITLE

NAME:

**CHARACTER ANALYSIS:** You will analyze the characters from the story. Describe their thought, actions, and behaviors.

CHARACTER

#1

CHARACTER

#2

# STORY TITLE

NAME:

**DIRECTIONS:** Use two characters from the story and create a text chat between them, use the story to guide their conversation.

CHARACTER #1



CHARACTER #2

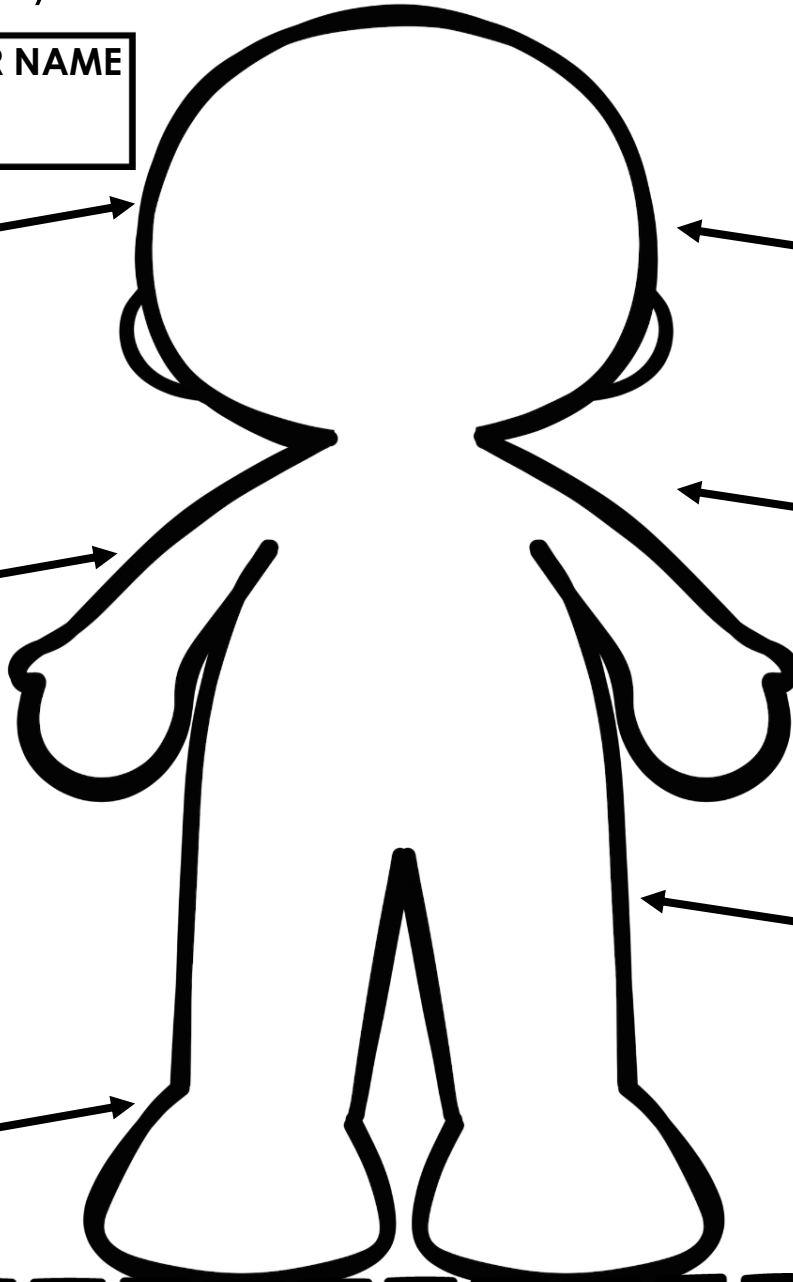


# STORY TITLE

NAME:

Illustrate your character and list character traits around your character on the arrows.

CHARACTER NAME



Describe your character in a few sentences.

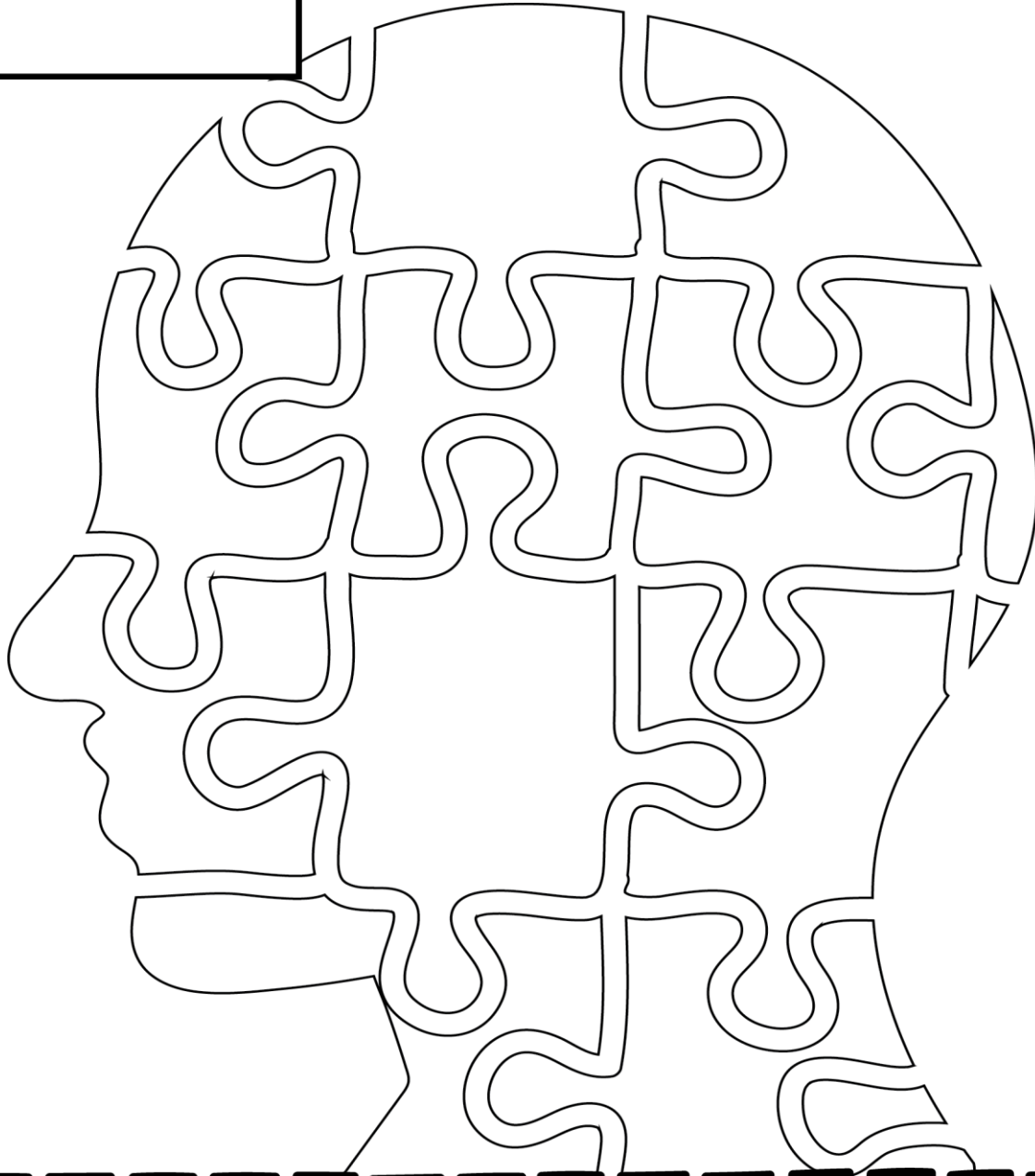


# STORY TITLE

NAME:

Label character traits around all around the head of the character.

CHARACTER NAME



Describe your character in a few sentences.

**STORY TITLE**

**NAME:**

**CHARACTER #1:**

**CHARACTER #2:**

**DIFFERENT**

**SAME**

**DIFFERENT**

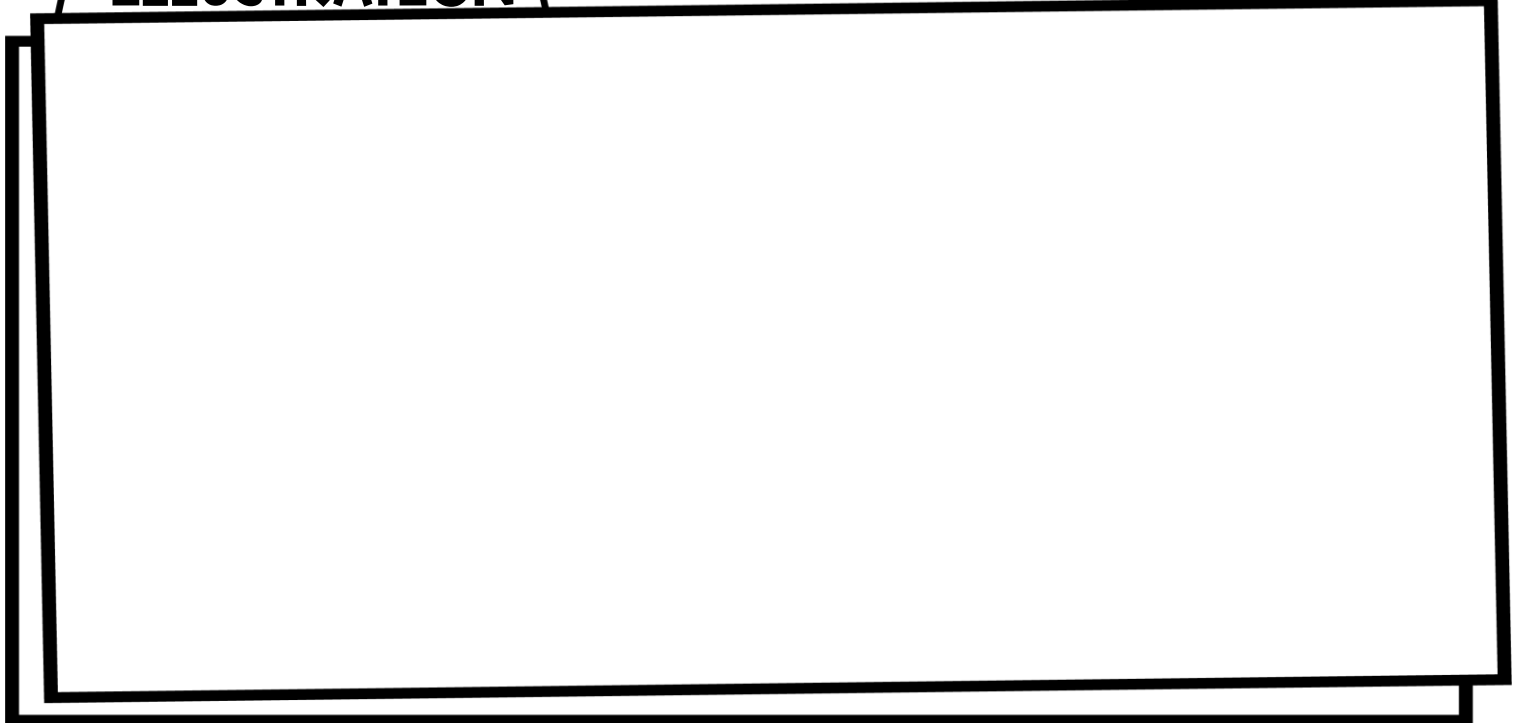
# **WRITING PROMPTS**

# WRITING PROMPTS

NAME:

What does compassion mean to you?

**ILLUSTRATION**

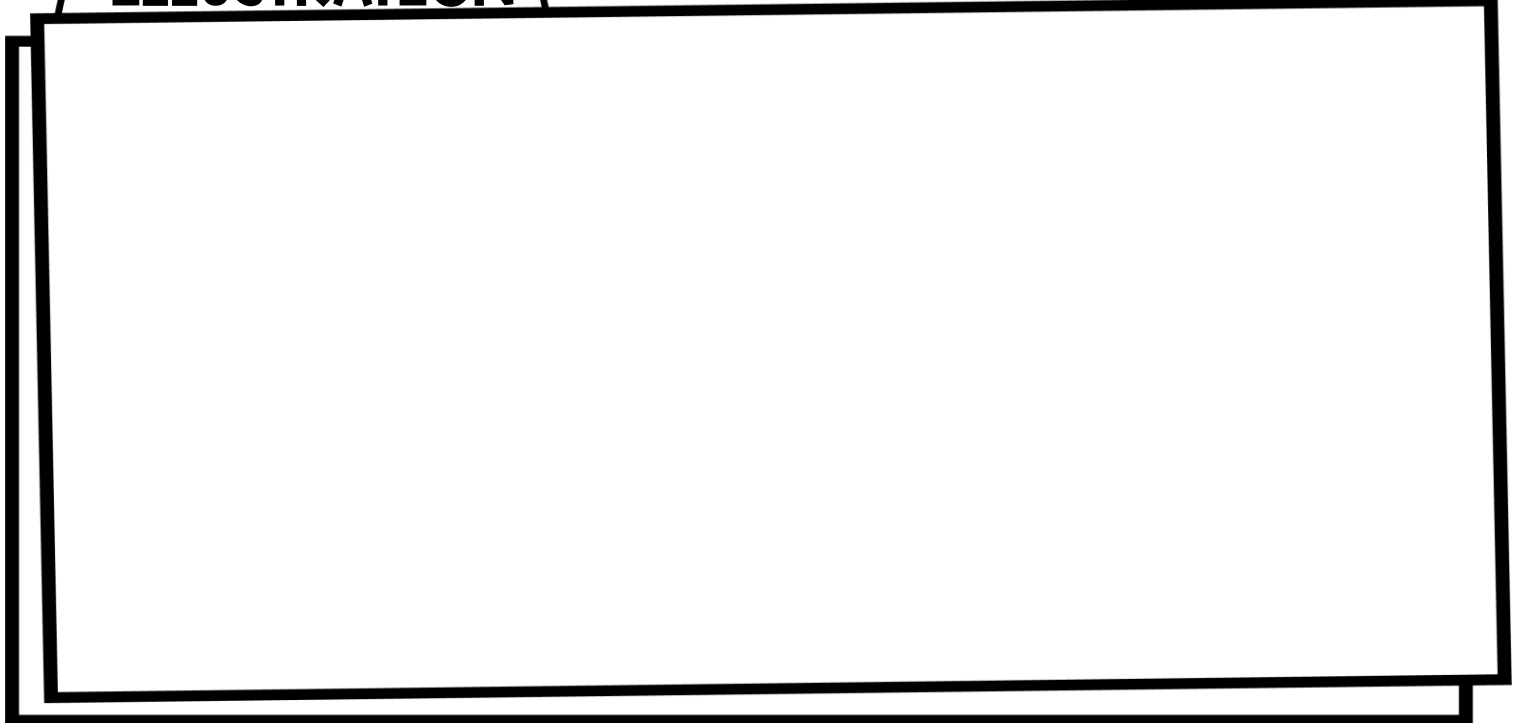


# WRITING PROMPTS

NAME:

What does "walk a mile in my shoes," mean and why is it important?

**ILLUSTRATION**

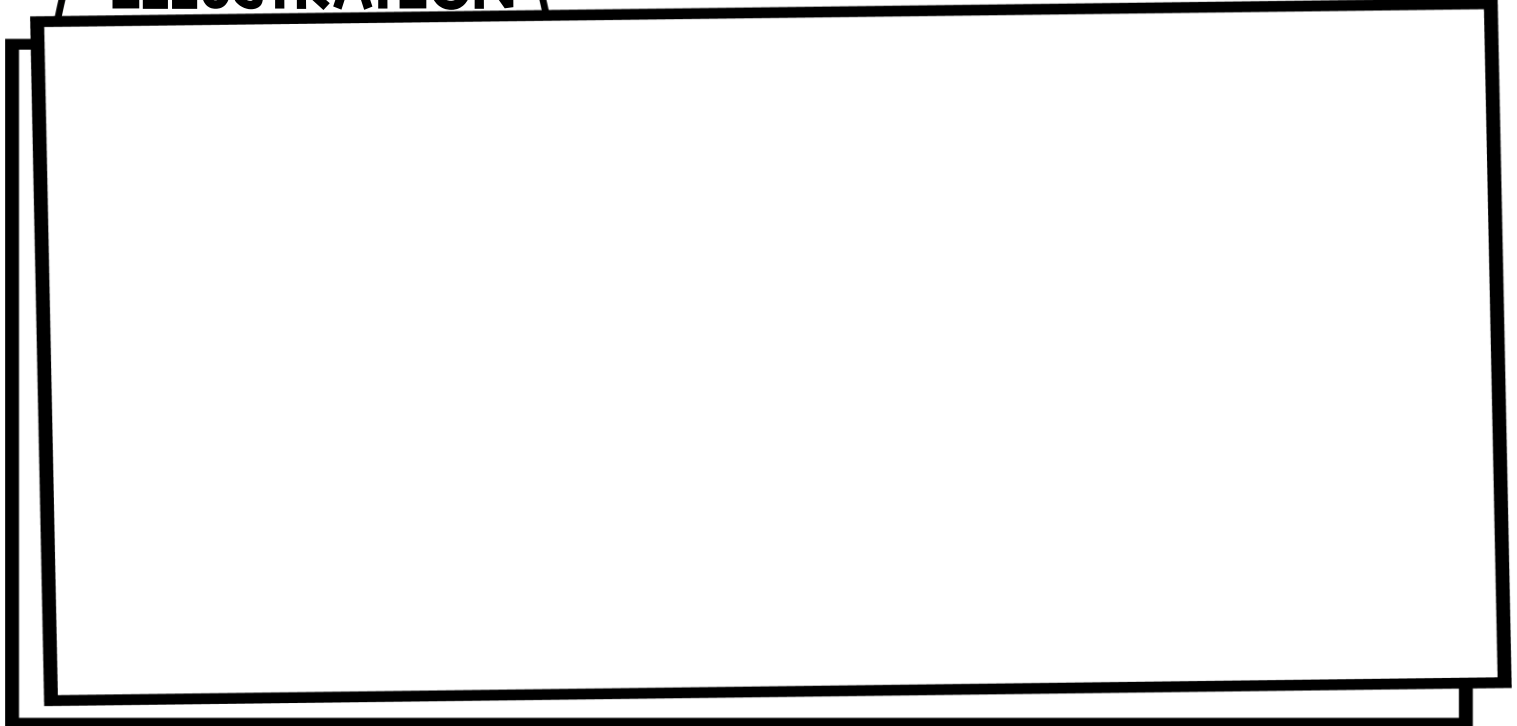


# WRITING PROMPTS

NAME:

Others can depend on me because?

**ILLUSTRATION**

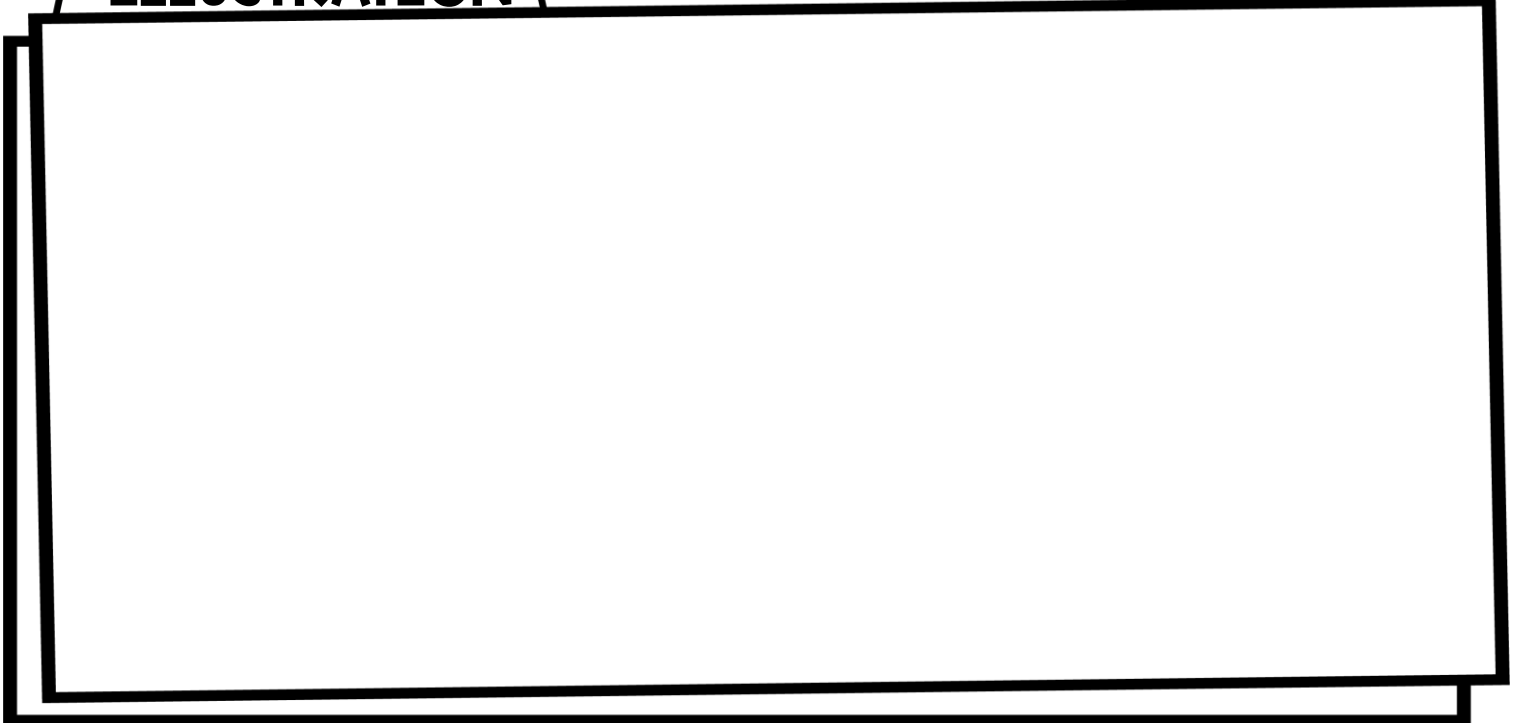


# WRITING PROMPTS

NAME:

When is it important to be able to laugh at yourself? Describe a situation.

**ILLUSTRATION**

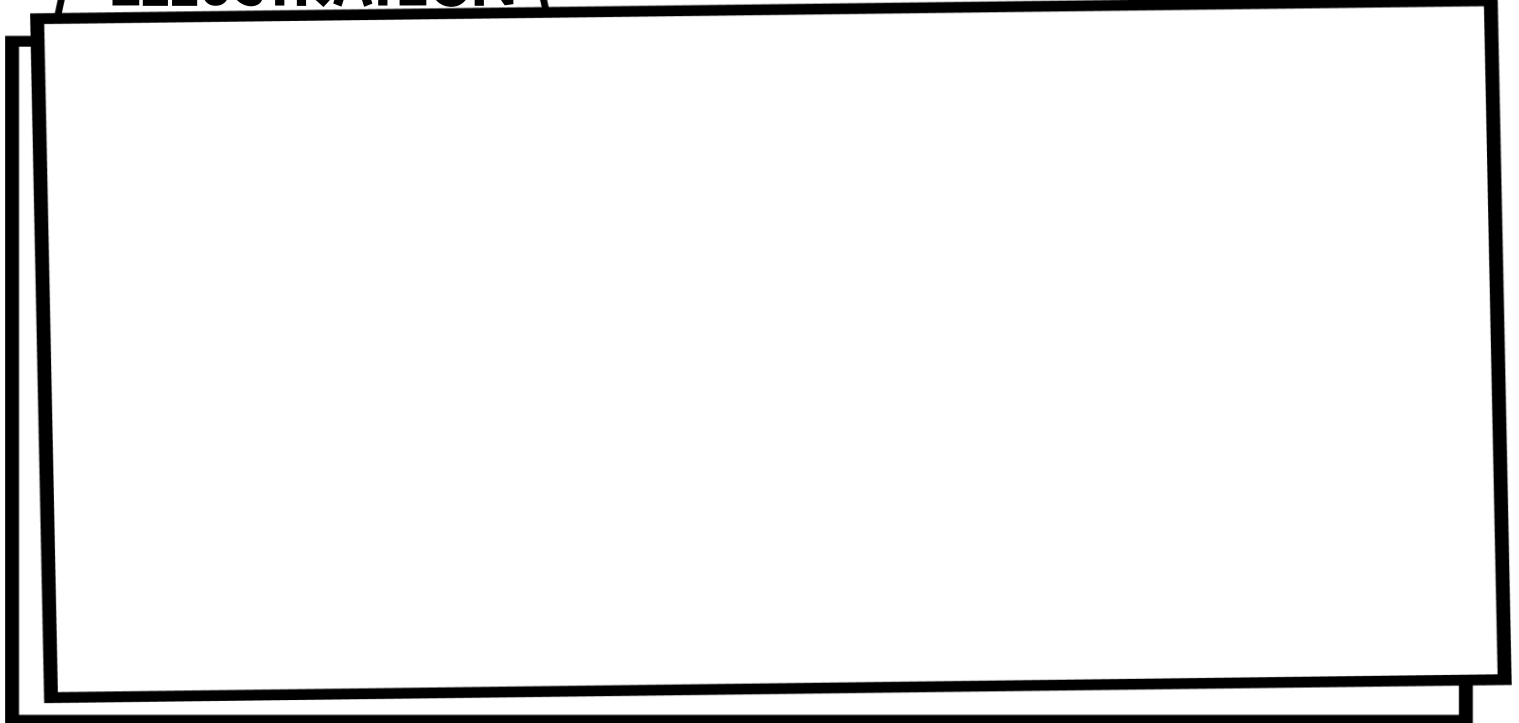


# **WRITING PROMPTS**

NAME:

What does it mean to be open minded?

**ILLUSTRATION**



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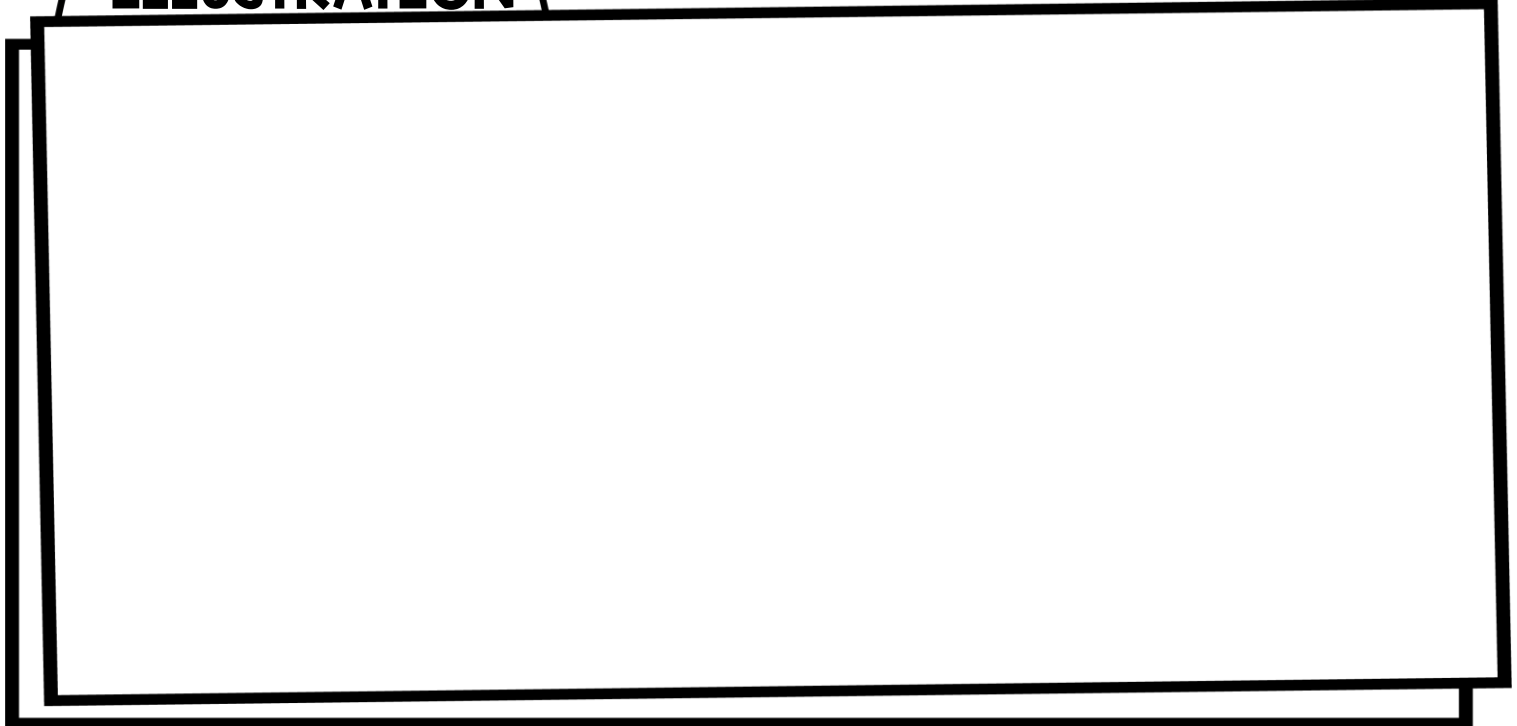


# WRITING PROMPTS

NAME:

What really upsets you? What is the best thing to do when someone upsets you?

**ILLUSTRATION**

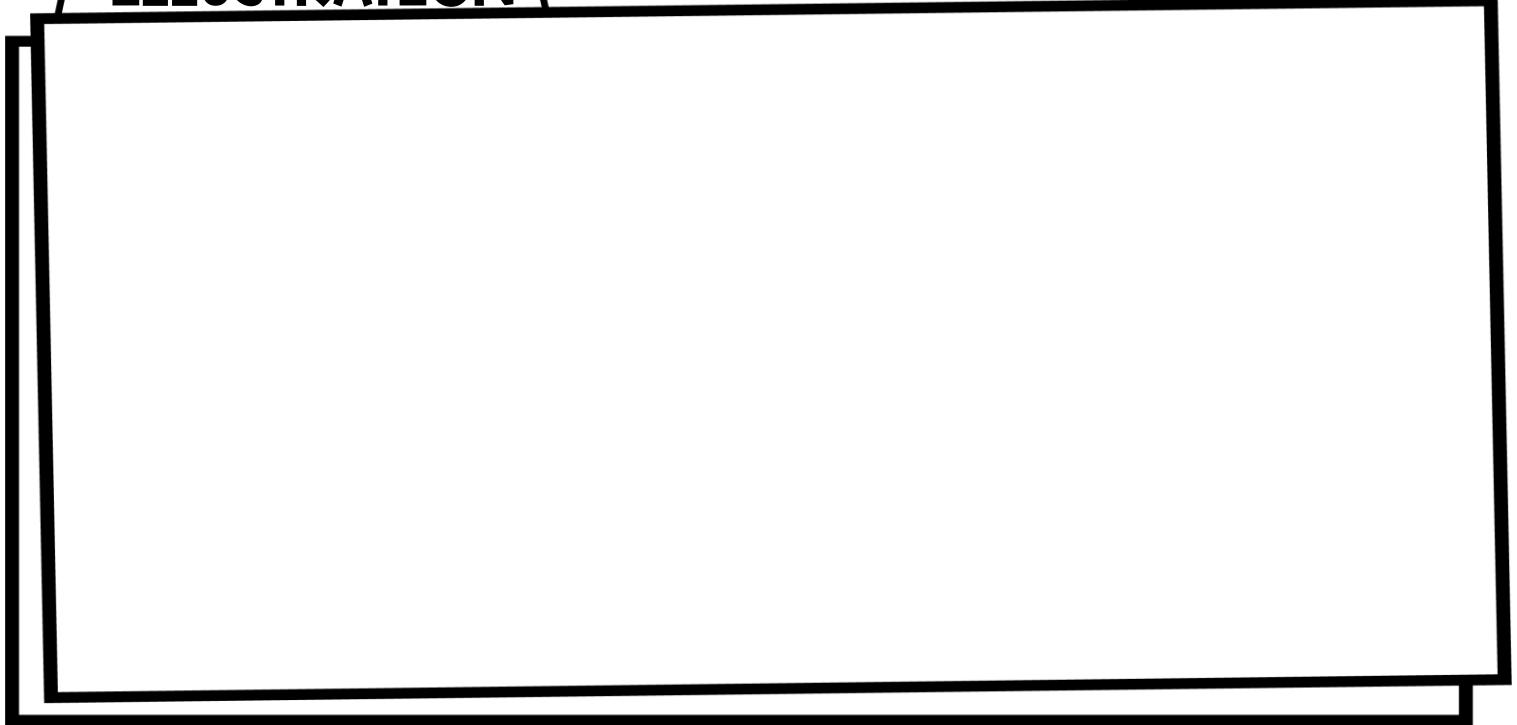


# WRITING PROMPTS

NAME:

Others are able to trust me because?

**ILLUSTRATION**

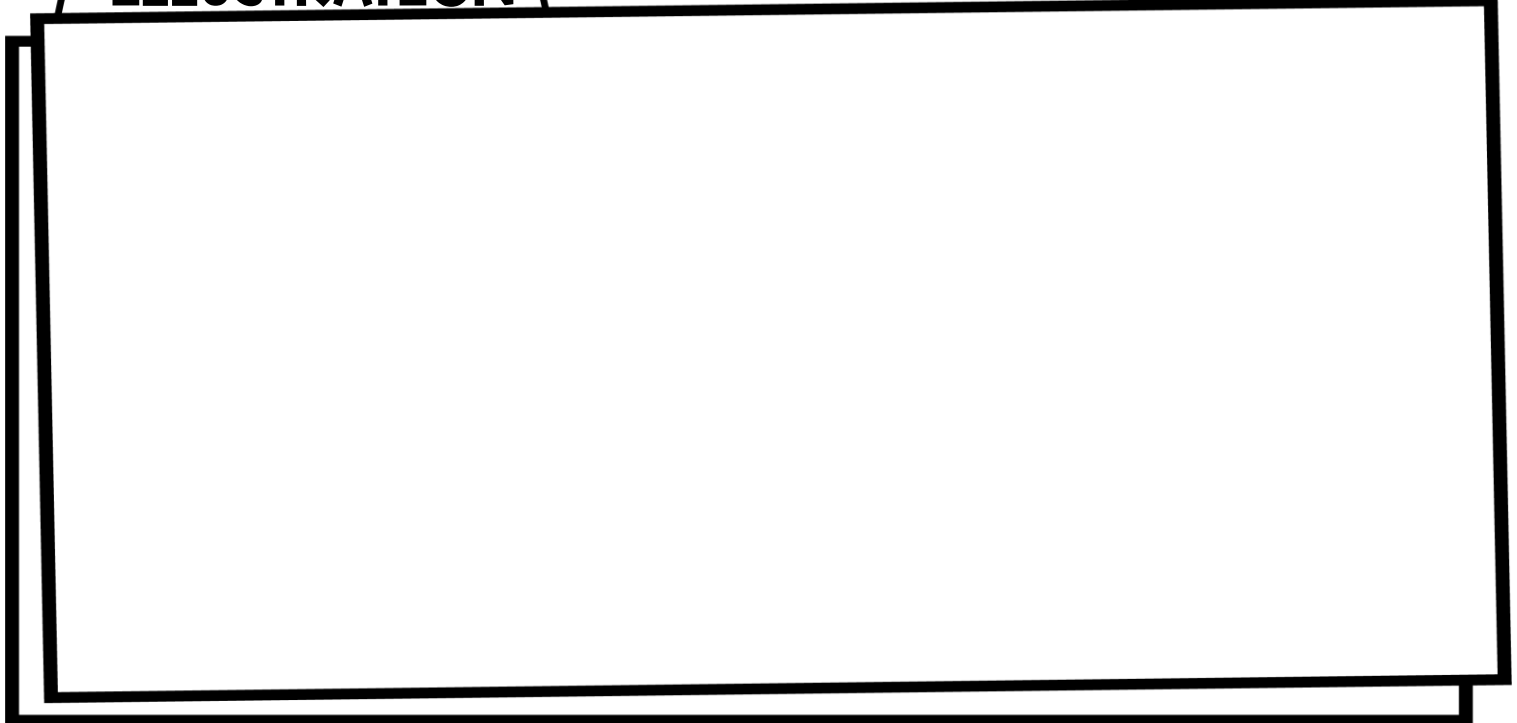


# WRITING PROMPTS

NAME:

Is character defined by one act or a pattern of behavior?

**ILLUSTRATION**

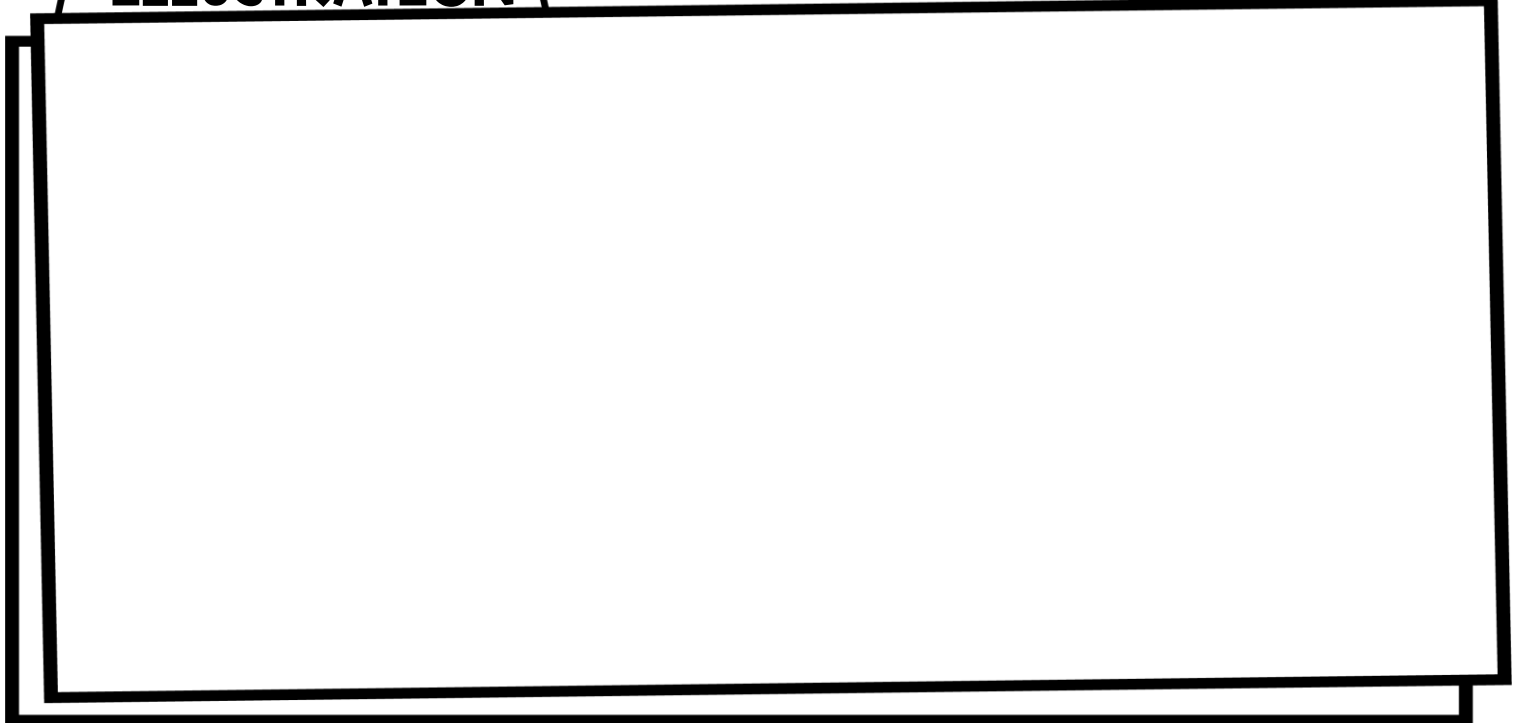


# WRITING PROMPTS

NAME:

Is it possible to be 100% fair all the time? Describe why or why not?

**ILLUSTRATION**



# WRITING PROMPTS

NAME:

Describe a time when you were treated unfairly? How did you handle it?

**ILLUSTRATION**

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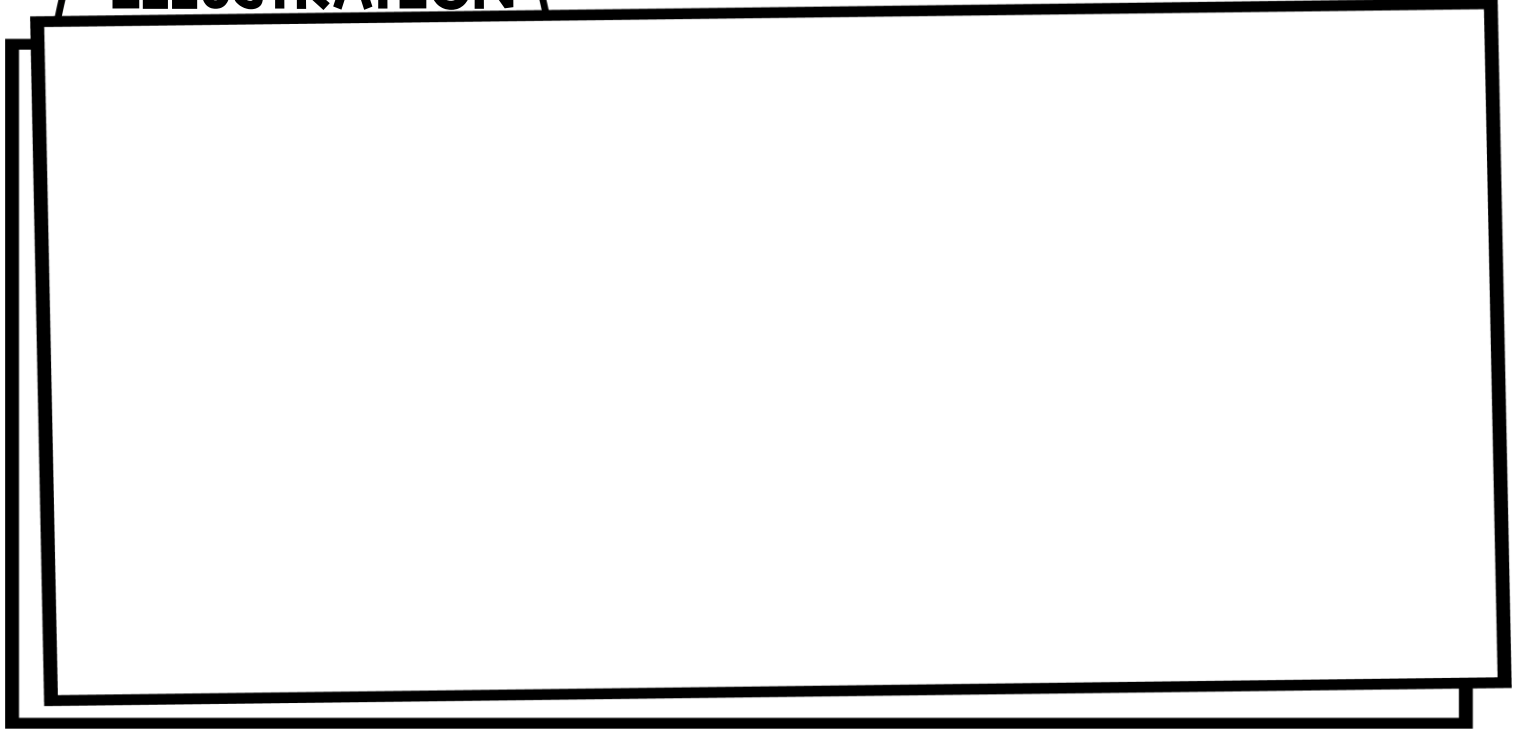
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# WRITING PROMPTS

NAME:

What's the nicest thing you have done for someone else?

**ILLUSTRATION**

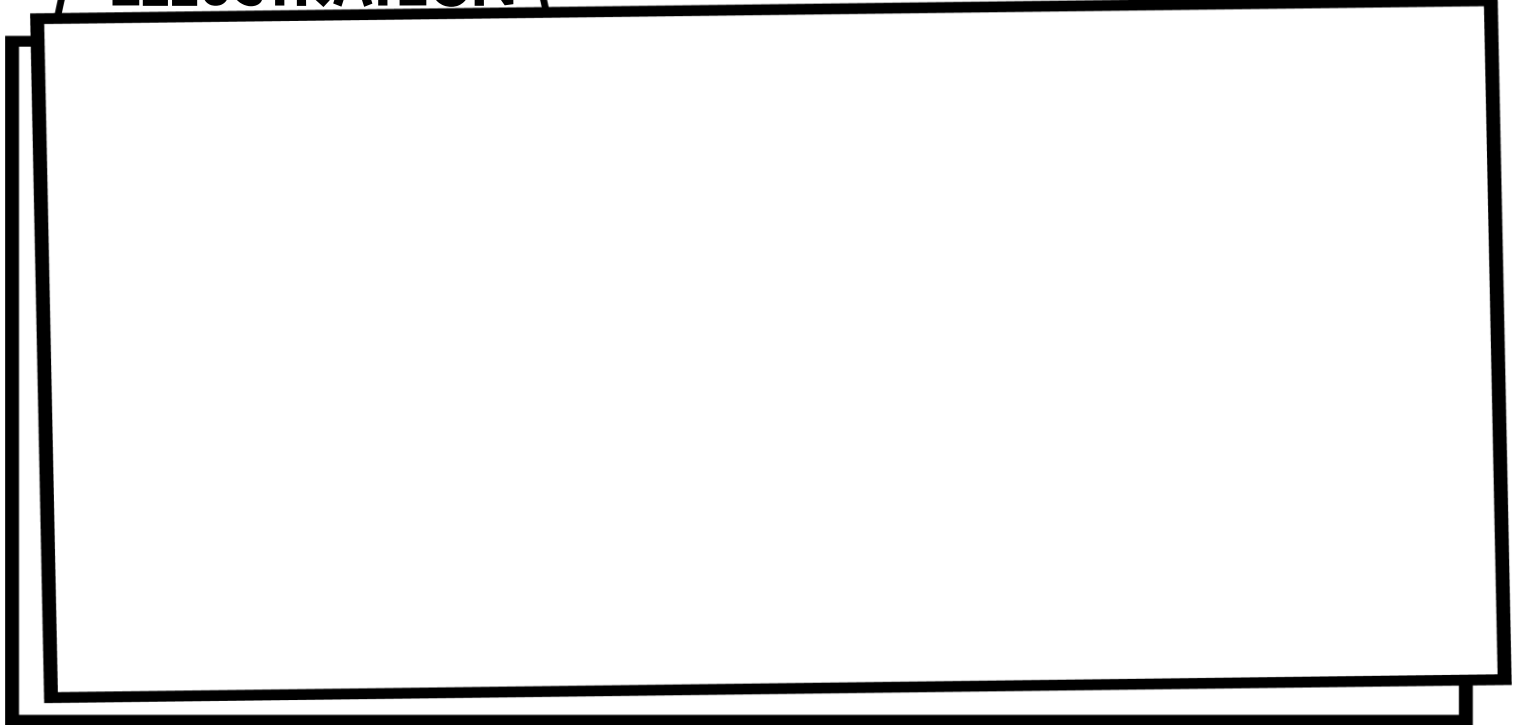


# WRITING PROMPTS

NAME:

What does it mean to be forgiving? Give an example of when you had to forgive someone.

**ILLUSTRATION**

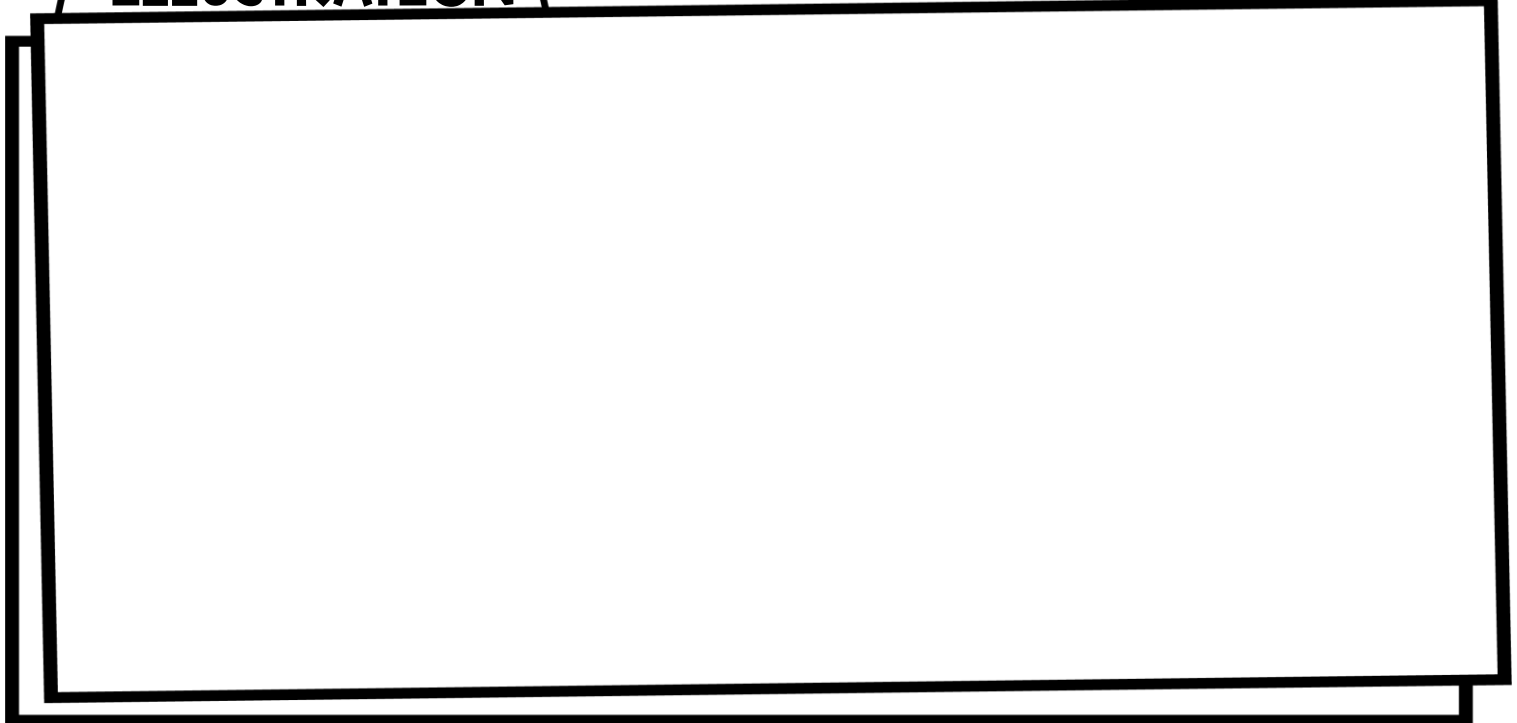


# WRITING PROMPTS

NAME:

Describe your best character trait and why you are good at it?

**ILLUSTRATION**









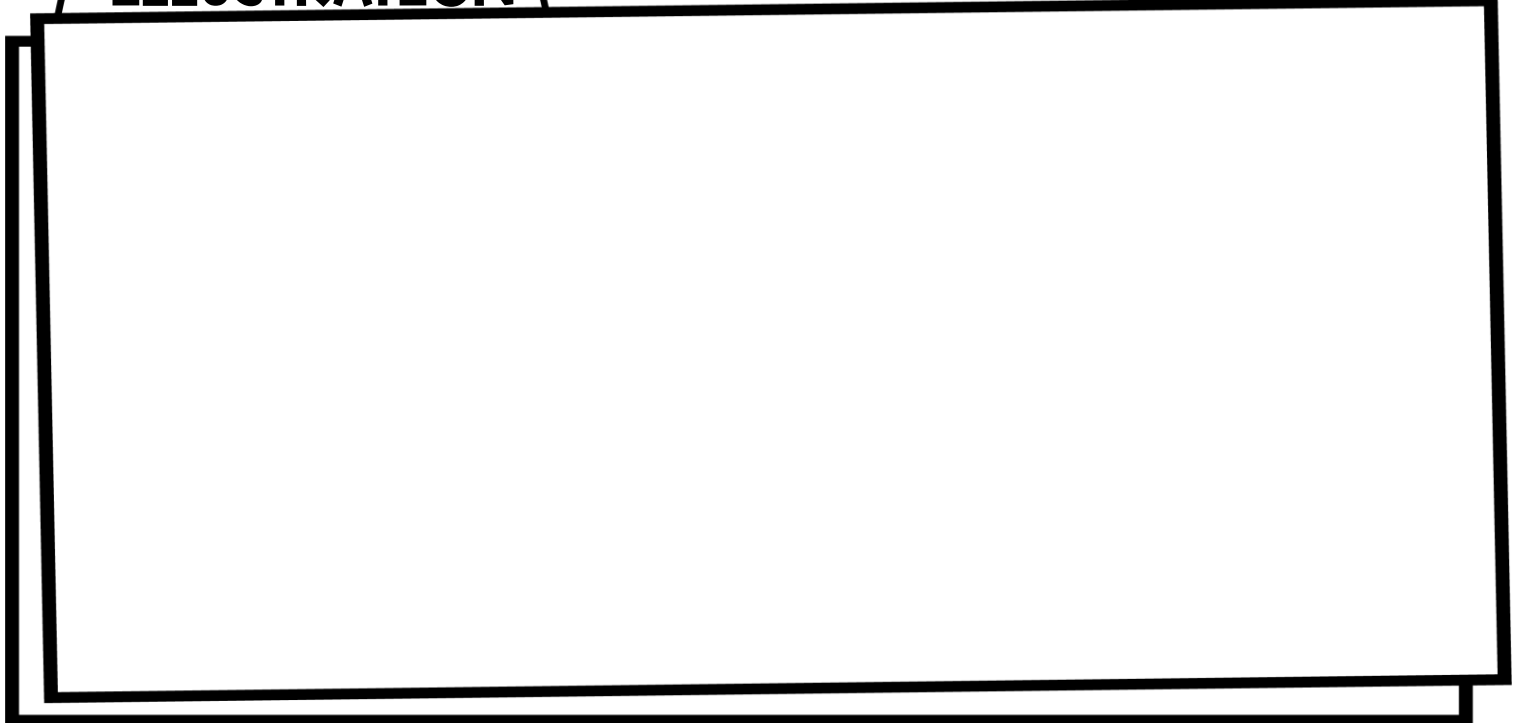


# WRITING PROMPTS

NAME:

Why are first impressions important? Give an example.

**ILLUSTRATION**

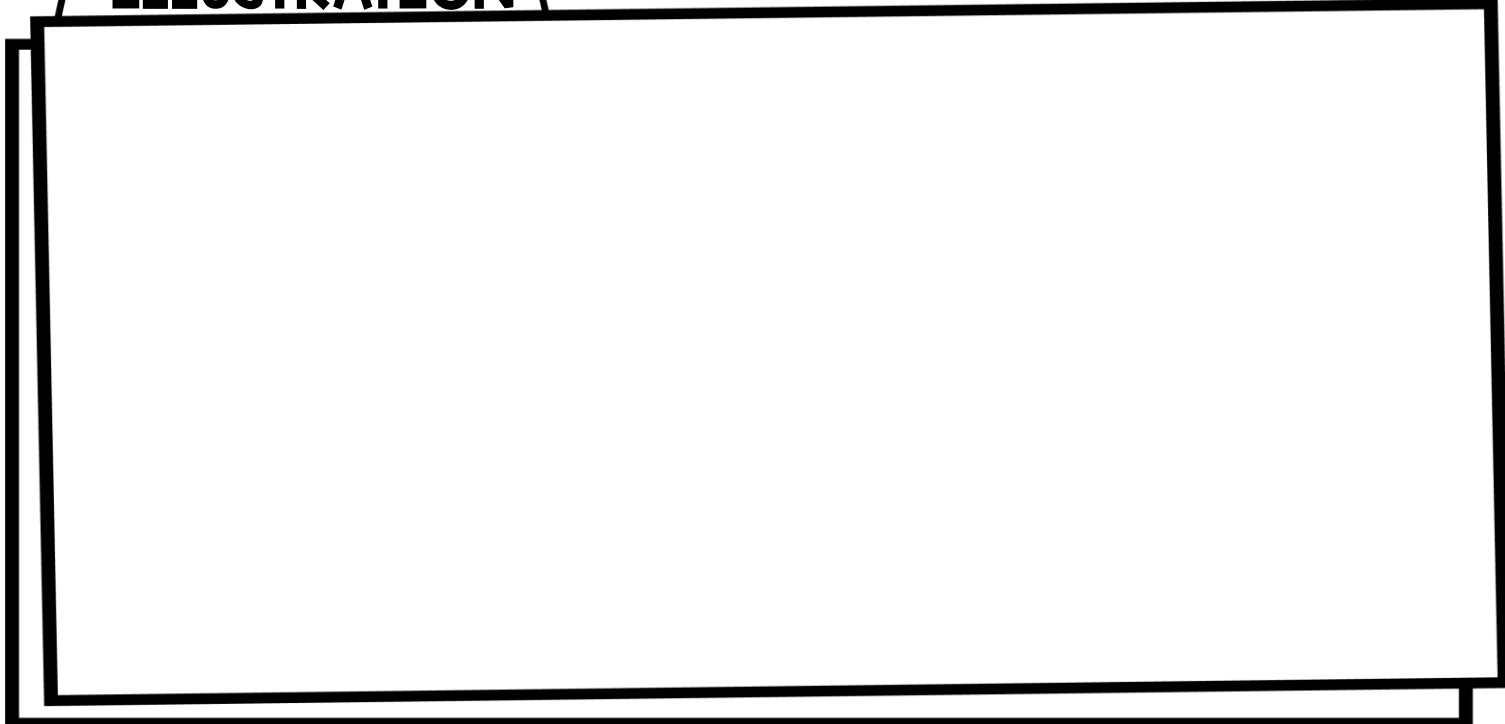


# WRITING PROMPTS

NAME:

What character traits make someone a good person?

**ILLUSTRATION**



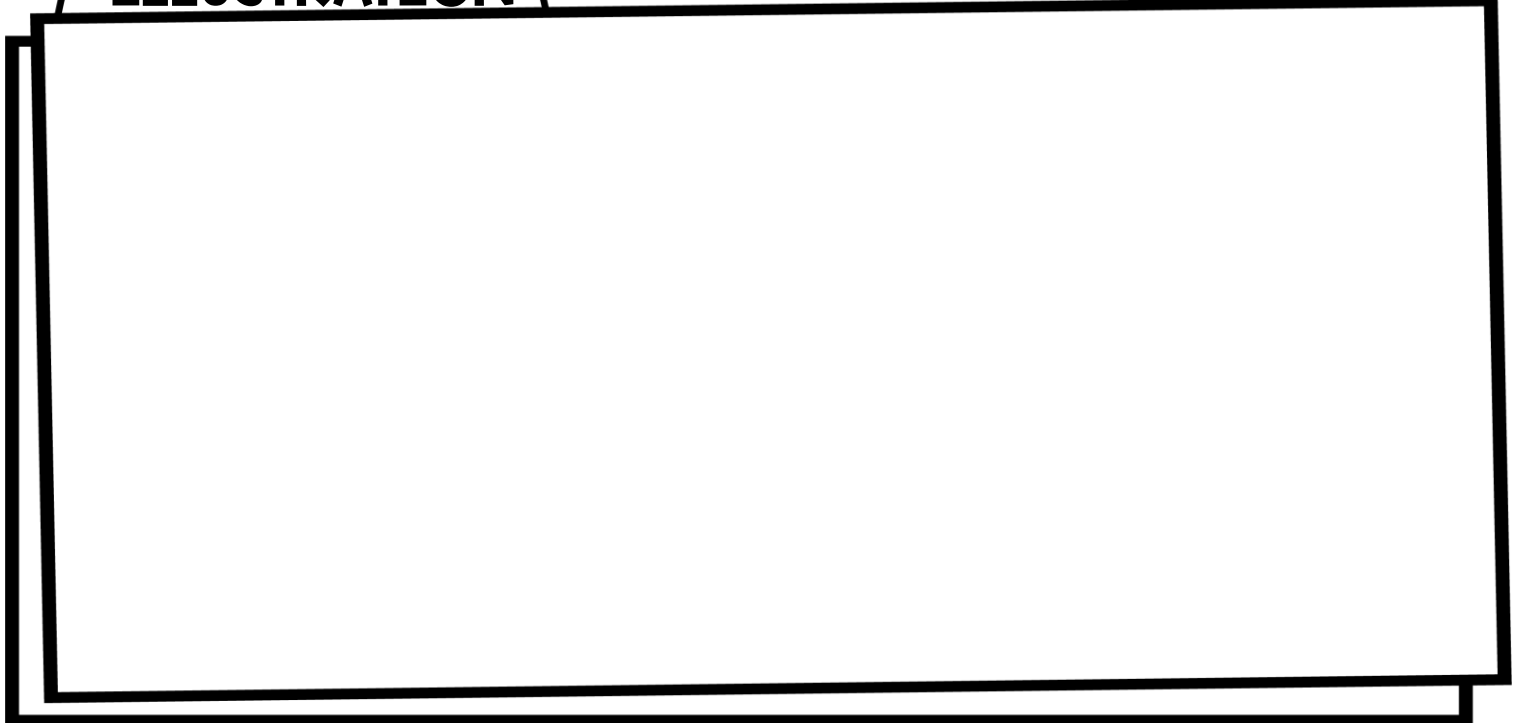
Lined area for writing an answer to the prompt. The area contains ten horizontal lines for text entry.

# WRITING PROMPTS

NAME:

What actions and behavior make me respectful?

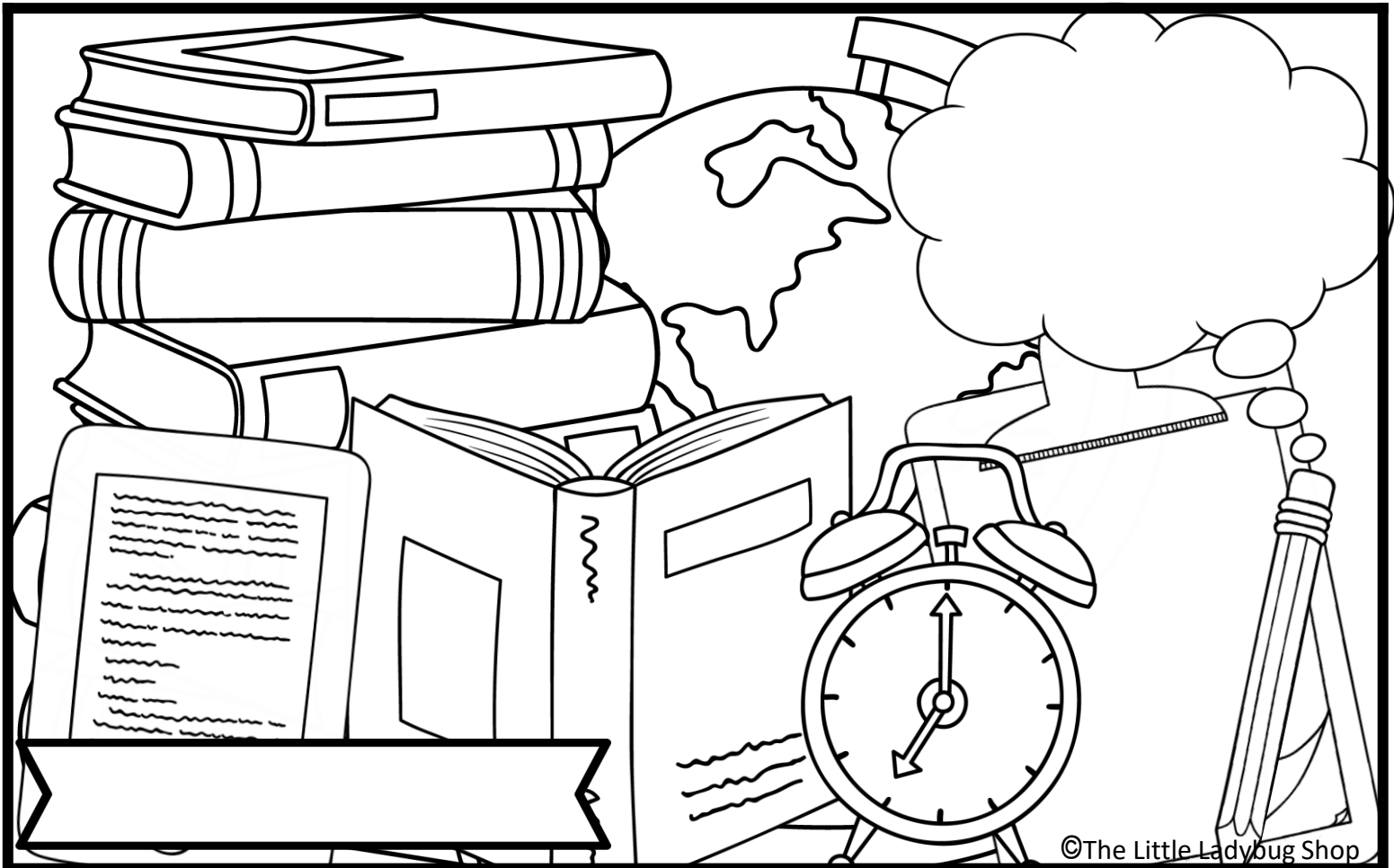
**ILLUSTRATION**





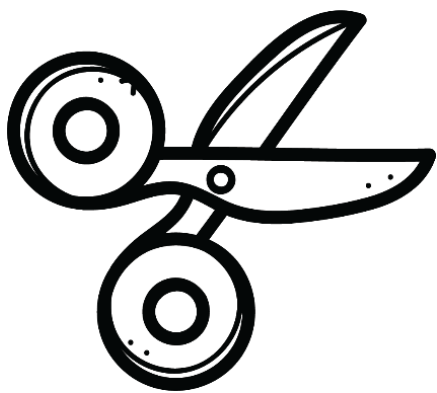
**BONUS  
CHARACTER  
FLIP BOOK**



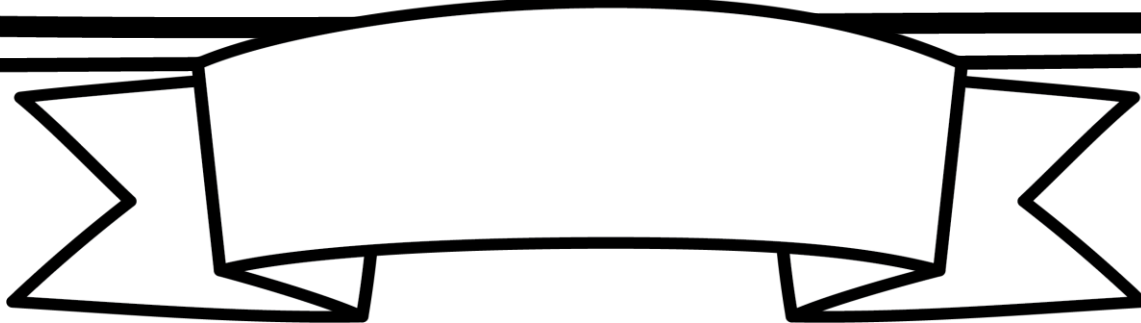


# CHARACTER

ANALYSIS FLIP BOOK



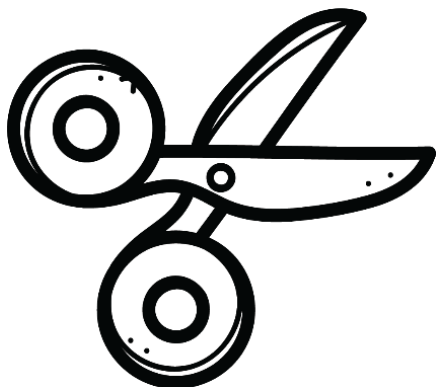
**FLIP BOOKLET DIRECTIONS:  
CHOOSE WHICH COVER PAGE YOU  
WANT FOR YOUR BOOKLET. CUT ON  
BOTTOM BLACK LINE, LINE UP  
PAGES AND STAPLE TOGETHER.**



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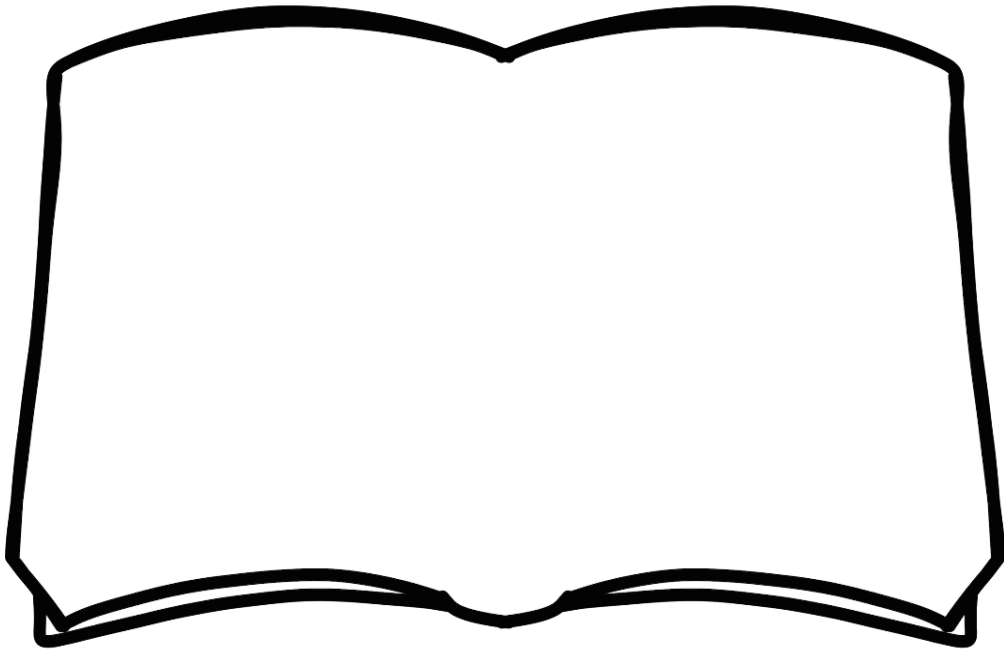
# CHARACTER

ANALYSIS FLIP BOOK



**FLIP BOOKLET DIRECTIONS:  
CHOOSE WHICH COVER PAGE YOU  
WANT FOR YOUR BOOKLET. CUT ON  
BOTTOM BLACK LINE, LINE UP  
PAGES AND STAPLE TOGETHER.**

# ALL ABOUT MY CHARACTER



NAME OF STORY: \_\_\_\_\_

NAME OF CHARACTER: \_\_\_\_\_

ROLE IN STORY: \_\_\_\_\_

CHARACTER TRAITS: \_\_\_\_\_

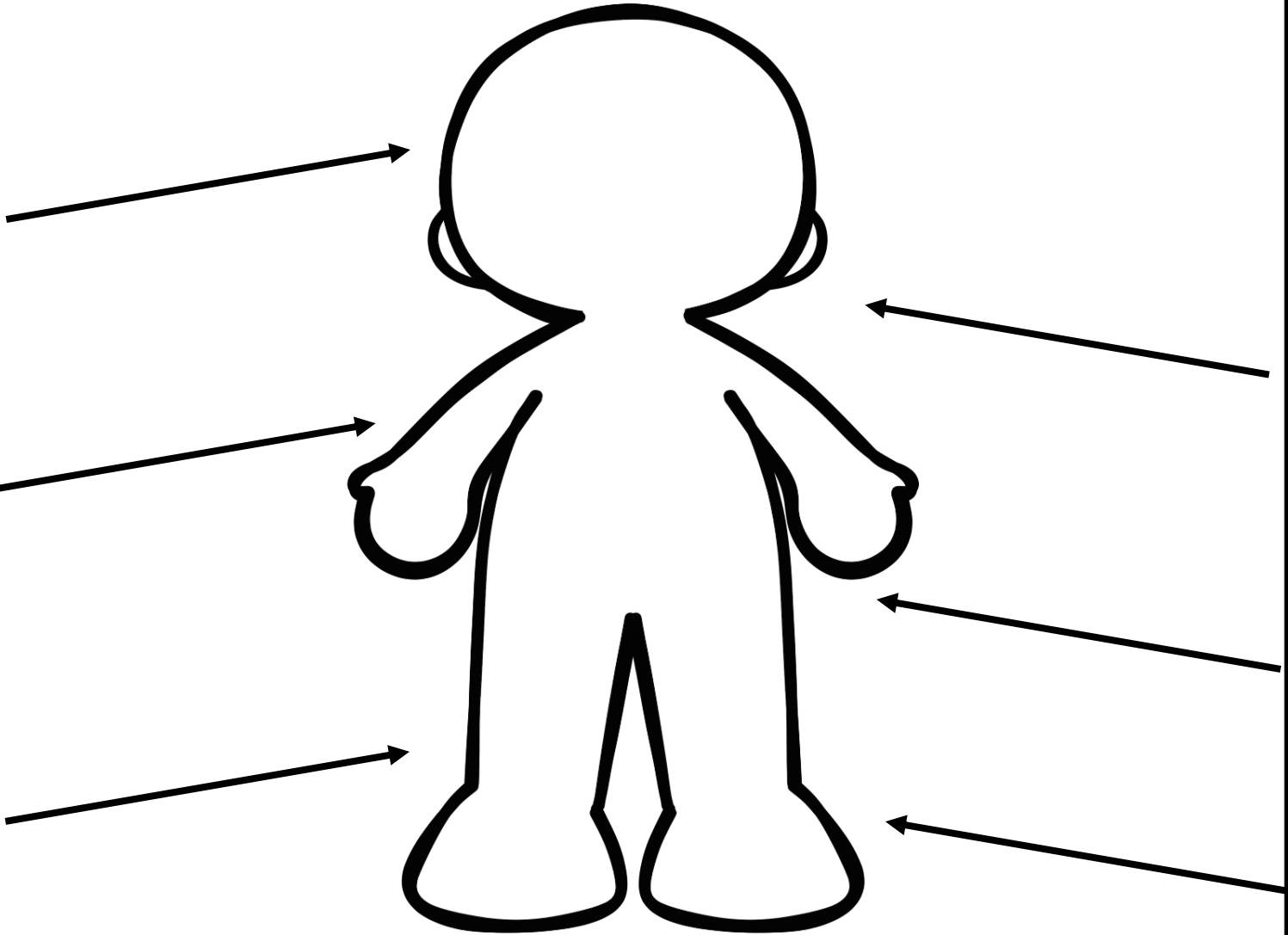
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# ALL ABOUT MY CHARACTER

# MY CHARACTER

ILLUSTRATE YOUR CHARACTER



LIST CHARACTER TRAITS AROUND YOUR CHARACTER.

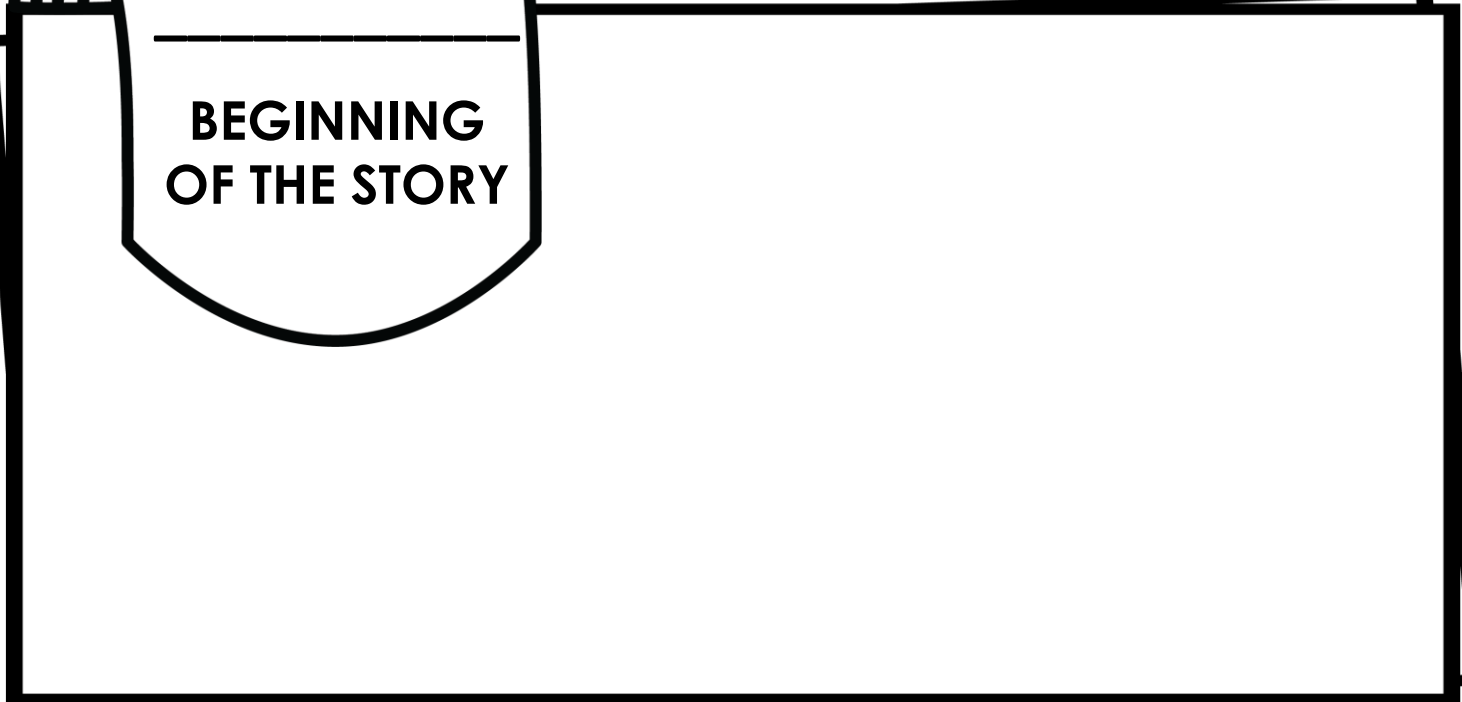
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# CHARACTER TRAITS

**CHARACTER**

Illustrate and write about your character at the beginning of the story.

**BEGINNING  
OF THE STORY**



Seven horizontal lines for writing text.

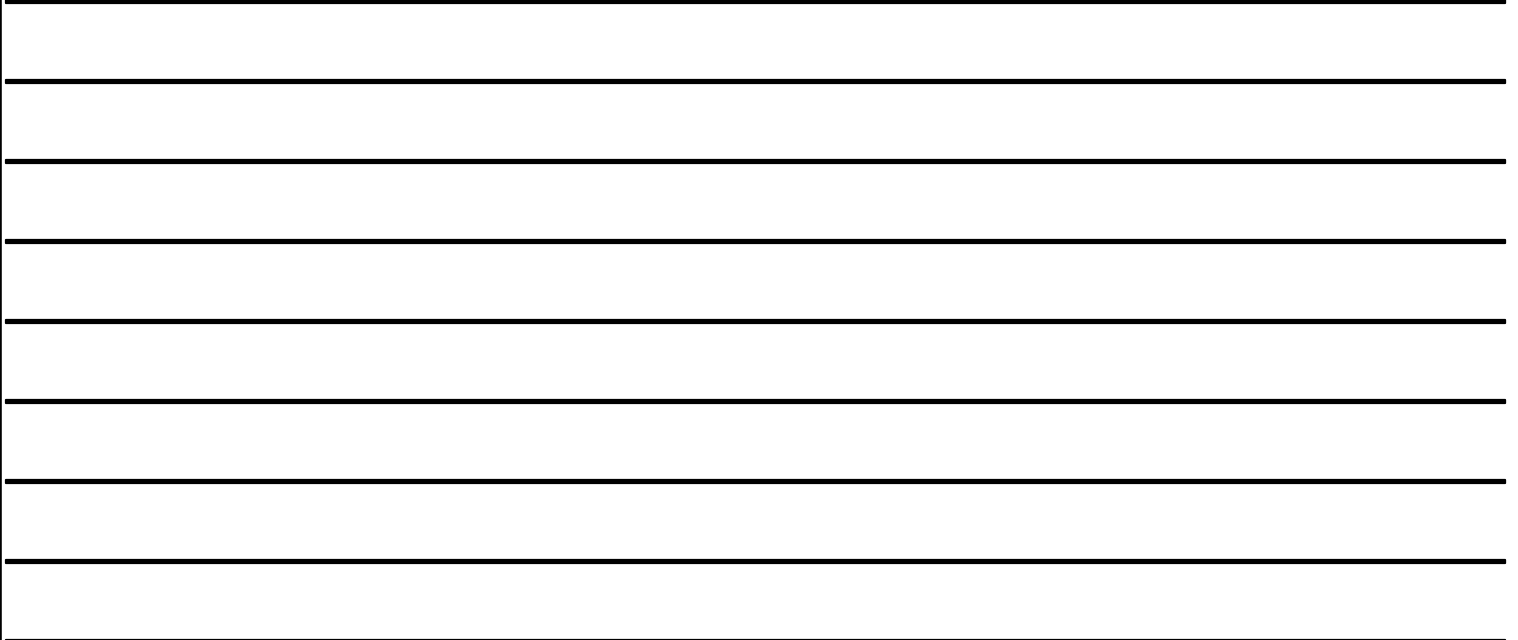
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**BEGINNING OF THE STORY**

**CHARACTER**

Illustrate and write about your character at the ending of the story.

**ENDING OF  
THE STORY**

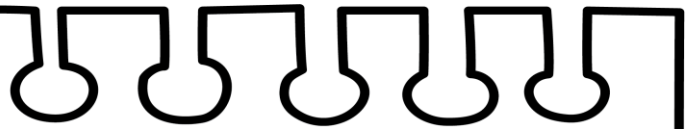


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**ENDING OF THE STORY**



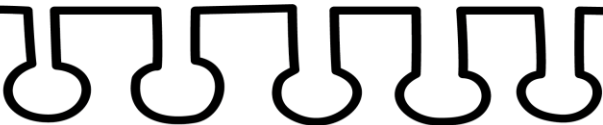
**CHARACTER TRAITS**



**CHARACTER FEELING**



**CHARACTER ACTIONS**



**CHARACTER WORDS**

# CHARACTER ANALYSIS