

THINKING WITH MY FAMILY AND FRIENDS

Video: Luis Garcia: End Zone Hero

Third Quarter

Characterization

(character's thoughts)

Every time Citra gets in the car with either of her parents lately, she knows she will hear political ads on the radio. While she isn't sure what to think of all the thoughts shared by the candidates, she is sure that she has learned a lot about the candidates' character. All of this has her noticing the thoughts of characters in every book she reads recently. She has found that the character's personal thoughts provide a lot of information about the character's personality. When she came across the story *Diner Dilemma*, she noticed it to be a great example of a story where the character's thoughts help the reader to learn about the traits the character possesses.

Now it's **Your Turn!** Read *Diner Dilemma!* Create your own *Think Aloud* and *T-Chart*.

Then compare your thinking with **Citra's Think Aloud and T-Chart.**

THINKING WITH MY FAMILY AND FRIENDS

Video: Luis Garcia: End Zone Hero Pre-Game Warm Up & First Quarter *Characterization* *(narration)*

Mary and her friends enjoy reading books together and discussing their thoughts over what they read. Their last book was sad, so they decided this time they would read something more upbeat. As Mary started the book she noticed the author's description of the character reminded her of herself. Excited that she could relate to the character, she began to wonder if her friends would agree. Read, *Sunny Day Anna*, and discover how the author's narration in the story helps Mary learn about the character that reminds her so much of herself.

Now it's **Your Turn!** Read *Sunny Day Anna*. Create your own *Think Aloud* and *T-chart*.

Then compare your thinking with **Mary's Think Aloud and T-chart**.



Before You Read:

Think about what you may already know about positive attitudes. Consider what you've learned about characterization through narration. Share your thoughts with your family and friends.

While You Read:

Ask your parent, brother, sister, or friend to read this story with you. See if together you can determine the public and private traits that authors use to reveal their characters. You may want to highlight the public traits in green and the private traits in orange. (You may use any color available to you – just remember your color scheme!) Then record these traits in a T-chart so that you develop a complete picture of what the character is like.

After You Read:

- Think about how you can identify the character traits revealed by the author through narration from the story you read.
- Discuss your ideas with your family or friends. Together, create a collaborative Think Aloud about how you used the narration in the story to determine the public and private traits of the character. Share your *thinking* with each other.

Sunny Day Anna

Some people, they say, are “born on a sunny day.” Anna was one of them. Anna saw the best in every situation. In basketball, she counted how many times she took a shot, not just the points she made. She collected joke books, too. Though some of the jokes were corny, her friends laughed because of how Anna told them.

Once, during the same week, Anna had to get glasses and braces. Anna chose purple glasses, and rainbow colored braces. “I think I look unique,” she said.



Anna was the tour guide when new kids came to school. She'd smile like they were old friends, and show them around. After a day with Anna, kids were excited to go to their new school.



Create a T-Chart:

After you have determined the public and private traits the author used to describe Anna, create a T-Chart below to represent your thinking and help you remember these key characteristics.



Compare your Think Aloud with Mary's Think Aloud:

Mary's Think Aloud: I know that I can learn about a character by carefully reading how the author described the character in the text. In the first paragraph, when I read, "Anna saw the best in every situation," I understand that Anna must have a very positive attitude because she can look on the bright side of things. Since having a "positive attitude" is an inner strength, I will record it on the T-chart under the private column. As I continue to read, I realize that Anna is a basketball player and a joke book collector. Both of these traits are observable so I know they are public traits. Under the public column on my chart I will record, "basketball player" and "joke book collector." The last sentence of the paragraph, "though some of the jokes were corny, her friends laughed because of how Anna told them," helps me to understand that Anna must be humorous because her friends enjoy how she tells her jokes despite how funny they are. I record "humorous" under the private column on my T-chart.

In the second paragraph I read, "Anna chose purple glasses, and rainbow colored braces." I record "purple glasses" and "rainbow braces" under the public column because these are observable. The last sentence in the second paragraph, "She liked to look unique" helps me understand that Anna enjoys being different. I will write "unique" under the private column of my T-chart.

In the final paragraph when I read, "Anna was the tour guide when new kids came to school" and "She'd smile like they were old friends," I'm thinking that Anna must be friendly because she welcomes new students with a smile. I'm also thinking she is sociable because she interacts with many different students. On my T-chart I will write "welcoming" and "sociable" under the private column because they are inner strengths of Anna. I also know that Anna is a "tour guide" so will record that on my T-chart, too, but under the public column. The final sentence, "After a day with Anna, kids were excited to go to their new school," helps me understand that Anna must be friendly to the new students. I'm thinking if they are excited to come to school after spending time with her she must also help them feel comfortable at their new school, too. On my T-chart under that private column I will record "friendly" and "makes others comfortable."

Sunny Day Anna

Some people, they say, are "born on a sunny day." Anna was one of them. **Anna saw the best in every situation.** In **basketball**, she counted how many times she took a shot, not just the points she made. She **collected joke books**, too. Though some of the jokes were corny, **her friends laughed because of how Anna told them.**

Once, during the same week, Anna had to get glasses and braces. Anna chose **purple glasses**, and **rainbow colored braces.** "I think I look **unique**," she said.



Anna was the **tour guide** when **new kids came to school.** **She'd smile like they were old friends**, and show them around. **After a day with Anna, kids were excited to go to their new school.**



Compare your T-Chart with Mary's T-Chart:

Mary's Graphic Organizer: "Because the author revealed the main character by using narration to describe public and private traits, I will use a T-chart to record these characteristics."

Public Traits	Private Traits
basketball player	positive attitude
joke book collector	humorous
purple glasses	unique
rainbow braces	welcoming
tour guide	sociable
	friendly
	makes others comfortable

Questions to Think and Talk About:

- How do character traits help Mary get to know the main character?
- How does a T-chart help Mary develop a picture of what the character is like?
- Why might this process help you get to know characters you read about?
- When might this process be useful?



Before You Read:

Think about what you may already know about waitressing. Consider what you've learned about characterization through the character's thoughts. Share your thoughts with your family and friends.

While You Read:

Ask your parent, brother, sister, or friend to read this story with you. See if together you can determine the public and private traits that authors use to reveal their characters through their dialogue with others. You may want to highlight the public traits in green and the private traits in orange. (You may use any color available to you – just remember your color scheme!) Then record these traits in a T-chart so that you develop a complete picture of what the character is like.

After You Read:

- Think about how you can identify the character traits revealed by the author through the character's thoughts from the story you read.
- Discuss your ideas with your family or friends. Together, create a collaborative Think Aloud about how you used the character's thoughts in the story to determine the public and private traits of the character. Share your *thinking* with each other.

Diner Dilemma

The bell on the diner door jingled. A family walked in and sat down in my section. My heart pounded as I realized that I'd be the one waiting on them.

"Smile, and look people in the eye," my auntie had said when she trained me. "Be friendly, and listen carefully as you take their order."

"This has to be the worst job for a shy girl," I thought. *"I have trouble talking to people I know, much less strangers."*

I took a deep breath and whispered under my breath, "It's normal to be nervous on my first day. I'm not letting that stop me."

With a pen and order pad in hand, I approached the family. "Welcome to Diana's Diner! Would you like to hear about today's special?"





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Create a T-Chart:

After you have determined the public and private traits the author revealed through the main character's thoughts, create a T-Chart below to represent your thinking and help you remember these key characteristics.



Compare your Think Aloud with Citra's Think Aloud:

Citra's Think Aloud: I know that another way authors reveal character traits is by describing the character's thoughts. In the first paragraph when I read, "my heart pounded as I realized that I'd be the one waiting on them," I understood that the character was nervous because her heart was pounding at the thought of helping the customers. Since "nervous" is a feeling, I will record it under the private column of my T-chart. I also know that the character is a waitress because she says she'll be "waiting on them." On my T-chart I will record "waitress" under the public column since it is her job and a visible trait.

As I continue reading, I'm thinking that the character wants to be competent in her job because she is thinking about the things her aunt suggested such as "smile, look people in the eye, be friendly, and listen carefully." Since this is an inner strength of the character, I am going to list "wants to be competent" under the private traits column.

When I read "this has to be the worst job for a shy girl," I understand that the character views herself as shy. Since this is a feeling she has about herself, I will list "shy" in the private column. As I read on, I realize that the character is "determined" because she "took a deep breath" and whispered to herself, "I'm not letting that stop me." On the T-chart I write the word "determined" in the private column. I also notice that she says that she is nervous. This confirms my earlier thoughts about this feeling.

When I read, "Welcome to Diana's Diner! Would you like to hear about today's special?" I'm thinking that the character is "friendly" because she was polite to the customers when she approached them at the table. I'm thinking that the author revealed this trait through her conversation with others instead of through her thoughts. I will record "friendly" in the private column on my T-chart.

Diner Dilemma

The bell on the diner door jingled. A family walked in and sat down in my section. **My heart pounded as I realized that I'd be the one waiting on them.**

"**Smile, and look people in the eye,**" my auntie had said when she trained me. "**Be friendly, and listen carefully** as you take their order."

"**This has to be the worst job for a shy girl,**" I thought. "I have trouble talking to people I know, much less strangers."

I **took a deep breath** and whispered under my breath, "It's normal to be **nervous** on my first day. **I'm not letting that stop me.**"

With a pen and order pad in hand, I approached the family. "**Welcome to Diana's Diner! Would you like to hear about today's special?**"





Compare your T-Chart with Citra's T-Chart:

Citra's T-Chart: "Because the author revealed the main character's public and private traits by sharing her personal thoughts, I will record these characteristics by creating a T-chart."

Public Traits	Private Traits
waitress	nervous
	wants to be competent
	shy
	determined
	friendly

Questions to Think and Talk About:

- How do character traits help Citra get to know the main character?
- How does a T-chart help Citra develop a picture of what the character is like?
- Why might this process help you get to know characters you read about?
- When might this process be useful?