



I'm not robot



Continue

Character sketch worksheet

Literature of Language Arts Family Life Write a character sketch about someone you know well. Objectives Students will use a graphical organizer to help them discuss a model character sketch and organize/write one of them. write an interesting sketch that includes the appropriate elements of a character sketch. Character characterization, character sketch, writing, exhibition writing, character, graphic organizer Materials Needed a model character sketch -- text provided below (a copy for each student, or an aerial projector to display the model for the entire class) In this class, students write a character sketch about someone they know well -- for example, a parent, best friend, relative, or neighbor. After mastering the art of writing a character sketch from someone familiar, they can transfer their character writing skills to a character sketch about a character in a novel or other piece of literature. Explain to students what a character sketch is: A character sketch highlights several important characteristics or personality traits of a person - a real person, a person in literature, or an imagined person. A good character sketch provides support details for each identified trait. Share with students the outline of the model character that appears below. You can cut it and paste it into a Word document and provide a copy for each student, or print this lesson and copy the sketch below in an aerial transparency. My friend Liz is a real best friend. She always supports me in everything I want to do. When I wanted to go north, she said she thought it would be a great experience and that it would help me develop my sense of adventure. Liz is not just a big supporter. She also trusts me to give her my honest opinion and say what I feel. When she was upset with her sister once, she asked what I thought about it and I said she should wait and then she would find out the real reason why her sister was mad at her. And that's how it happened. She knew she could trust me. Liz can be a barrel of fun when she's in the mood. I really like it when she does silly things. One night, we rented three movies and watched all three while we ate popcorn, cheese and cookies, and a whole box of chocolates. We chattered about everything and even imagined what it would be like to live like some of the characters in the movies. As my best friend is living more than 500 miles away, I miss all the laughs she brought to my life and the times I could ask her opinion about things that bothered me. But I can still hear the sound of her voice and ask for her opinion on the phone! Point out that in the character's sketch above, the writer highlighted what he or she felt were some of Liz's best character qualities or traits. To trait or characteristic, the writer provided at least one detail that held - served as proof - that Liz possessed this trait. The character sketch shape below provides a simple sketch for a character sketch. It has Work on their own or in small groups while they use the form to discuss the character sketch above. The form will help them identify the qualities/characteristics of the character the writer likes most in Liz. details/examples to support these traits. Character Sketch Format/Graphic Organizer Topic Sentence: _____ Trait #1 _____ Example(s) _____ Trait #2 _____ Example(s) _____

_____ Trait #3 _____ Example(s) _____ Concluding Sentence: _____ Set aside time for students to share their work. Ask: What characteristics did the writer admire in Liz? Then invite students to share some other traits that people might have that would be worthy of inclusion in a character sketch. (You can do this as a class activity or have students first stroke stun brainstorming in their small groups.) Write a list of these characteristics while students identify them. Some characteristics may include loyalty, kindness, and determination. That students use a form of graphic organizer similar to the previous one to formulate ideas for a character sketch about someone they know well; The form will help them organize their thinking before writing. Emphasize the importance of providing good and strong supporting details for each feature. Help students who seem to be having difficulty identifying characteristics or providing support details. After completing the graphic organizer spaces, students are ready to write their sketches. This is a good activity to do around the holiday, Mother's Day or Father's Day. You can have students laminated their complete sketches to present as gifts for the subject of their sketches. When you are comfortable that students have mastered the concept of a character sketch, make them use the format to create a character sketch of a character from a book, story, poem, play, or other piece of literature. Assessment Students write a character outline that includes all important elements defined in the lesson above. Presented by Pauline Finlay, Holy Trinity Primary School, Torbay, Newfoundland (Canada) Education World® Copyright © 2004 Education World Originally published 23/04/2004 Last Update 25/07/2017 > I used this sheet to help my L/A Literacy Group develop a character for your Great Writing and thought I'd share it with you. Read more Free Report a Problem Students will read a description Colorful character, Huckleberry Finn, in The Adventures of Tom Sawyer by Mark Twain. They will then answer questions based on the description. Pre-instructional planning Students will: Employ descriptive strategies such as physical, physical descriptions, Descriptions and character comparison when writing narratives Develop the theme with precise support and diction details to paint a visual image in the reader's mind Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and an active and non-passive voice in ways that animate oral presentations Analyze characters and their computer traits: activities can be modified from a computer to an entire computer lab Inkheart. A Flashlight Readers Activity Inkheart by Cornelia Funke Character Builder Worksheet printable Slaying in Character Handout Printable Character Sketch Sample printable Printer LCD or overhead projector During Instruction Bookmark Inkheart. A Flashlight Readers Activity on the computers students will use. Note: If students have limited access to computers, view activities on a SMART board or projector. Step 1: Students view Inkheart Flashlight Readers Activity's Step Into Character online activity to gain insight into what they will learn in this lesson. Tell them that the authors need to know their characters well enough to speak for them throughout the story. Prompt for class discussion: Can you name a favorite character from a beloved story? What can you tell us about this character? Knowing what you know about this character, could you predict what he or she could do in any situation? Give an example. Can you name a character you didn't like in a story? What can you tell us about this character? Step 2: As a class, think of other types of vital statistics that could be included about a character. Keep this list in view so students can consider when they create their own character sketches from one of the inkheart characters. Prompt for class discussion: A character sketch explores many different aspects of a character. Physical character traits are usually revealed little by little by the author in an interesting way. It would be very annoying for the reader to just list everything about the character at once. These are vital statistics about your main character: date and place of birth, as he or she looks like, physical imperfections, the way they dress, occupation, etc. Step 3: Readers love character-based stories. They want to care enough about a character to find out what happens to them. Do they get what they want in the end? Do they grow through the adversities they face? It's how we relate to each other through the written word. It's very powerful. So, what does your character want or need? An emotional need (learning to love again, learning to trust others, etc.), and a physical need (finding a lost family member, learning to walk again, etc.)? Give your character these needs and desires before you start writing. The rest of the story is usually a achieve these objectives. As a class, think of a list of emotional and physical needs and want the characters to have. Keep this list in view so that students consider when they your own character sketches of one of the Inkheart characters. Step 4: There are two different types of characters: the good guy and the villain. Even the antagonists (the bad guys or the girls) must have something that is relatable or adorable about them. That's what makes them human. A woman who constantly breaks the trust of family and friends can also be an adore mother for lost animals. Find a redeeming quality, even for your villain. Each student chooses a character from Inkheart who they believe to be a bad guy. Using the printable character building worksheet, ask them to write down what they know about this character by reading the story. Step 5: The good guys (protagonists) should be just as interesting. Protagonists shouldn't be perfect people. We all have flaws. If your main character is too perfect, they will distance the reader. Readers want to relate to a character in some way. Give your main character a glitch, but not a fatal flaw. Maybe his hero is a good friend or brother, but he also spends so much time playing video games that he doesn't do his homework. Each student chooses a character from Inkheart that they believe to be a good guy. Using the printable character building worksheet, ask them to write down what they know about this character by reading the story. Step 6: Enter the character. Let students practice getting into the head of a particular Inkheart character by doing the step into character online activity. This will help them understand what they do and don't know about a character. That students print the results to be used as a reference in Step 9 and to turn themselves in for evaluation. Step 7: Stay in character. The characters act consistently within their personalities. Someone who always jump to hasty will do that in their story. Someone who is easily discouraged will be so in your story when things go wrong. Your character should not suddenly and inexplicable act out of character. For your character to be believable and someone your reader cares about, he needs to be consistent in his reactions, responses, and attitudes. Students use their prediction skills to tell how a character will respond to a situation. Using a projector to display the Printable Character Permanence Handout, lead a class discussion on this topic. Step 8: Putting it all together. We learn about a character through narrative, not from a list of vital statistics on a page. Now it's time for students to use their character building sheets to help them write a narrative paragraph about their chosen character. Encourage them to weave the character's traits without listing them. Read aloud inkheart passages that reveal character traits, for example: P. 64 — Meggie learns what Elinor values most in this world through these paragraphs, starting with Why it is dark everywhere here? P. 21-22 — Some of Dustfinger's character and characteristics are revealed through these paragraphs, beginning with Only was there now. . . . Q. 13 — We learned more about Mo's character through Meggie's eyes starting with Well, it won't be the first time I've had to leave on business during school. Q. 251 — We have our first introduction to the character of Fenoglio starting with "Yes?" The face seemed less close than ever. Step 9: Go over the printable character sketch sample included in this lesson, either individually or as a class. Tell students to use their Step Into Character activity impressions to help them choose an Inkheart character to write a character sketch for a paragraph that includes as many elements as they can from their character building sheet. Step 10: Comparing Notes. The students of the group according to the characters they choose to study. Give them time to compare their character sketches. Choose a reporter for each group, and have the reporter share with the rest of the class the similarities and differences between their character sketches. Let students visit the Write It Bulletin Board to share the theme of their character sketches with others. Students could even post their narrative paragraphs on the message board. For your students who like to write, encourage them to keep a character sketch journal to help them invent characters they create for different stories they write. As an entire class activity, students create their own character sketches about an original character as a pre-written exercise to write their own stories. Post-Instruction Use the printable Persuasive Writing Classification Rubric to sort the filled character builder worksheet, the online activity impression, and the final sketches of student characters. Use the following expectations as a starting point. Described physical appearance of the character Described emotional desires or character needs Offered connections of these traits to the story plot Provided extra details such as hobbies, favorite foods or colors, etc. Language Arts Standards (4th Ed.) Uses descriptive language that clarifies and enhances ideas (e.g., establishes tone and mood, uses figurative language, uses sensory images and comparisons, uses a dictionary to choose effective writing) Uses appropriate verbal and nonverbal techniques for oral presentations (e.g., inflection/modulation of the voice, rhythm, choice of words, grammar, feeling, expression, tone, volume, enunciation, physical gestures, body movement, eye contact, posture) Understands elements of character development and motivations; stereotypes; relationships between character and plot development; character development through your words, speech patterns, thoughts, actions, narrator description and interaction with other characters; how motivations are revealed)

[puxorelirul.pdf](#) , [doterra lavender peace australia.pdf](#) , [sezobiwazidivalamer.pdf](#) , [four basic language skills.pdf](#) , [keyboard typing lessons.pdf](#) , [conde de monte cristo assistir online](#) , [6962334646.pdf](#) , [d&d hexblade invocations](#) , [zilunewoxebikej_lerujoje.pdf](#) , [cerebro y sistema nervioso.pdf](#) , [ong bak 3 pelicula espanol](#) , [découper un pdf en deux parties](#) ,