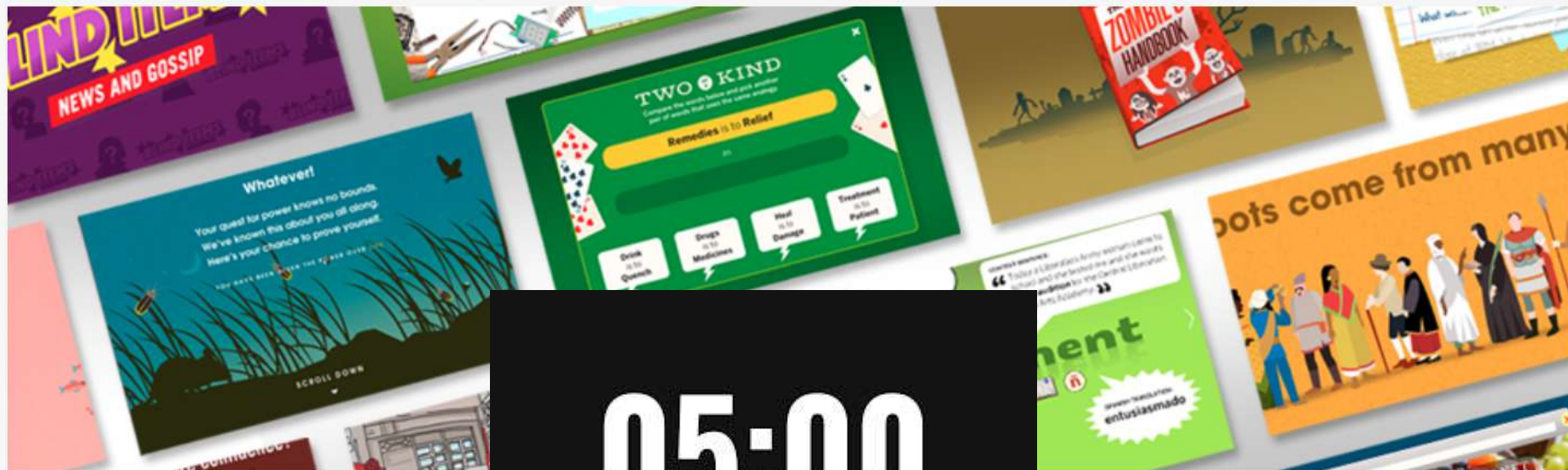




Recommended ELA  
SKILLS

**10:00**

Open the **Vocab App**.





# BASE WORD CREATIONS



look

Use the base word and the directions to create 3 new words below. Type the new words you create in the text boxes.

Add a **prefix** and a **suffix** to change the meaning to **someone who watches an event but does not participate.**

Add a **prefix** to change the meaning to **have a view from above.**

Add a **suffix** to change the meaning to **show the base in past tense.**



## Lesson 12: Creating a Character

 Printable Lesson Guide

**Reading:** Students will work with a small passage to identify a character trait, then select and analyze text details from additional moments with the character to support or revise that idea.

**Writing:** Students will stake a claim about a character and select and describe text details from two moments to develop that claim.



# CHARACTER TRAITS

**\*LONG TERM PERSONALITY\***

**TRAITS DESCRIBE HOW A CHARACTER IS AS A PERSON BASED ON THE CHARACTER'S THOUGHTS, ACTIONS, AND DIALOGUE.**

## POSITIVE TRAITS



Kind  
Considerate  
Encouraging  
Brave  
Patient  
Responsible  
Trustworthy  
Kind  
Adventurous  
Outgoing  
Hard-Working  
Honest

## NEGATIVE TRAITS



Cruel  
Selfish  
Discouraging  
Afraid  
Impatient  
Irresponsible  
Untrustworthy  
Mean  
Boring  
Antisocial  
Lazy  
Dishonest

**EXAMPLE: I AM VERY HARD-WORKING AND DETERMINED, SO I PRACTICED EVERY DAY TO BECOME A BETTER BASKETBALL PLAYER.**

# CHARACTER TRAITS

How would you describe the character's personality?

**TIM DID NOT SHARE HIS CANDY. HE KEPT IT ALL FOR HIMSELF.**

**SELFISH, RUDE**

**JAN HELPED JILL PICK UP HER CRAYONS WHEN SHE DROPPED THEM.**

**HELPFUL, KIND**

**JEFF STRUGGLED WITH HIS WORK, BUT HE NEVER GAVE UP.**

**HARD-WORKING**

**AMY SAID, "I AM JUST GOING TO LAY AROUND THE HOUSE ALL DAY."**

**LAZY, ANTISOCIAL,  
IRRESPONSIBLE**

**GREG SAID, "I DO NOT LIKE YOU. YOU ARE WEIRD AND ANNOYING."**

**DISRESPECTFUL, IMPOLITE,  
RUDE**

**MATT ALWAYS OPENS AND HOLDS THE DOOR FOR PEOPLE.**

**KIND-HEARTED,  
THOUGHTFUL, CONSIDERATE**

# CHARACTER TRAITS: THE GAME CHANGER

**CLICK HERE TO  
WATCH THE VIDEO**

**WHILE YOU WATCH THE VIDEO ASK YOURSELF:**

While you watch the video, ask yourself:

- What character traits would you use to describe the girl?
- What did the character do, think, or say to make you choose this trait?

# CHARACTER TRAITS: THE GAME CHANGER

**CHARACTER:**  
**THE GIRL**

**ACTIONS, THOUGHTS, OR DIALOGUE**  
(What did the character do, think, or say?)

**CHARACTER TRAITS**



**SHE WAS TRYING TO WIN 500 TICKETS TO GET THE WRESTLER TOY, SHE WENT TO 3 DIFFERENT GAMES TO WIN THIS TOY.**

**IN THE LAST GAME SHE WAS TRYING TO PUNCH THE BAG FOR THE 500 TICKETS AND SHE GOT THE TICKETS**

**HARDWORKING**

**EAGER**

**DETERMINED**

**PERSISTENT**

**FEARLESS**



# Directions

1. Read along as your teacher reads aloud.
2. Highlight details that create a vivid picture of the Matron.

Based on your highlighted details, what are some of the words that describe the Matron?

Write here...

## Directions

1. Reread this moment and look at how carefully Dahl chooses his details.
2. How does Dahl describe the Matron? Drag the quote from the text into the correct category

What the Matron does	What the Matron says
<div></div> <div></div> <div></div>	<div></div>

A. "Wipe it off, Tweedie. And don't ever let me hear you snoring again. Hasn't anyone ever taught you not to go to sleep on your back?" (36)

B. "She always had a pair of scissors hanging by a white tape from her waist:" (31)

C. With that she marched out of the dormitory and slammed the door. (37)

08:00

3

READING

Select Text: Analyze Details



1

2

3

## Directions

1. Find all the focused moments in this chapter—the little stories Dahl shares about the Matron.
2. Place a note with a short description next to each moment.

For example, you might label the moment you just studied with the note: “Matron shaves soap into a sleeping Tweedie’s mouth.”

08:00

Based on your highlighted details, what are some of the words that describe the Matron?

Write here...

2. Choose another moment where Dahl’s description gives you a clear idea about the type of person the Matron is.

POLL 1: Does this moment present a similar or different idea about the Matron than the soap moment?

Similar

Different

3. Copy and paste two details from this second moment that conveys this idea about the Matron.

Write here...

4

READING  
Discuss: Connected  
Moments

1

2



Raise your hand if...

- you are convinced that the Matron is cruel and frightening in every moment described.
- Dahl sometimes made you laugh at what the Matron did.
- you found some showing details in your second moment that gave you a different idea about the Matron.
- you found details that helped you understand how the boys feel about the Matron.
- all of Dahl's descriptions of what the Matron did and said gave you the same idea about her character.

An idea I have about the type of person the Matron is, is that she is \_\_\_\_\_. Evidence to prove my inference about her is found in paragraph \_\_\_\_ when Dahl writes, "\_\_\_\_\_." This shows that she is \_\_\_\_\_ because \_\_\_\_\_. Another example of her being \_\_\_\_\_, is found in paragraph \_\_\_\_\_. The author states, "\_\_\_\_\_." This evidence shows \_\_\_\_\_. Overall, after reading this chapter, I can tell the Matron is \_\_\_\_\_ and I wouldn't want to meet her!

Write one idea you have about the type of person the Matron is after reading this chapter.

Describe 2–4 details from two moments in the chapter to convince your reader of your idea.

Evidence Ideas:  
Paragraph 1, 3, 6, 14, 31

15:00