The Best Game of
GUESS THE CHARACTER TRAITS

- DIFFERENTIATED
- CCSS ELA
- INFERRING SKILLS
- READING COMPREHENSION

Created by
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The Best Game of Guess the Character Traits is a fun learning tool which can be a little bit of matching, with a little bit of inferring, mixed in with a lot of engaging fun. The rigor that comes from this game is found largely in the discussions that ensue between the children.
There are a couple of versions that I have tried with my third graders. You, of course, are welcome to attempt any variations of these as you feel is appropriate for your group of young readers.

Common Core State Standards:

Reading Standards for Literature

1. Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as the basis for the answers.

3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Speaking and Listening Standards

1. Engage effectively in a rang of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others ideas and expressing their own clearly.

Preparation:

I prefer to glue the copies onto card then laminate them, so that they will last longer. Cut around the black lines of all seven pages so that you will have a total of 42 cards to mix and match.

Instructions: Version 1

- This can be played as a guided reading group or independently in small groups or pairs.
- It is useful to review the strategies used to make an inference prior to the game.

SCHEMA + TEXT= INFERENCE

- Mix the cards up and then they lay them out, face up, so that the children can view each card.
- Children will then read the text from one of the cards and infer which character trait from the selection is being displayed by the character within that text. They can look at the selection of character traits to make their decision as to which might match.
- Discussion points- *What makes you think this character shows this trait? Is there a clue in the text*

that might make you want to pick this trait? How would you feel in a similar situation?

Instructions: Version 2

- This version can also be played in pairs, small-guided groups or independent small groups.
- Shuffle the cards and divide into two piles in the centre of the table. One pile will be only character traits and the other pile will be the text scenario.
- Each child shall take turn turns to select and read a text card. Then the next in turn shall pull a trait card. The debate can then begin as to whether the trait pulled would match the character from the text card.

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┌────────────┐   ┌────────────┐
│ Character  │   │   Text     │
│  traits    │   │  cards     │
└────────────┘   └────────────┘
```
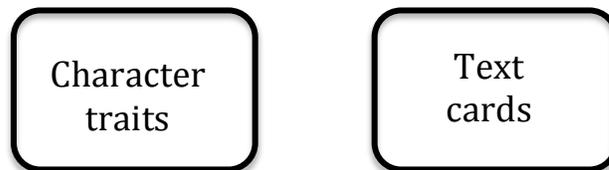
- If they agree, they then place the character trait next to the text card, set them aside and pull another card from each pile.
- These steps continue until they have matched each character with one or two traits.

Instructions: Version 3

- Shuffle both sets of cards together. Lay them out, face down, in an array of 7 rows of 6, as per the card game "Memory".

- Each player will then take turns to flip over two cards.
- If the text card matches the character trait card, then that player keeps both of those cards.
- Encourage the children to discuss the suitability of each text with each trait. *What evidence from the text suggests that character trait? Do you have a connection to feeling this way too?*
- If the text does not match the character trait, then those cards are replaced exactly as they were and the next person flips over two cards.
- The object is to try to remember where there may be matching cards, based on the group/pairs discussion.
- The winner will be the person who has the most matching pairs once there are no more cars to flip over.

Differentiation: Color Coded Cards.

- For an easier game, the students can use the colors to help them to match a character trait with a character.
- More advanced readers can be challenged by trying to select two or more character traits from the selection to match each character.
- The cards can also be used individually, without matching them together. For example: a student
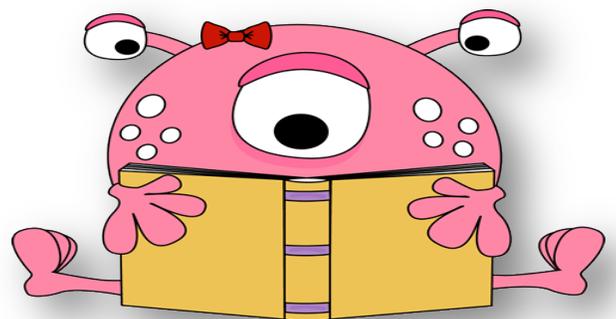
could read a text card and them write their own inference as to what type of character traits that particular character shows, backing up their answer with evidence from the text along with their own background knowledge or connection to that text.

Finally, I got all of my homework correct!

excited

The suspicious man tiptoed into the garden to steal the apples.

sneaky

The fat dog, who had just eaten dinner, stared at the man eating a sandwich.

greedy

The lucky, brown dog wagged his tail when the bone was given to him.

grateful

I watched the clock ticking by slowly, slowy through math class.

bored

She saw the old lady struggling with the heavy bags and she offered to carry them for her.

helpful

The explorer marched through the jungle to discover the ancient ruins.

brave

Standing at the starting line, the boy felt sure he would win this race.

confident

The dragon stood beside the treasure, fiercely protecting it. No one would be able to take it from him.

determined

It was a surprise birthday party for me and I felt this way.

surprised

The bear cub ran away from the fierce, barking dog.

afraid

The young girl had to stand up on stage and sing all by herself.

nervous

He loved to paint colorful pictures.

creative

She stroked the kitten's soft fur and made sure it felt safe.

loving

The man lifted the fallen tree with only one hand!

strong

My friend makes me laugh every time I'm with her.

funny

The old man carefully carried his sick puppy to visit the vet's office.

caring

The baseball crashed into my neighbor's window and the glass shattered everywhere!

angry

My aunt's cat died yesterday. She was feeling this way.

miserable

The old man carefully carried his sick puppy to visit the vet's office.

caring

I really felt like this when I heard she won the contest and I didn't.

jealous

Teachers: Use this resource to add to your reading comprehension strategies and skills.

All feedback is truly appreciated in a bid to help me constantly improve.

You can view my other teaching tools in my store at:

http://www.teacherspayteachers.com/store/susan-powers-2210

THANKS FOR LOOKING AND ENJOY!

Susan Powers