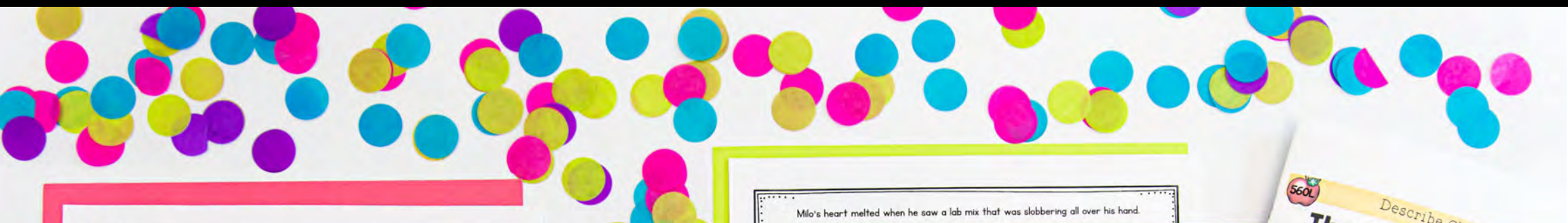
DESCRIBE CHARACTERS

~ Skill Pack ~



Print & Digital

3rd Grade LEXILE

MagiCORE

What's Included?

Skill Focused Lesson Plans

- Two weeks of lesson plans built around proven teaching strategies using the resources included in this Skill Pack.

Digital Lessons

- Google Slides format makes this resource flexible for any classroom or distance learning need.

Guided Reading Packet (Digital & Printable)

Skill focused guided reader differentiated on three levels.
- Professionally Lexile leveled original text.
- Printable PDF, digital reader, printable booklet, and Google Slides versions make this perfect for any classroom or distance learning need.

Core Comprehension Passages & Questions (Digital & Printable)

- Lexile® leveled reading comprehension passages and skill-focused question sets.
- Color coding strategy encourages students to learn how to find and use text evidence in their answers.
- Printable PDF & Digital Google Slides versions make this resource perfect for classroom and distance learning.

Task Cards (Digital Boom Card & Printable Formats)

- Set of 30 task cards with short passages and standard aligned multiple choice questions.
- Printable & Boom Card formats included.

ABOUT LEXILE LEVELS

MagiCore Learning, LLC is a certified Lexile® Partner. Indicated texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

LESSON PLANS

3rd GRADE

COMPREHENSION SKILL: Describe Characters

Week 1

	LESSON	PRACTICE	GUIDED READING	CE
MONDAY	• Introduce "Describe Characters" anchor chart. • Watch the Describe Characters video.	Using the story "Cinderella", model how to describe Cinderella and how her actions contributed to events.	"The Family Feast" leveled guided readers. Meet with two groups and complete "pre-reading" activities."	Task Card • Theme
TUESDAY	**Guided Practice Whole Class** • Review anchor chart. • Listen to "Sebastian's Roller Skates" and chart Sebastian's response contributed to events.	**Independent Reading** • Choice text to read independently and practice determining how the main character's response contributes to events.	Read pages 1-4 of "The Family Feast" leveled guided readers. Complete "During Reading" discussions.	
WEDNESDAY	**Guided Practice:** • Review anchor chart. • Listen to "A Bad Case of Stripes" and chart how Camilla's response contributed to events.	**Independent Reading** • Choice text to read independently and practice determining how the main character's response contributes to	Read pages 5-8 of "The Family Feast" leveled guided readers. Complete "During Reading" discussions.	



GUIDED READERS

Printable & Digital

LEXILE®

3rd Grade



Magi CORE

character response



Later that night, Ashanti helped with dinner. She put just enough tomatoes in the jollof rice. She shaped the fufu until it was nice and smooth. She chopped the perfect amount of vegetables for the stew. Ashanti was certain that everyone would love her cooking.



Ashanti's family sat down to begin the feast. They all had lovely things to say about the food:

"This jollof rice is so delicious!"
"What a tasty, flavorful stew."
"Compliments to the chef."

560L

Describe Characters

The Family Feast



6-7 / 9

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Ashanti's family sat down to begin the feast. They all had lovely things to say about the food:

"This jollof rice is so delicious!"
"What a tasty, flavorful stew."
"Compliments to the chef."

Describe Characters

Name: _____

Directions: Complete this graphic organizer based on the text. Be sure to support your answers.

Describe Charac

The major challenge my character faced was...

_____

_____

_____

My ch

_____

_____

_____

560L

Describe Characters

The Family Feast





Character Response

3rd Grade

DIGITAL Mini lessons

MagiCORE


CHARACTER RESPONSE
Watch the video about how characters respond to major events.
Think of the story
Cinderella

Let's Try!

Fill in the graphic organizer based on the story "Sebastian's Roller Skates".

What is the problem?

What Sebastian:

SAYS	DOES	THINKS	FEELS

How did Sebastian change from the beginning to the end of the story?

CHARACTER RESPONSE

Make an inference about the following character responses to problems in popular stories.

RESPONSE	INFERENCE
In *Jack and the Beanstalk*, Jack decides to buy magic beans with the money from the cow.	
In *The Little Mermaid*, Ariel gives her voice to the Sea Witch in hopes she will become human.	
In *Hansel and Gretel*, Gretel decides to trick the witch into turning her oven on.	
In *Beauty and the Beast*, Belle takes her father's place as the Beast's prisoner.	

How Do Characters Respond to Major Events and Challenges?

Major Event or Challenge

the problem

the character

faces



To determine how a character responds to the major event, ask yourself:

1. Who is the [ ]?
2. What is the [ ]?
3. What does the character do, say, think, and [ ] when the problem occurs?
4. What is the [ ] to the problem?
5. What [ ] does the main character take to solve the problem?
6. Does this main character learn from the problem? How does the [ ]?

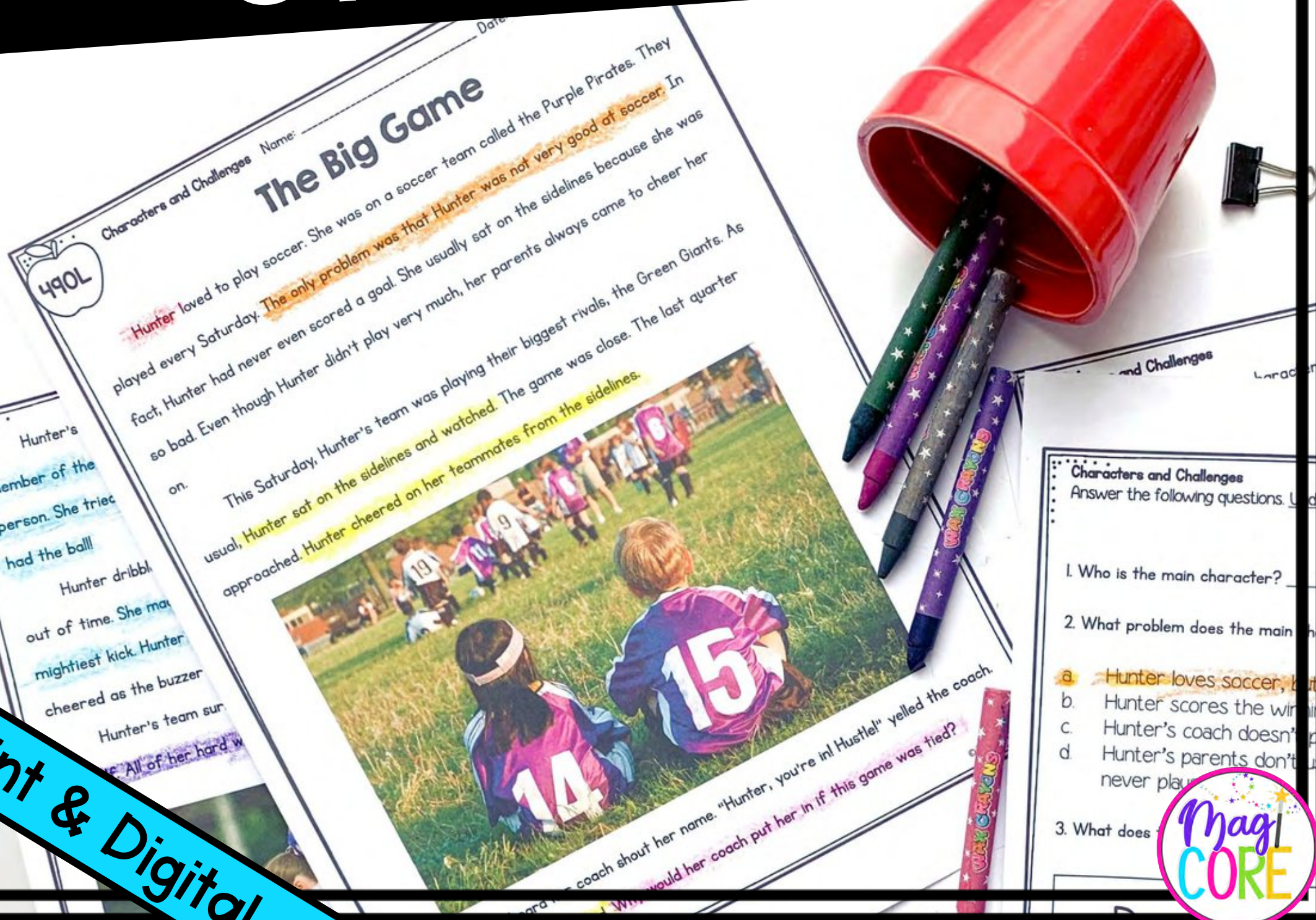
FICTION

3RD GRADE

RL.3.3

CHARACTERS IN STORIES

LEXILE®



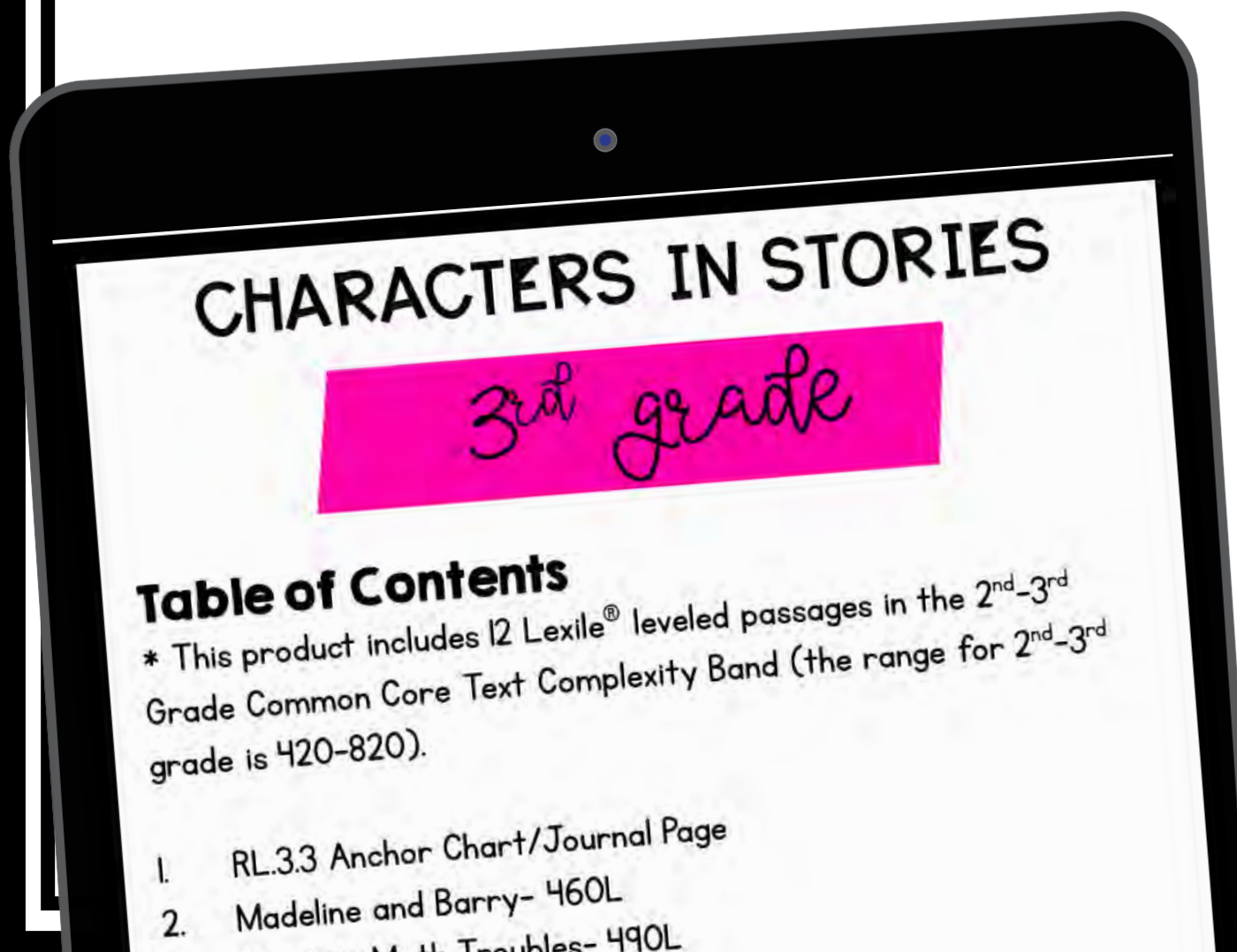
Print & Digital

MagiCORE

WHAT'S INCLUDED?

TEN 2nd Grade DIGITAL and PRINTABLE PDF fiction passages & TWO assessments!

- Aligned with 3rd Grade Lexile Levels
- Includes an RL.3.3 Anchor Chart/Journal Page
- Students can highlight the text for easy comprehension



Created with GOOGLE SLIDES

LEXILE®

parents di

6. What trait c
your answer.
Milo is ve
Annie lick
home

7. How did the
In the
was respo
his parent
knew he

This is Annie," the man told Milo. "Annie was a stray dog. When we got her, s
very sick, but she is healthy now."

Milo grabbed Annie's leash and took her for a stroll around the corner. Annie was very obedient. She walked right next to Milo and gave him kisses. Milo immediatel
with Annie. He knew that his father would never let him keep her. He fel
he left the pet store without Annie.

Milo went home with his father. He felt so up
had a safe and loving home. Milo talked ab
didn't seem willing to budge. Th

After a few d
home from
wa
"
He op
Milo couldn't b
his face in slobbe
"I decided th
Milo. "It will b
"I

Characters and Challenges Name: Date:

Milo and Annie

580L

Milo was ambling through the town center shopping center with his dad when he
ed cages with dogs and cats set outside the pet shop.
"Dad, can we go see the dogs?" Milo begged.
"Sure, Milo," replied his dad.
Milo grabbed his dad's hand as they crossed the street and walked toward the pet
shop. The dogs' tails wagged in eagerness as Milo and his dad approached their cages.
The man sitting with the dogs and cats greeted Milo and his dad. He told them about
is pet rescue organization. He rescued dogs and cats that no one adopted at the shelters,
nd he saved stray dogs and cats.
"Would you like to walk a dog?" the man asked Milo.
"Yes! May I please, Dad?" Milo pleaded.
"I guess there is no harm in walking one, but we cannot adopt one, Milo," his dad
nly.



FICTION PASSAGES

460L

Characters and Challenges Name: _____ Date: _____

Madeline and Barry



Madeline's best friend is her stuffed bear she calls Barry. Barry was a gift from her favorite aunt when she was born. Barry has gone everywhere with Madeline ever since she got him.

One day, Madeline went to the park with Barry. She walked Barry in her stroller and took Barry to feed the ducks. Then Madeline went to play on the playground. Madeline saw her friend Joanie at the playground. They were having so much fun on the swings that it wasn't until it was time to get home that Madeline noticed that Barry wasn't with her anymore. Madeline started to panic.

"Oh, no!" Madeline cried. "Barry is missing! What am I going to do?"

Madeline slouched down on the bench and began to sob. Joanie came toward Madeline.

©Julie Bochese

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!

After reading, students type their answers in the text boxes using text evidence.

Characters

Answer the following Questions. Underline the text evidence in the color shown. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

1. Who is the main character? red

2. What is the sequence of events in the story? Include what the main character says, does, thinks and feels. orange

3. What problem does the main character face? yellow

a. Madeline is crying.
b. Madeline lost Barry.
c. Madeline lost her friend Joanie.
d. Madeline wants to feed the ducks.

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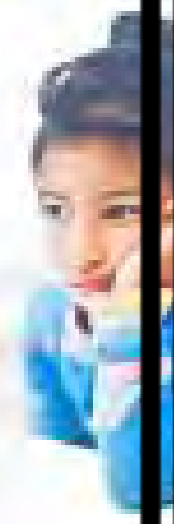
The Big Game



Birthday Party Upset







ASSESSMENTS

500L

Characters and Challenges Name: _____ Date: _____

TEST: School Bus Bully

Taylor rode the bus to and from school every day. She hated riding the

620L

Characters and Challenges Name: _____ Date: _____

TEST: Saving Robin

Dan was walking to school with his best buddies Mark and James when they heard a quiet chirp come from the bushes.

"What is that?" questioned Dan.

"I don't know, but we need to keep going to school," replied James.

"I think it's a bird!" exclaimed Dan.

Dan started rustling through the bushes. Sure enough, there was a tiny baby robin laying on the ground. Dan looked up and spotted a bird nest in the tree above him.

"I think this baby bird fell out of the nest!" Dan explained.

"Who cares? It's just a silly bird. Let's go," replied Mark.

"I could save it!" exclaimed Dan. "I read a book about birds. I think I can reach the nest. If I pick it up with my gloves, I won't get my scent on it. If the baby robin stays on the ground, it will surely die."



Color coded highlighting can also be done on the assessments!

Characters

Answer the following Questions. Underline the text evidence in the color shown. If there is no crayon next to the question, you will need to infer the answer. You should still look for text evidence to help you infer.

red

1. Who is the main character?

2. What is the sequence of events in the story? Include what the main character says, does, thinks and feels.

orange

3. What problem does the main character face?

yellow

a. Natalie doesn't have a lunch.
b. The younger kids listen to the older kids.
c. The older kids get in trouble with the principal.
d. The older kids are bullying the younger kids on the school bus.

This resource also includes TWO tests of different Lexile Levels for student assessment.

loved to play soccer. She was on a soccer team called the Purple Pirates. They
d every Saturday. The only problem was that Hunter was not very good at soccer. In
Hunter had never even scored a goal. She usually sat on the sidelines because she was
d. Even though Hunter didn't play very much, her parents always came to cheer her

This Saturday, Hunter's team was playing their biggest rivals, the Green Giants. As
Hunter sat on the sidelines and watched. The game was close. The last quarter
ched. Hunter cheered on her teammates from the sidelines.



r heard her coach shout her name. "Hunter, you're in! Hustle!" yelled the coach.
r was shocked. Why would her coach put her in if this game was tied?

©Jodie Bates

Characters and Challenges
Answer the following questions. Underline the text evidence in the color sho

1. Who is the main character? Joy

2. What problem does the main character face?
Sara doesn't like Joy.
friends are being mean to her.
et an invitation to Sara's party.
she can't have a birthday party.

cael after the problem

700L

Characters and Challenges Name: _____ Date: _____

Birthday Party Upset

It was just an average day at school. Mrs. Beckett's second graders entered their classroom with their usual enthusiastic chatter. Joy sat down at her desk and began her morning work. Joy was a good student who always completed her assignments and paid attention to her teacher.

Suddenly, Joy noticed that the chatter in the classroom had gotten louder, so she glanced up from her work. She observed a girl in her class named Sara passing out envelopes to some of the girls. The girls opened the envelopes in anticipation. Joy felt her heart sink. What was in the envelopes that Sara was passing out, and why didn't she receive one?

That afternoon at recess Joy's best friends Sasha and Kayla asked Joy if she was going to Sara's party. Joy gave the girls a confused look and replied forlornly, "I not. I didn't get an invitation."

" Sasha replied.
e passed them out this morning," stated
ologetically.

oy felt very left out. It seemed like all of
ends were invited to Sara's party except
She went home and sulked.



©Jodie Bates

yla about he

CHARACTER RESPONSE task cards

2nd & 3rd GRADE

1. Character Response

"I can still see you," said big sister Charlotte.

Holden started to cry. "I'll never be able to get this," he said. Holden was part of a special family. Each person in the family had a superpower. Holden's superpower was becoming invisible. But he couldn't do it - at least not yet.

"You've got this!" said Charlotte. Holden practiced every day for weeks. One day, he heard Charlotte say, "Has anyone seen Holden?".

Holden smiled big. "Finally!" he thought. Holden had his superpower.



How does Holden feel when he first tries to become invisible?

a. Happy
b. Angry
c. Excited
d. Disappointed

3. Character Response

Tre looked around. He had been distracted by the tigers. He did notice his class had disappeared. Tre panicked. He was lost. This fieldtrip just got scary. His heart beat faster. Suddenly, he remembered something important. It was noon. At noon all the classes would meet at the elephant exhibit for lunch. He quickly searched for the zoo map in his backpack. He planned his path from the tigers to the elephants. "Tre! Where were you?" asked his teacher. Thanks to Tre's quick thinking and map skills he was lost no more!



How did Tre solve his problem?

a. He used his map to find his class
b. He learned more about tigers
c. He called his teacher for help
d. He used binoculars to find his class

Character Response



4. Character Response

Sea Beard Jackson looked at the golden coins sparkling in the ure chest that his pirate crew had just discovered. "Ahoy matey! How gold did we find?" inquired Captain Squids.

"I keep losing count," said Jackson.

Captain Squids said, "Let me give you a tip. If you put the coins in s of ten you can count by tens. That will make it much easier to count."

Jackson thanked Captain Squids and stacked the coins in groups of aptain Squids was right! Sea Beard Jackson counted all the coins faster a mermaid flips her tail.



id Sea Beard Jackson respond to the challenge?

He counted the coins in groups of ten
He ran away with all the treasure
He asked Captain Squid to count the coins
He buried the treasure to count to ten

2. Character Response

Madden heard Jonah teasing Cruz. Cruz had a head full of blonde tight blonde curls. Jonah told Cruz his hair looked like he had stuck his finger in the light socket. Jonah said Cruz he should have thought about brushing his hair this morning. Cruz's eyes filled with tears. Madden knew he had to do something, but he was scared. Madden did not want to be bullied too. Then, he remembered that being brave doesn't mean not being scared. It means being scared and doing it anyway. "Hey Jonah, I think Cruz's curls are pretty amazing. Let's say nice things instead." Madden

What was Maddens challenge in this passage?

a. Standing up to a bully
b. Teasing Cruz
c. Combing his curly hair
d. Becoming friends with Jonah

Magi CORE

1. Character Response

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c He called his teacher for help.
d He used binoculars to find his class.

Answer Sheet

Name: _____ Date: _____

Card #	Answer	Card #	Answer
1.		16.	
2.		17.	
3.		18.	
4.		19.	
5.		20.	
6.		21.	
7.		22.	
8.		23.	
9.		24.	
10.		25.	
11.		26.	
12.		27.	
13.		28.	
14.		29.	
15.		30.	

4. Character Response

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"I keep losing count," said Jackson.

Captain Squids said, "Let me give you a tip. If you put the coins in stacks of ten you can count by tens. That will make it much easier to count."

Jackson thanked Captain Squids and stacked the coins in groups of ten. Captain Squids was right! Sea Beard Jackson counted all the coins faster than a mermaid flips her tail.

How did Sea Beard Jackson respond to the challenge?

a He counted the coins in groups of ten.
b He ran away with all the treasure.
c He asked Captain Squid to count the coins.
d He buried the treasure to count to ten.

5. Character Response

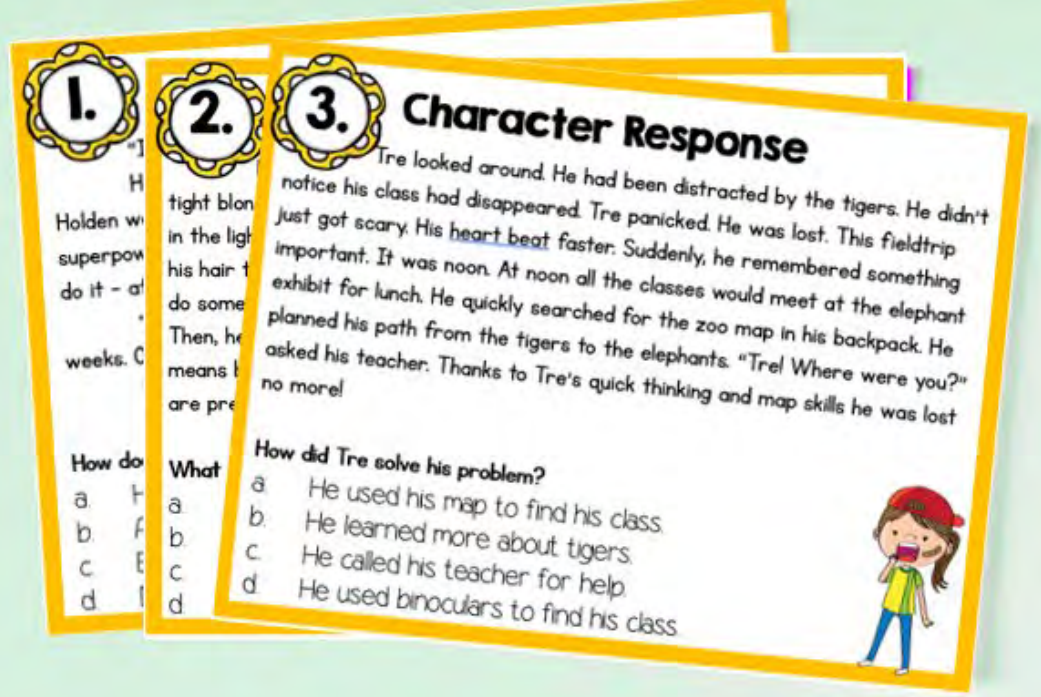
Lucy hoped the new friends in dance class would be just like her. The first day of class she met one friend who liked dance, but he really loved soccer. Another liked dance, but also enjoyed gymnastics. Lucy was upset. She wanted friends that loved only dance. Each week Lucy learned about her new friends. Then something amazing happened. One friend showed Lucy soccer exercises to become stronger and another showed her gymnastics. "Wow!" thought Lucy. "You can learn something from everyone. These friends are cool!"

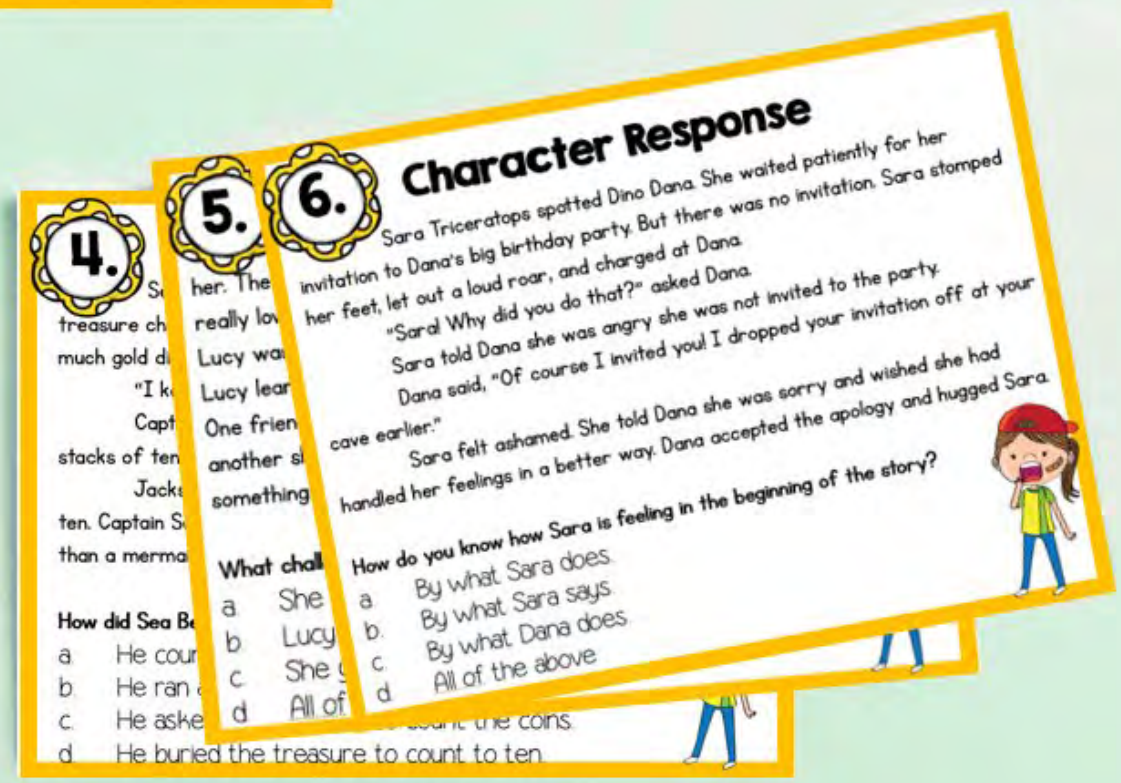
What challenge did Lucy have in dance class?

a She couldn't do a ballet twirl.
b Lucy's dance friends were different from her.
c She got lost on the way to her class.
d All of the above

Character Response

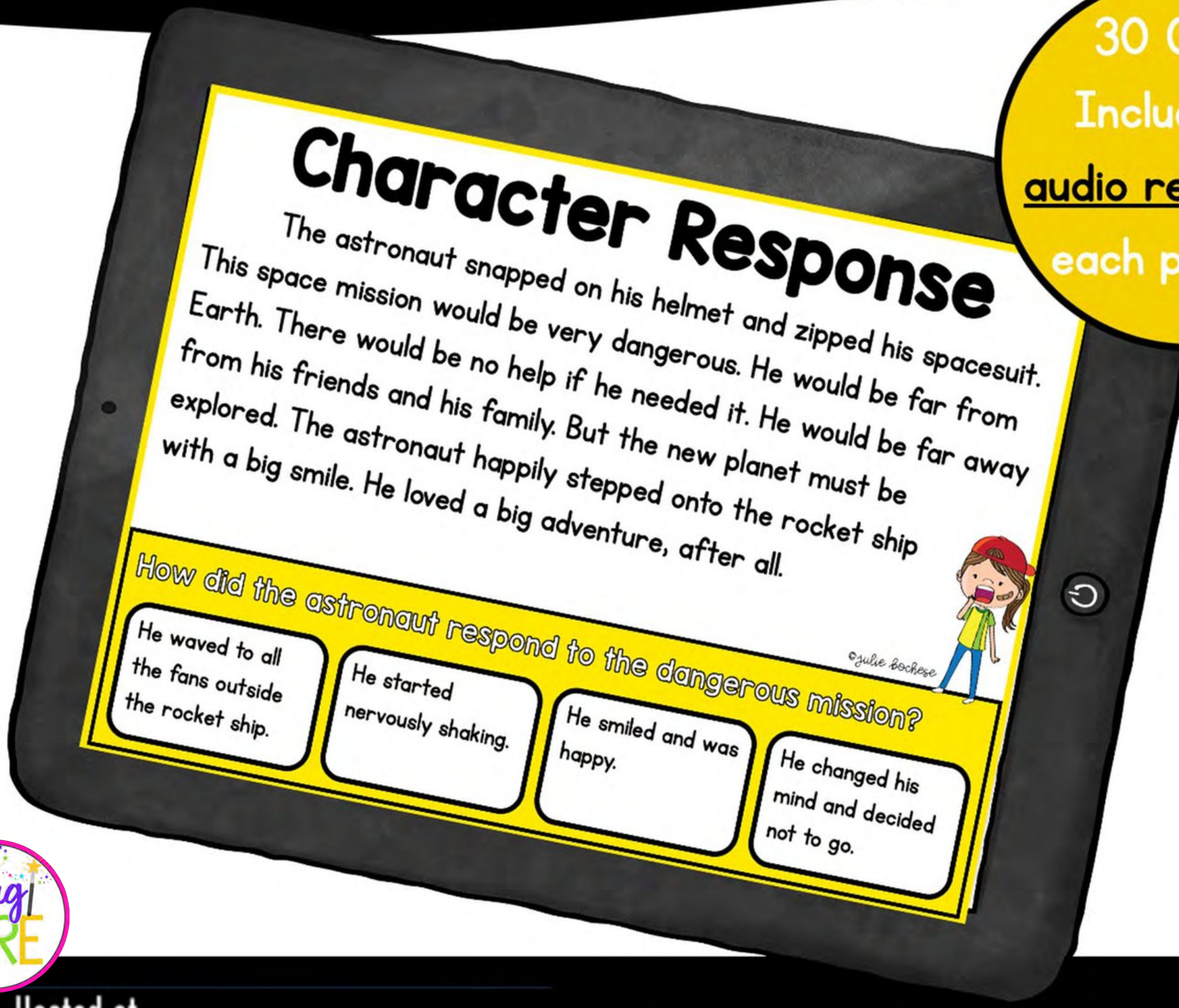






CHARACTER RESPONSE
Digital Task Cards

30 Cards
Includes an audio reading of each passage.

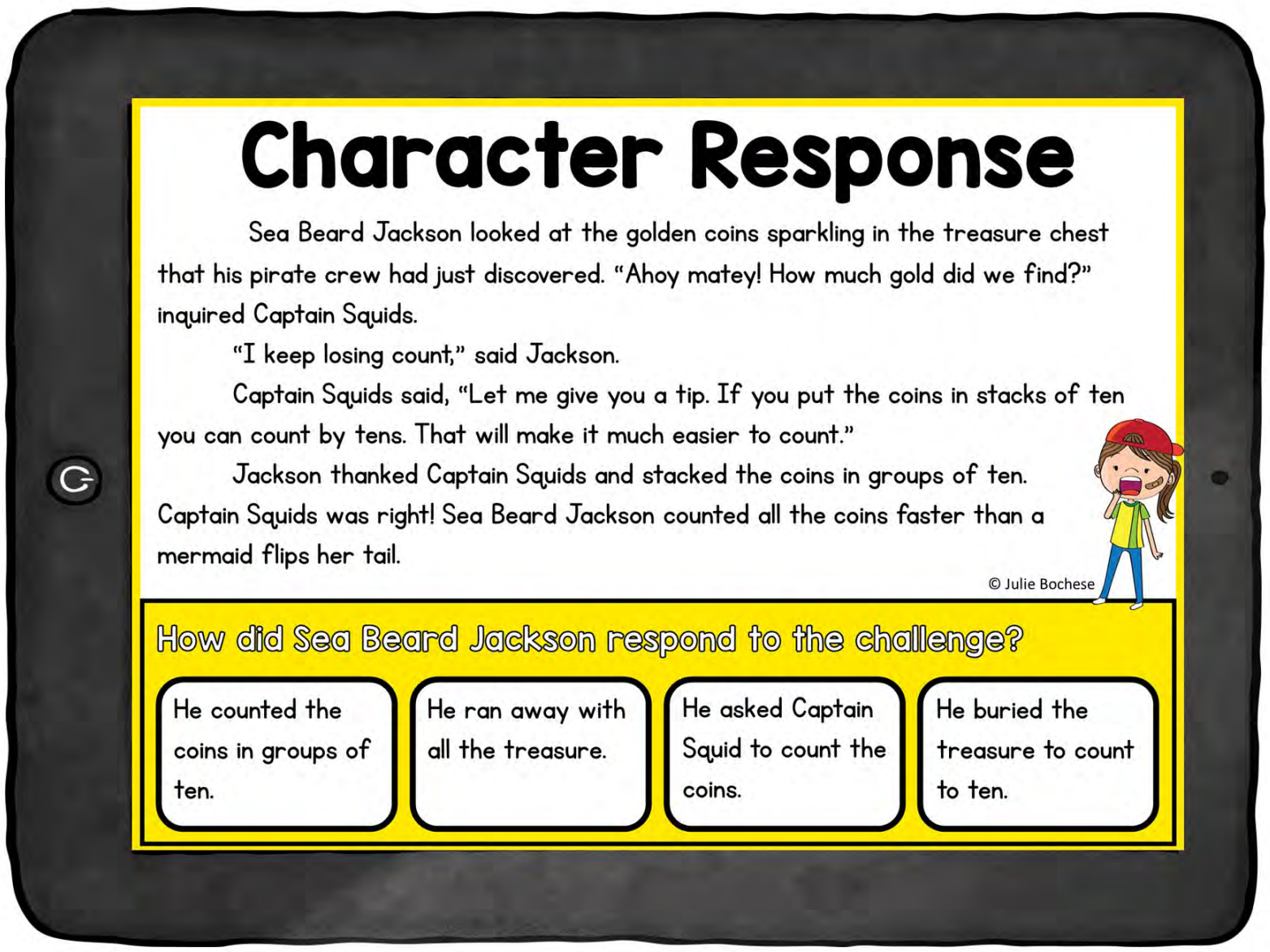


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BOOM CARDS

CHARACTER RESPONSE BOOM CARDS

2nd Grade



BOOM! LEARNING

Click PREVIEW for a Playable Preview!

- Digital & Interactive
- Self Grading Multiple-Choice Questions
- Includes Audio

You may be eligible for a free trial from Boom Learning. Read here for details: http://bit.ly/BoomTrial. If you choose not to stay on a premium account after your free trial, you will still be able to assign all your Boom Cards to as many students as you see fit using Fast Play pins (which give instant feedback for decks that are self-grading).

CHARACTER RESPONSE BOOM CARDS

BOOM! LEARNING

Character Response

Alex walked into the library with her family. She opened book after book to find a just-right book. She noticed that many books were missing pages, and some had been written in with markers. She asked the librarian about these books. The librarian told her the books needed to be replaced, but the library did not have the money to replace them. Alex knew just what to do. The next weekend she held her very own pet wash! She charged $5 for each pet washed and gave all the money to the library for brand new books!



© Julie Bochese

How did Alex solve the problem?

She didn't go to the library anymore.	She raised money for books with a pet wash.	She raised money for the library with a book sale.	She volunteered to work at the library.