

Character Traits Google Presentation

Overview

In this 3rd Grade, collaborative, English Language Arts vocabulary lesson, students will each draw a term identifying a character trait. Individuals will contribute to a Google Slides presentation as they create a visualization of common traits to refer to as inspiration for future writing and reading analysis.

Materials

- Access to the internet
- Google Apps for Education Account
- Google Drive Account
- Google Sheets

Instructions

Preparations

- Make a copy of the [List of Character Traits](#) to add to your Google Drive and share the list with your students.
- Create two or or three “Character Trait” Presentations (Simple White Theme) to work with collaboratively (“Character Traits 1: Student Name, Student Name, etc”, “Character Traits 2: Student Name, Student Name, etc”, “Character Traits 3: Student Name, Student Name, etc”). For each presentation, format all slides to blank, insert enough slides so each individual has one, and assign each student a slide by adding their name to a text box on the slide - make one for to model with as well.
 - There is a 10 user limit for real-time collaboration on each document.
- Share the Presentations with the students assigned to each set of slides.

Activity

- Using current classroom texts as anchors for discussion. Lead a discussion to determine what students already know about character traits. You may want to create an anchor chart to record student thinking.
- Once you determine what students already know, explain that a character trait are a words describing how a character thinks, acts, and feels. If you need support with this, consider using the resources at [LearnZillion](#). You will need to register for their free resources, but it is well worth it.
- If you are using a current read aloud, discuss the main characters and the traits they possess.
- Have students take out a book they are reading independently. Work your way around the room and have each student name the main character in their book and their primary character traits. Ask a follow-up question to determine what details from the book draw the reader to make that inference.

- Once students reach a level of understanding to work independently,
 - Model by opening one of the Google Presentations in one tab and the Character Traits list in a new tab.
 - Have students open both documents the same way (students only have access to the Presentation you shared with them).
- Explain that each student will have a slide within the presentation that they will use to create a visual interpretation of the meaning of a character trait. They will share their part of the presentation with the larger group.
 - They must be creative and demonstrate they have used a variety of tools (text, image, shapes, etc.)
- Either:
 - Assign each student a character trait or call around the room to have each student choose a term.
- When students know their character trait, demonstrate how to do a “strikethrough” to cross of the words that have already been assigned. You might consider having students place their initials after the word as well.
- To get a sense of student expertise, ask students who have created with Google Presentations stand up, they are your expert supporters. Now have students who have used PowerPoint stand up, they are your secondary experts. Remind class to turn to their expert peers for help and support through the process.
- Model some of the basics of Presentation
 - Text box
 - Insert image
 - Fonts
 - Shapes
 - Images (show how to open a new tab to look for images)
 - Order (Show how to layer text over a shape or image)
 - Group
 - Align
- This is an introduction to Presentations activity, so this demo can be kept short enabling you to allow students who can go further to explore, and support others with learning new capabilities during the process.
- Select a character trait to model on the slide created for you
- Create a shape and choose a color
- Enter text on the shape by double clicking and type in the character trait
 - Model how you can highlight and adjust the font type, color, and size
- Click the image icon in the toolbar and select “Search”
- Have class brainstorm a keyword to use to search for an image representing the character trait
 - Search for a couple of terms to show what happens
 - Discuss the disclaimer about usage rights for image searches
 - Model how to change image “Type”
 - Model how the color filter works and why that can be helpful when building a presentation
- Monitor work as students begin to create and support them as they troubleshoot any issues along the way
 - Early finishers can choose another word from the list

- When finished, compile the Presentations into one final class Presentation.
- Embed the Presentation in the class site for students to refer when developing their own characters or analyzing those they encounter in stories.

Resources

- [List of common Character Traits](#)
- [Read, Write, Think: Character Traits](#)

Rubric

Needs Specific Improvement	Approaching	Meets Expectations	Exceeds Expectations
I am not able to identify the character trait for the main character of a story without help and support..	I can describe what I believe to be the character trait of a main character in a story, but have trouble providing details for support.	I can identify character traits of main characters and provide details that help me determine the traits chosen.	I can identify character traits of main characters, provide details that help me determine them and can expand that to explain how the trait effects the story.
I am not able to use technology to produce and publish writing without support.	With much guidance and support from adults, I use technology to produce and publish writing.	With little guidance and support from adults, I use technology to produce and publish writing.	I independently use technology to produce and publish writing.
I am unable to gather information from digital sources or classify images as visual examples of the vocabulary term without support.	I gather information from digital sources but have difficulty matching them to my vocabulary term.	I gather information from digital sources to classify images as visual examples of a vocabulary term.	I gather information from digital sources to classify images as visual examples of vocabulary term and can easily explain my choices.
I have difficulty explaining my thinking.	I explain my thinking with minimal details and/or not speaking clearly or at an understandable pace.	I explain my thinking with descriptive details, speaking clearly at an understandable pace.	I explain my thinking with descriptive details, speak clearly at an understandable pace and connect my ideas to others.
With much support I locate, organize, evaluate, synthesize, and ethically use	With some support I locate, organize, evaluate, synthesize and ethically use	I Locate, organize, analyze, evaluate, synthesize and ethically use	I locate, organize, analyze, evaluate, synthesize and ethically use

information from a variety of sources and media.	information from a variety of sources and media.	information from a variety of sources and media.	information from a variety of sources and media and am able to support others with this as well.
I do not understand or use technology systems without support.	I understand and use technology systems with some support.	I Understand and use technology systems.	I understands and uses technology with ease and can support others.

Standards

- CCSS.ELA-LITERACY.RL.3.3
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- CCSS.ELA-LITERACY.W.3.6
With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- CCSS.ELA-LITERACY.W.3.8
Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- CCSS.ELA-LITERACY.SL.3.4
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- CCSS.ELA-LITERACY.L.3.5.B
Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- ISTE.3.Research and Information Fluency.b.
Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.
- ISTE.6.Technology Operations and Concepts.
Understand and use technology systems.



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Note: *The lesson plans you create in this course will be made available on the [MCPS Professional Development website](#) for other teachers to use. Be sure to include all resources necessary for a teacher to implement your lesson plan. Please do not give you any personal information or usernames and passwords to any accounts.*