

# PIP: Character Analysis & Traits



## Essential Questions

- WHAT IS A CHARACTER?
- WHAT ARE CHARACTER TRAITS?
- WHAT IS CHARACTERIZATION?

## Learning Intention / Overview

Every good story is written around what is called Story Elements. These elements are interlocked and guide the story from the beginning to the end. Students will identify the 5 story elements; character, setting, plot, conflict, and theme from the book PIP by Mr. Roses. Identifying story elements are useful in assisting readers in building an understanding of the text.

## Methods / Teaching Strategies

- Oral Discussion
- Personalized Learning
- Locating Key Details in a Text

## Assessment of Learning

- Story Elements Concept Map; Characterization worksheet; Putting the Clues Together – Who is PIP? Worksheet (Provided)

ELA CCSS 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.RL.3.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

## Key Learning Areas

Reading  
Comprehension

## Concepts Taught

Character Analysis &  
Traits

## Target Age

3<sup>rd</sup> grade students

## Duration

1 x 60 minute Session

## You will need:

- ❖ *PIP*, the book
- ❖ Story Elements Concept Map
- ❖ Characterization in *PIP*
- ❖ Putting the Clues Together – Who is PIP?
- ❖ PIP Needs Help Printout



# Teaching Instructions

Students gain insight and understanding of a text when exploring the different story elements that make each story unique. The major elements of a story include character, setting, plot, conflict, and theme.

1. Use the following chart to discuss the five most often used Story Elements with examples from [PIP](#). (Discuss each definition/description before having students complete the graphic organizer). Use the examples to discuss students' responses.

| STORY ELEMENT       | DEFINITION OR DESCRIPTION  | EXAMPLES   |
|---------------------|--|--|
| Character(s)        | Who the story is about. Characters can be real or make-believe depending on the genre. Characters can be people, animals, or inanimate objects (things). | PIP<br>Wild Kids<br>Officer Ryan<br>Mr. Pete<br>Pigs<br>The people of Caprie Town  |
| Setting             | When (time) and where (place) a story takes place. Many novel length books have more than one setting.   | Caprie Town<br>Wild Kids grounds<br>During the Day and Evening   |
| Plot                | Events that happen in the story. Usually involves actions, and climax (most important/exciting event).   | PIP wants the woods to be preserved so she can provide for the Wild Kids. Cutting down the trees is making money for the city folks, but PIP and the Wild Kids are unable to get the necessary supplies.   |
| Conflict (solution) | A problem or issue that one or more characters have to solve. (answer or how a conflict is solved)   | The Wild Kids are losing their land. Their supplies are diminishing. Greed is resulting in devastation to their environment. PIP resorts to fighting back using different trickery to get the supplies for the Wild Kids. (Stealing food/clothes, Explaining the Wild Kids story to the people of town Caprie) |
| Theme               | Message or lesson taught in the story.   | Having self-confidence; using accurate thoughts; developing initiative and leadership  |



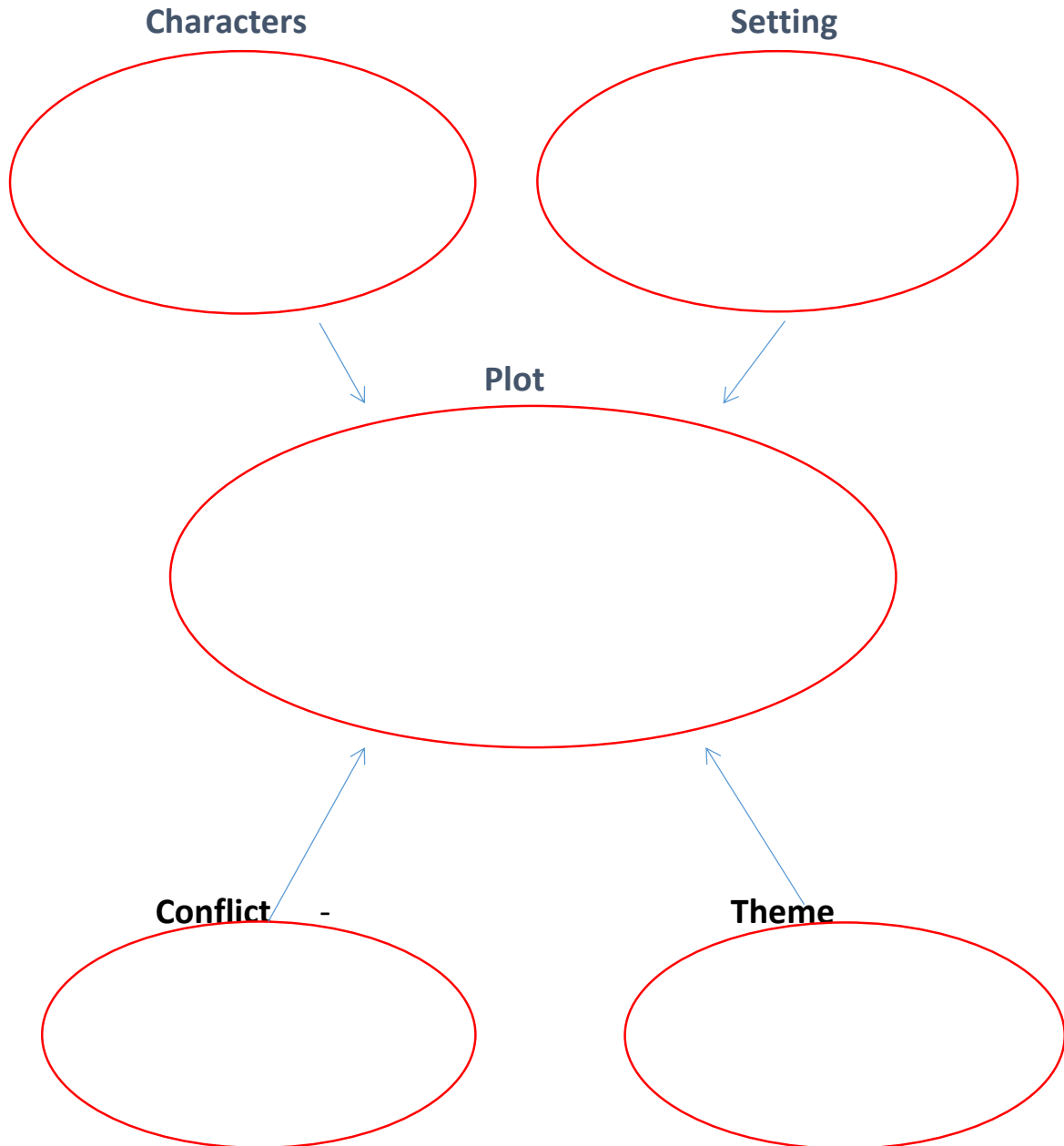
# Teaching Instructions cont.

2. Explain to students that more can be learned about each character by looking at characterization. Define characterization as how the author creates the character based on their actions, thoughts, words, and appearances.
3. Ask students to reveal some key details about PIP. Re-read the book to them. As you read, have the students take notes on the Characterization sheet, recording key pieces of information related to the character, PIP. (Explain that the students will not complete the analysis column at this time.)
4. Have students share some of the information they recorded.
5. After students have had time to record evidence from the book about PIP's thoughts, words, actions, and appearance, have them consider what this reveals about PIP. In the analysis section have them write down what they learn about PIP based on the thoughts, words, actions, and appearance details they have recorded from the book.
6. Discuss students' analysis related to PIP's character. Have students write a paragraph about PIP, using their information from the Characterization sheet. Their paragraph will discuss how Mr. Roses used clues in the book to develop the character.



Directions: You are to fill in the graphic organizer with story elements using the book *PIP*.

## Story Elements Concept Map



## Characterization in *PIP*



| PIP | Part of Characterization | Analysis |
|-----|--------------------------|----------|
|     | Thoughts                 |          |
|     | Words                    |          |
|     | Actions                  |          |
|     | Appearance               |          |

# Putting the Clues Together: Who is PIP?



Directions: In the space provided, write a paragraph about PIP. Use information from the Characterization sheet to build your paragraph.

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# PIP Needs Help

Directions: PIP kept a diary of the important events in her story. Unfortunately, she dropped the pages. Help PIP put the pages in the correct order. Cut out each page and glue it in the correct order on a clean sheet of paper.

PIP chases pigs into town.

PIP worries about getting supplies for the Wild Kids.

The officer says hello to PIP.

The mayor's clothes are donated to the Wild Kids.

The mayor meets privately with PIP.

A town meeting is held.

The pigs want carrots.

PIP takes food to the Wild Kids.

