

**Focus Skill:** Comprehension

**Common Core Standards:**

[CCSS.ELA-LITERACY.RL.1.3](#)

Describe characters, settings, and major events in a story, using key details.

[CCSS.ELA-LITERACY.RL.2.7](#)

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Learning Target:**

I can describe a character based on what they think, what they say, and what they do in a story.

**Materials:**

- [Alex and the Amazing Lemonade Stand](#)
- Chart paper
- Markers
- Traits reference page
- Traits worksheet
- Plastic magnifying glasses (optional – for a ‘reading detective’ theme)



### Introduction:

Think about someone who you really love. Tell a partner who this person is.

Why do you love this person? Tell your partner something that this person *does, says, or thinks*, that makes you feel love toward them.

(Have a few students share aloud and either record a great example on the board or have one available, such as “I love my aunt because she picks me up at my house and lets me stay at her house with my cousins.”)

We can describe a person with certain **traits** based on evidence from what they think, say, and do. One trait I could use to describe your aunt is **caring**. I can say she has this trait because she lets you stay at her house and is willing to pick you up so you get there safely. This is the **evidence** we need when we describe this person’s traits.

Let’s look at a list of traits for some other ideas (attached). The list has pictures next to each word in case you have trouble remembering the word.

I’d like for you to think back to your example of someone you love and why you love them. This time, talk to your partner one more time and choose a **trait** that describes the person you chose, and why. Your example doesn’t have to be on the list, but you can use it as a guide if you need to.

(Students can write on a post-it or share aloud.)



### Introduction (continued):

You can do the same thing for a character in a story. We call these **character traits**. As a Reading Detective, it's important to be on the lookout for evidence that supports the ideas you have.

Before we begin, let's finish this sentence together so we know what evidence to look for: Traits are based on the things characters \_\_\_\_, \_\_\_\_, and \_\_\_\_. (think, say, and do)



### Activity:

Read the story with students holding up a magnifying glass when they hear evidence for a particular trait, or having a different signal to show they are able to pinpoint a trait and its evidence. Stop and discuss along the way. Pass around the book in case students need to look back during independent work.

**Examples of traits for Alex:** ambitious, kind, generous, giving, loving, a good friend, smart/intelligent

### Progress Monitor:

- Traits worksheet with a minimum of one piece of evidence for each trait

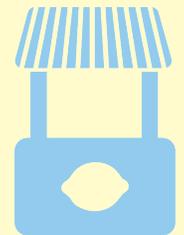
### Accommodations/Modifications:

- Having a list of traits on the board, focusing on one trait for Alex and providing evidence for that trait
- Providing evidence and having students choose a trait to go with it (or vice versa)
- Providing evidence aloud instead of writing
- Focusing on Alex as a class and having students apply knowledge to another book for independent practice
- Students can provide traits and evidence for Alex's family (supportive, kind, encouraging, loving)

### Thank you again for your interest in Alex's Lemonade Stand Foundation!

We hope you will consider supporting ALSF with the help of your class, club, school, district, or community group.

Please contact our office by phone at 866.333.1213 or by e-mail at [Takeastand@alexlemonade.org](mailto:Takeastand@alexlemonade.org) if you have any questions or need help getting started.



**Sample Traits for Alex with Evidence:****Ambitious**

P. 20: "The following year, Alex had a new plan – 'Now I'll sell lemonade across this great land! If more kids would help, wouldn't it be great, we could have lemonade stands in every state. Think of the money we could raise to help kids who are sick. A cure might be found, perhaps even quick!"

**Inspiring**

P. 12: "She also learned something else that was true. Other people cared about sick kids too."  
 P. 13: "They sent her cards and wrote her letters. They liked that she helped sick kids get better."  
 P. 14-15, 22: "...people arrived from near and far. They had heard about Alex, the Lemonade Star. They waited in line, the young & the old, for a cup of her lemonade, extra sweet and icy cold."  
 P. 21: "Other kids listened and held their own stands, to help support Alex with her lemonade plans."

**Smart/Intelligent**

P. 8: "She developed a plan. She would sell lemonade from a lemonade stand. Keeping the money was not in her mind. She would give it to her hospital for the cure they might find."

**Generous/Giving/Kind**

P. 7: "What can I do to help myself and others too?"  
 P. 8: "Keeping the money was not in her mind. She would give it to her hospital for the cure they might find."  
 P. 18-19: "Again she gave the hospital her money and a letter. It said, 'Please use my money to help all kids get better.'"  
 P. 28: "It's simple, you see, for this whole thing is not about me. As long as kids are sick, I'll do what I can, to help raise money through my lemonade stand."

**Sample Traits for Alex's Family with Evidence:****Helpful/Supportive/Encouraging**

P. 9: When summer came, Alex told her mother that she would have her stand with the help of her brothers. They worked very hard getting everything ready, but this work was fun, and their progress was steady."



Name \_\_\_\_\_

Date \_\_\_\_\_

**Character Traits** come from the things a character...

**thinks,** 

**says,** 

**and does.** 

**Character Name:** \_\_\_\_\_

**Trait 1:** \_\_\_\_\_

**Trait 2:** \_\_\_\_\_

**Evidence:** \_\_\_\_\_

**Evidence:** \_\_\_\_\_

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When you're finished: Draw this character's **physical traits** (how they look).

