Character Action Scenarios

**Student Directions:** Read the scenario below. Then decide on an appropriate character trait depicted by the character’s actions. Write the character trait and the two actions which support it.

**Beware of the Moose**

Banging lockers as he walks down the hall, Moose, really Matterhorn Norse, stops in front of mine with his big demanding hand out. I quickly rummage through my pockets, as he dramatically thrusts “the hand” out again. I find a stick of gum and give it to him. He just smirks and shakes his head up and down, as a sigh of relief escapes my body.

Next, he extends one of his Michael J’s backward moves recklessly down the hall until an unknowing underclassman tumbles over the zigzagging figure. Moose meanders on his way as the crowd hovers over the fallen victim.





Character Trait: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evidence/actions which support:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character Action Scenarios

**Student Directions:** Read the scenario below. Then decide on an appropriate character trait depicted by the character’s actions. Write the character trait and the two actions which support it.

**We Don’t Stand a Chance Against the Marathon Man**

How does Mr. Marathon do it? First, he rides his bike to school ten miles. Then, he coaches basketball to a team before school. While teaching, he’s up on our desks or in our face all day, ranting and raving about learning. We don’t stand a chance of not learning in front of him.

Then, he tutors after school, grades papers, and runs a chess class. Did I mention, he then still has to pedal all the way home to his four kids and wife?



Mr. Marathon’s Character Trait: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evidence/actions which support:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character Scenarios with Quotations

**Student Directions:** Read the scenario below. Then decide on an appropriate character trait depicted by the character’s actions and quotations. Write the character trait and at least one action and one quotation which support it.

**Our Class’ Drama Queen**

There goes Miss Huffpuff, to the teacher’s desk again. Our ears perk up as she whines, “Mr. K., Mr. K., Douglas keeps looking at me funny.” My class honestly tries to go back to work as she stomps and smirks by Doug with her hands crossed over her chest and her head thrust over all of ours.

Only minutes later, while lining up for lunch, Emily Jean is waving her hand frantically in the air. After our very patient teacher calls on her, she gasps, “Mr. K., our two cheerleaders cut, again!” Soon the two cheerleaders head to the back of the line, and the three parties give one another their best evil eyes. However, her highness gets to stay perched right up in the front of the line.

Emily Jean’s Character Trait: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evidence/quotations which support:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character Scenarios with Quotations

**Student Directions:** Read the scenario below. Then decide on an appropriate character trait depicted by the character’s quotations. Write the character trait and at least one action and one quotation which support it.

**Snagglepuss, a Pain in the Head**

A youngster points to the skies yelling, “Mom, look at that weird bird doing those whirly birds and triple flips in the air!” Meanwhile, below old Snagglepuss prepares to pounce on a young chick. Little Twitter covers his head with his wing preparing for the worst. A big putty claw clamps him to the ground as a swooshing sound rushes overhead. The wonder bird dives down with his beak aimed right for old Snaggie’s head.

Hammering away, he spouts, “Now you overstuffed beast stay away from all my feathered friends!” Snaggie lifts his heavy head to take a snarly bite, and the wee chick tumbles to the ground. Only then, Whirly Bird aims for the heavens as he shouts back, “Don’t even think about it old cat!” Snagglepuss covers his head with his paws, and Lil Chick scampers away.

C:\Users\Melissa\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JUJJ43O1\MC900139473[1].wmf



Whirly Bird’s Character Trait: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evidence; actions and quotations which support:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character Scenarios with Quotations

**Student Directions:** Read the scenario below. Then decide on an appropriate character trait depicted by the evidence in the text. Write the character trait and at least one action and one quotation which support it.



Don’t forget

to copy your quotations correctly with **quotation marks** and **commas**.

**Porche’s Pool Attitude**

“Another cloudy day,” whines Porche, as she plops down in a lounge chair by the pool. Decked out in all her finest beachwear, she takes her over-sized floppy bonnet and pushes it down over half her face.

Our drama queen needs to be sidetracked, so I point out, “Porche, think of it this way. It’s not going to rain until later, and we get some girl-time.”

“Really,” marvels her highness, as she peeks from under her flip-floppy hat, “and what about my fading-fast tan?”

Porche’s Character Trait: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evidence; actions and quotations which support:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character Scenarios with Quotations

**Student Directions:** Read the scenario below. Then decide on an appropriate character trait for each character depicted by the supporting evidence in the text. Write at least one quotation and either another quotation or action for each character.

  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
Spectator’s Character Trait: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Phil Gator’s Spectator**

The young Google genius interns are glued to Phil Gator, their guest speaker, and his every word. Then someone in the audience shouts, “Mr. Gator, that’s not how our world works today. Our generation has to look out for number one first. I mean, really, your generation hasn’t done a very good job.”

Security officers at the door, start ambling towards the interruption, but Mr. Gator shares, “That’s okay guys. He has a right to his opinion.” Then he addresses all of us again, “Well, let’s say for the sake of no-argument, I suggest even a me-generation has to think of the whole world to get ahead in life.”

“Well, I’ve done just fine not doing that!” the annoyance belts again.

Evidence/actions which support:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mr. Gator’s Character Trait: : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evidence/quotations which support:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character Scenarios with Quotations

**Student Directions:** Read the scenario below. Then decide on an appropriate character trait depicted by the supporting evidence in the text. Write the character trait and two quotations and one action which support it.



**“Go Girl, Go Girl, Go Mary Beth!”**

Mary Beth stretched out in her fluffy pink bed until her shiny polka-dotted toe nails winked at her at the other end of the covers. She reached up and stroked her luscious golden locks. Then the princess smiled ear-to-ear thinking how great she was soon going to look in her cheerleading outfit. She envisioned her eye-catching ponytail bouncing to the beat of one of her squad’s new cheers.

Flipping out of bed, the magnetic mirror’s reflection caught her flashing smile mouthing, “Go girl! Go girl! You sure got it!”

Down the hall, the walls echoed, “Mary Beth, are you up yet? You’ve got a half hour.”

“I’m up, Mom! Believe me, the guys will wait for me. No need to worry.”

Mom was thinking as she buttered her daughter’s toast, “It’s time she realized not everything is going to wait for her.” She then took a bite of Mary Beth’s lukewarm toast. “Hmm…..not bad.”

Mary Beth’s Character Trait: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evidence; actions and quotations which support:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_