

The Bear and Mario!

Character Map of The Bear



Type of Character: _____

The Bear and Mario!

Character Map of Mario



Type of Character: _____

The Bear and Mario!

Character Map of Larry and Frank



Type of Character: _____

The Bear and Mario!

Character Map of Stella



Type of Character: _____

The Bear and Mario!

Character Map of Baby Bears



Type of Character: _____

Types of Characters - Teacher Notes

<u>Character</u> :A person, animal, or inanimate object portrayed in a literary work. [protagonist, antagonist, deuteragonist (second most important in a story, crucial role to shape plot development/sidekick), foil (secondary character to contrast with protagonist to highlight specific traits or motivations of protagonist), static (unchanged, constant from beginning to end), dynamic (changes/transformation), tertiary (minor for background and not necessarily strong link to main plot), round (complex and well-developed), flat, hero, stock (recognizable to audience, traits/qualities, serve specific narrative function), the innocent, confidant, symbolic

<u>Character Types</u>: The kinds of characters that appear as archetypes in literature. These commonly include the hero and the trickster
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Protagonist: The main character. The story revolves around their goals, and the audience views the plot through their perspective.

Antagonist: The primary force or person opposing the protagonist. The antagonist creates the conflict and problem(s).

Deuteragonist: The secondary character closest to the protagonist. They often act as the emotional anchor, second-in-command, or primary sidekick.

Confidant: A trusted friend or mentor the protagonist confides in, allowing the reader to understand the protagonist's inner thoughts and motivations.

Foil: A character whose personality and values fundamentally contrast with the protagonist's. Their differences are used to highlight the protagonist's strengths, weaknesses, or moral choices.

Tertiary / Background Characters: Characters who flit in and out of the story. They add texture, realism, and a living, breathing environment to the setting without heavily contributing to the main plot

Character Map Activity - Teacher Notes

Before Reading Activity - Types of Characters Predictions

(all ages)

1. Hold up the illustrations of the characters on the Character Map pages one by one.
2. Ask students to guess whether or not the character will be a protagonist (problem-solver) or antagonist (problem-maker) based solely on the illustration.
3. Place the pictures in groups based on student answers and label them on a chart or white board.
4. Read the story. Ask students if they need to make any changes to their pre-reading character analysis.
5. Ask what details from the story caused them to change the classification of the character.
6. Ask them what details the illustrator used that caused them to classify the characters one way or another.
7. Ask students why an author might want the reader to think one way about a character to start a story and completely change how they think about the character by the end of the story.

After Reading Activity - adjust to all ages

This can be a whole group, partner or individual activity. It can begin as a modeled lesson and release to individual.

1. Read the story.
2. Draw a simple illustration of the character (or use the images provided).
3. Make space around the character to document things the character does or says in the story.
4. Underneath each observation of what a character does/says in the story, explain what that tells the reader about what kind of person the character is.
5. End the activity with a summary statement at the bottom of the character that gives an overview of the kind of person the character is by combining as many of the observations as possible.
6. This can be tailored to emotional learning standards being covered or reviewed at the time of the reading of the story or to specific character traits and corresponding vocabulary connected to required state standards.

Note: Once this lesson is complete, it can be applied to any of the books in the collection as an independent activity for students.