Grade Twos Can Write Fantastic Stories!

By Kristin Deeks & Michelle Bence

deeksk@fsd38.ab.ca
Michelle.bencemathez@ucalgary.ca

Find the PowerPoint at PDTCA 2019 SCHED link

© 2019, Created by Michelle Bence & Kristin Deeks
Agenda

The background to the story unit

What stories need and what grade two students can do

Critical pieces of a story

Breaking down each chunk

What is the piece
The check-in lessons
The scaffolds

© 2019 Created by Michelle Bence & Kristin Deeks
Development of Narrative

Simple to Complex

- Some consequences in plot
- Lacks understanding of intention or goals

Describe characters
- no temporal connections

Chronological sequence
- no causal relationships

Some cause & effect
- not related to a central goal

Goal oriented sequence of events
- multiple attempts to complete a goal

Envisions goals of characters
- Events are sequential & related to goals

(Gopnick et. al. 1999; Glen & Stein, 1980)
Helping Students Move on the Continuum – Scaffolding Tricks

1. I DO
2. SENTENCE STARTERS
3. ANCHOR CHARTS
4. MENTOR TEXTS
5. MINI-LESSONS

(The gradual release method)

© 2019 Created by Michelle Bence & Kristin Deeks
Introducing Story Structure
Underlying Story Structures
(Moving Away from Beginning, Middle & End)

- Characters: SOMEBODY
- Setting: SOMEWHERE
- Goal: WANTED
- Problem: BUT
- Resolution: SO

All Events Connected to Goal

© 2019 Created by Michelle Bence & Kristin Deeks
Writing a story is like hiking a mountain!
Beginning
Rising Action
Climax
Falling Action
Lessons:
Now Practice, Practice, Practice & Integrate
Use the diagram to show students a typical story arc like the one below. Then, using a simple story—like this puppy love commercial—fill out the story arc with the components from that story. [https://www.youtube.com/watch?v=7p_3IITk_O](https://www.youtube.com/watch?v=7p_3IITk_O)
Mentor text and Models to add to story mountain - The Paper Bag Princess

© 2019 Created by Michelle Bence & Kristin Deeks
Plotting Their Own Story Mountain with Scaffolds

Using student work to exemplify craft after mini lesson
Talk It Out First...

Story Mountain-From Pictures ➔ Story Map

<table>
<thead>
<tr>
<th>Story Element</th>
<th>Story Questions</th>
<th>Sample Scaffolding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>What is the setting of the story?</td>
<td>Where does this story take place?</td>
</tr>
<tr>
<td></td>
<td>Where are they?</td>
<td>Where are they?</td>
</tr>
<tr>
<td></td>
<td>What place is this?</td>
<td>What place is this?</td>
</tr>
<tr>
<td></td>
<td>When is this story happening?</td>
<td>When is this story happening?</td>
</tr>
<tr>
<td></td>
<td>(Focus on aspects of the setting that are relevant to the storyline)</td>
<td>(Focus on aspects of the setting that are relevant to the storyline)</td>
</tr>
<tr>
<td>Characters</td>
<td>Who are the main characters?</td>
<td>Who is in the story?</td>
</tr>
<tr>
<td></td>
<td>Who are the people in the story?</td>
<td>Who are the people in the story?</td>
</tr>
<tr>
<td></td>
<td>Who is the most important person in the story?</td>
<td>Who is the most important person in the story?</td>
</tr>
<tr>
<td></td>
<td>Who else is in the story?</td>
<td>Who else is in the story?</td>
</tr>
<tr>
<td>Events</td>
<td>What happened in the story?</td>
<td>What was the first thing that happened?</td>
</tr>
<tr>
<td></td>
<td>What happened next?</td>
<td>What happened next?</td>
</tr>
<tr>
<td></td>
<td>What happened after that?</td>
<td>What happened after that?</td>
</tr>
<tr>
<td></td>
<td>Finally what happened?</td>
<td>Finally what happened?</td>
</tr>
<tr>
<td>Ending</td>
<td>What was the ending?</td>
<td>How did the story end?</td>
</tr>
<tr>
<td></td>
<td>How did the story end?</td>
<td>How did the story end?</td>
</tr>
<tr>
<td></td>
<td>How did the story end?</td>
<td>How did the story end?</td>
</tr>
</tbody>
</table>
Story Mountain-From Pictures ➔ Story Map

SOMEBODY

SOMEBHERE

WANTED

BUT

SO

Linked

© 2019 Created by Michelle Bence & Kristin Deeks
Have students practice adding obstacles

- Pirate ➔ buried treasure
- Princess meets dragon ➔ dragon lies dead
- Prince is trapped ➔ prince is freed
- Girl lost ➔ finds family
Mini Lessons & Zooming in on each part of Story Mountain

Using student work to exemplify craft after mini-lesson
Transition Words to Move the Story Along

Time Order Words

After
Already
At first
At last
Before
During
Earlier
Finally
First
In the beginning
In the end
Last
Later
Meanwhile
Next
Now
Recently
Soon
Then
To begin with
To end with
Today
Tomorrow
When
While
Yesterday
Description of Setting
What Is Setting

Details to set the scene & help the reader understand

Settings include:

• Place
• Time of day or year
• Past, present or future
Lessons to Enhance Setting & Characters

Helping Readers Visualize & Understand...

<table>
<thead>
<tr>
<th>Word Choice</th>
<th>Using Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senses</td>
<td>Using my 5 senses</td>
</tr>
<tr>
<td>Comparing</td>
<td>Making comparisons - Similes</td>
</tr>
<tr>
<td>Showing</td>
<td>Showing, not telling!</td>
</tr>
</tbody>
</table>
Using Precise Words – Adjectives!

Owl Moon by Jane Yolan

• One descriptive sentence that touched your heart...

• What adjectives did you hear & how do they describe the noun?

• Reading Mentor Texts and Word Classifying
Anchor Charts - Sensory Details

Descriptive Words
For the Way Things Look

adorable
beautiful
bright
clean
clear
dirty
fancy
filthy
handsome
messy
neat
organized
plain
pretty
sparkling
ugly

Descriptive Words
For Things You Hear

blasting
booming
crashing
loud
mumbling
noisy
quiet
roaring
scratching
silent
thundering
whispering

© 2019 Created by Michelle Bence & Kristin Deeks
Using My 5 Senses

Use different objects to record associated sensory words & extend

Mystery Bags to record associated sensory words
**My Senses Sentence Starters**

**Instead of I Heard Try:**
As I listened, I could hear...
The ... sound filled the ....
In the distance I heard...
As I listened carefully I could hear...
I strained to hear...
... went the sound of the ...

**Instead of “I Tasted” Try:**
The ... melted in my mouth
I could just imagine the taste of ...
I closed my eye and could almost taste the ... 

**Instead of I Saw Try:**
I looked closely at...
I shivered when I caught sight of...
I gasped when I saw...
I stared at...
I couldn’t help but notice...
The ... caught my eye and ...

**Instead of “I felt” Try:**
The ... felt...
When I touched it, it seemed...
I rubbed my fingers across... and it felt...
As I touched ... it reminded me of ...
I ran my hand along... and realized...

**Instead of “I Smelled” Try:**
The scent... reminded me of ...
The air was filled with the smell of ...
I took a deep breath and smelled...
I sniffed at the ...
There was a faint scent of ...
Plump, red apples
Thick branches
Air smelled sweet

Apple Orchard

Early in the morning

Apples hung like christmas ornaments
I walked into the orchard. I could see big, red apples hanging down. Yum, yum they looked good.

I was strolling through the apple orchards on a crisp fall morning. I could see the ruby red apples hanging like Christmas ornaments on the trees. The apples were so plump the thick branches were bending towards the ground. I could smell the sweetness of the apples in the air.
**Setting Task**

- Brainstorm *when, where and details* to describe your setting
- Write setting together.

- Assign your group members jobs!!!
  - Who is writing the setting?
  - Who is writing the brainstorm?
  - Who is your job monitor?
Setting Graphic Organizer

MY SETTING DETAILS

This setting is ____________________________

List all the sensory details in your setting under the appropriate headings by asking yourself, "What can I...?"

<table>
<thead>
<tr>
<th>SEE?</th>
<th>HEAR?</th>
<th>SMELL?</th>
<th>TOUCH?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(with closed eyes)</td>
<td>(with closed eyes)</td>
<td>(textures/surfaces)</td>
</tr>
</tbody>
</table>

© 2019 Created by Michelle Bence & Kristin Deeks
Zooming In On Characters

Using student work to exemplify craft after mini-lesson

© 2019 Created by Michelle Bence & Kristin Deeks
All Characters Have Traits

Physical Traits  (How they look)

Personality Traits  (How they act)

Who my character is
Now it is your Turn – Who is Pig?

How does he look?

How does he act?

Pig The Star

Name: __________________

<table>
<thead>
<tr>
<th>Personality Traits</th>
<th>I know because: ....</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Physical Traits

- 
- 
- 
- 

Picture of Pig
Developing Similes

The man was as strong as an Ox.

He was as fast as a Cheetah.

She has eyes as blue as the ocean.
Using similes to describe

Now make your own!

It Came from Planet Simile!

A creature from Planet Simile has just landed on Earth! Draw a picture of the creature based upon the description below.

- A body as thin as a pencil
- A head as big as a watermelon
- Eyes as red as fire
- A nose as purple as a plum
- Teeth as green as grass
- Skin as yellow as the sun
- Fingers as pointy as icicles
- Feet as square as boxes

Now make your own!
Practicing Character Description

Can you use:
- adjectives
- sensory words
- similes

My Beanie Baby

Words that describe my Beanie Baby:

- ..........................................................
- ..........................................................
- ..........................................................
- ..........................................................
- ..........................................................

© 2019 Created by Michelle Bence & Kristin Deeks
Choose Traits Wisely: Always begin with the end in mind!

Beginning:
- Setting
- Problem
- Characters

Rising action:
- Characters try to solve the problem

Climax:
- Problem gets solved!

Falling action:
- Loose ends of the story get wrapped up.
Characters That Fit the Problem: The Paper Bag Princess

(If the Princess wasn’t **brave** and **smart** she would not have solved the problem.)

**Brave**
- She follows the dragon
- She is persistent
- Rescues Prince Ronald

**Smart**
- Finds a paper bag to wear to chase the dragon
- Tricks the dragon
- Checks the dragon is sleeping
Be ready to share the third pig’s character traits!
Show Don’t Tell & Vivid Verbs Character Description

Words that Tell
She walked into the room and told her dad that she got all her math questions correct.

Words that Show
She **danced** into the kitchen, high-fived her dad, and **shouted**, “Yesss! I did it! I got all my math questions correct!”

<table>
<thead>
<tr>
<th>SHOW DON’T TELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>She was scared.</td>
</tr>
<tr>
<td>She was happy.</td>
</tr>
<tr>
<td>He was sad.</td>
</tr>
<tr>
<td>He was angry.</td>
</tr>
<tr>
<td>She was tired.</td>
</tr>
<tr>
<td>He runs fast.</td>
</tr>
<tr>
<td>She was hungry.</td>
</tr>
</tbody>
</table>
Putting It All Together

Wanted! Mr. Fluffykins is wanted for eating all the easter chocolates. Mr. Fluffykins was last seen hopping across a field to get away from the cops. He was bounding like a deer across the long, green grass. Mr. Fluffykins has feet like snow skis. He has white, fluffy fur that covers his body. Sometimes his fur glimmers in the sun and looks sparkly. Also, he has gigantic, yellow teeth that hang out of the front of his mouth. His ears are as tall as skyscrapers! They help him hear small children from a mile away! Please call 653-856-9999 if you see a bunny that looks like this. If you catch this sneaky, greedy and silly bunny you will be rewarded $100,000 mini eggs.
Rising Action & The Magic of Three
The next thing I knew I saw the scarecrow stumbling into the kitchen. Then I reached the wooden kitchen door, all I could hear was the clanging and banging of pots and pans being tossed around the kitchen! Suddenly, I felt a pot whiz past my head. That is when I decided for mine, and everyone’s safety I would try and lock him in! Just then, I saw the scarecrow jumping out of the kitchen window!

The **magic 3** is when you use three magic senses, hear, sight, and feel. You use them to help you stretch out your rising action events so they become more interesting.
Increase Interest: Use the **magic 3** and **red flag** words!

Use 3 Senses

- Sound
- Sight
- Feel

Red Flag Words

- Suddenly
- A moment later
- The next thing I knew
- Just then
- In the blink of an eye
- Instantly
- All of a sudden
- Without warning
- To my surprise
Roger Rabbit, a bunny that lives in a local pet shop wants to escape.

First Roger tries to make a catapult out of his wheel and fly out of the cage.

Next, he tries to beg the parrot next door to him to fly him out of his cage and out the shop door.

Finally, at night time he stacks all the food dishes in his cage and escape through a heating vent.
Sense: **see**
Fiery, red eyes staring at him

Red Flag Word: **To Roger’s surprise**

Sense: **feel**
sweating and felt very uncomfortable

Red Flag Word: **Suddenly**

Sense: **hear**
Loud, flapping wings grow quieter
Next, he tries to beg the parrot next door to him to fly him out of his cage and out the shop door.

Roger **hears**? **Loud flapping wings & heart pounding**
Roger **sees**? **Parrots fiery eyes staring at him**
Roger **feels**? **Sweat pouring down**

**That is when** the Parrot woke up. Slowly the Parrot turned his head and glared at Roger Rabbit. **To Roger’s surprise**, he couldn’t help but notice the Parrot’s fiery red eyes staring at him. **Suddenly**, Roger was sweating and felt very uncomfortable with the Parrot’s angry stare. **Just then**, he had a wonderful idea! He could hear his heart pounding with excitement. Roger decided he would ask the Parrot to fly him out of the cage. **Sadly**, when Roger asked the Parrot to help him, the Parrot grumpily explained that Roger was simply too plump to be picked up and that he was not going to help someone that just woke him up from a nap! **A moment later**, the Parrot flew off to another part of the pet shop, the loud flapping of his wings slowly grew quieter.
**Scaffold with Sentence Starters**

- **Instead of I Saw Try:**
  - I looked closely at...
  - I shivered when I caught sight of...
  - I gasped when I saw...
  - I stared at...
  - I couldn’t help but notice...
  - The ... caught my eye and ...

- **Instead of I Heard Try:**
  - As I listened, I could hear...
  - The ... sound filled the ...
  - In the distance I heard...
  - As I listened carefully I could hear...
  - I strained to hear...
  - ... went the sound of the ...

- **Instead of I Tasted” Try:**
  - The ... melted in my mouth
  - I could jus: imagine the taste of ...
  - I closed my eye and could almost taste the ...

- **Instead of “I felt” Try:**
  - The ... felt...
  - When I touched it, it seemed...
  - I rubbed my fingers across... and it felt...
  - As I touched... it reminded me of...
  - I ran my hand along... and realized...

- **Instead of “I Smelled” Try:**
  - The scent reminded me of ...
  - The air was filled with the smell of ...
  - I took a deep breath and smelled...
  - I sniffed at the ...
  - There was a faint scent of ...

© 2019 Created by Michelle Bence & Kristin Deeks
Falling Action – Resolving the Problem
Effective Endings – a memory, thought or feeling

- Memory – what did you remember the most?
  - Sentence Starter: I will never forget...

- Feeling – how did you feel about what happened?
  - My heart filled with...

- Lesson – what did you learn from the experience?
  - Now I know I will always...

- Wish or Hope – what would you hope or wish for in the future?
  - I hope that I will ...
Planning Parts of the Resolution

What did the character **feel** now that the problem was solved?

_________________________________________________________________
_________________________________________________________________

What did the character **see** now that the problem is solved?

_________________________________________________________________
_________________________________________________________________

What **lesson** did the character learn now that the problem was solved?

_________________________________________________________________
_________________________________________________________________

What did the character **hear** now that the problem is solved?

_________________________________________________________________
_________________________________________________________________
Showing your feelings

<table>
<thead>
<tr>
<th>HAPPY</th>
<th>SAD</th>
<th>ANGRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>smiling face,</td>
<td>tears/crying</td>
<td>lips pursed</td>
</tr>
<tr>
<td>eyes open wide</td>
<td>laughing</td>
<td>fists clenched</td>
</tr>
<tr>
<td></td>
<td></td>
<td>stomping feet,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>yelling,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>glaring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SHY</th>
<th>EMBARRASSED</th>
<th>SURPRISED</th>
</tr>
</thead>
<tbody>
<tr>
<td>lips pursed</td>
<td>blushing</td>
<td>mouth open</td>
</tr>
<tr>
<td>fists clenched</td>
<td>hiding face,</td>
<td>eyes wide open</td>
</tr>
<tr>
<td>stomping feet,</td>
<td>hanging head,</td>
<td>hands covering</td>
</tr>
<tr>
<td>yelling,</td>
<td>low</td>
<td>mouth</td>
</tr>
<tr>
<td>glaring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCARED</th>
<th>PROUD</th>
<th>CURIOUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>hands shaking,</td>
<td>chest stuck out</td>
<td>finger on head,</td>
</tr>
<tr>
<td>heart pounding</td>
<td>hands on hips</td>
<td>tapping foot,</td>
</tr>
<tr>
<td>wobbly legs,</td>
<td>standing tall</td>
<td>thinking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SHOW DON'T TELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>She was scared.</td>
</tr>
<tr>
<td>She was happy.</td>
</tr>
<tr>
<td>He was sad.</td>
</tr>
<tr>
<td>He was angry.</td>
</tr>
<tr>
<td>She was tired.</td>
</tr>
<tr>
<td>He runs fast.</td>
</tr>
<tr>
<td>She was hungry.</td>
</tr>
</tbody>
</table>

© 2019 Created by Michelle Bence & Kristin Deeks
Celebrating Our Authors
Author’s Book Signing
It was a glorious morning and the boys were ready to play the Yankees in New York. Later, he was walking to the awning to get his bat and glove to the dugout. He knew that the grass was nice and short, so he took his bat and glove on and stumbled.

Beep Beep! Suddenly, Austin jumped up and he knew the sound of the bus meant he was late for school, so he ran down the stairs and out his back door of the house. He gasped when he saw the yellow school bus zooming away. He knew he had to catch the bus and was out the door.

Smell of pick-nick food in the car and his mom was holding. It was going to be a fun day.
Questions?

Resource links at: https://bit.ly/2GRYj4F
Additional Lessons
Hook Reader – Extensions for Mastery Students

• Beginnings that hook you
  • Sound effects
  • Dialogue
  • Detailed sensory description

• Heart Moments
  • Sprinkle talking words to tell audience what you are feeling

© 2019 Created by Michelle Bence & Kristin Deeks
Word Choice – Spicing It Up

Try instead

- Fun – exciting, thrilling
- Good – positive, pleasant, satisfactory
- Great – awesome, magnificent
- Happy – ecstatic, delighted, pleased
- Sad – disappointed, unhappy
- Mad – furious, angry, enraged
- Hard – difficult, challenging
- Nice – friendly, kind, caring

raced    departed
traveled  arrived
ventured  sprinted
scurried  crept
walked    danced
dashed    darted
crawled   slithered
ran       zoomed

© 2019 Created by Michelle Bence & Kristin Deeks
### Word Gradients
#### Writing & Vocabulary Building

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>Happy</td>
<td>Big</td>
<td>Cold</td>
<td>Hot</td>
<td></td>
</tr>
<tr>
<td>Depressed</td>
<td>Joyful</td>
<td>Huge</td>
<td>Chilly</td>
<td>Warm</td>
<td></td>
</tr>
<tr>
<td>Unhappy</td>
<td>Jolly</td>
<td>Giant</td>
<td>Cool</td>
<td>Summery</td>
<td></td>
</tr>
<tr>
<td>Miserable</td>
<td>Excited</td>
<td>Enormous</td>
<td>Freezing</td>
<td>Boiling</td>
<td></td>
</tr>
<tr>
<td>Down</td>
<td>Cheery</td>
<td>Gigantic</td>
<td>Icy</td>
<td>Scorching</td>
<td></td>
</tr>
<tr>
<td>Gloomy</td>
<td>Delighted</td>
<td>Vast</td>
<td>Wintery</td>
<td>Blistering</td>
<td></td>
</tr>
<tr>
<td>Glum</td>
<td>Smiling</td>
<td>Jumbo</td>
<td>Frosty</td>
<td>Balmy</td>
<td></td>
</tr>
</tbody>
</table>

Have student groups find a target word in a book and then make up gradient from a thesaurus.
Revising & Editing!

Ways to Motivate the Process

- Use highlighters & Post-it notes
- Work in pairs
- Use a checklist
- Do one at a time
- Provide plenty of scaffolds for revising
Revising - Self-Reflection

My Writing Checklist

<table>
<thead>
<tr>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I hook my reader?</td>
<td></td>
</tr>
<tr>
<td>Did I show my character’s traits with their actions?</td>
<td></td>
</tr>
<tr>
<td>Did I show what my character was thinking?</td>
<td></td>
</tr>
<tr>
<td>Did I use the magic of three in my action section? (stretch it)</td>
<td></td>
</tr>
<tr>
<td>Did I use the 5 senses?</td>
<td></td>
</tr>
<tr>
<td>Did I include details so that my readers can see the story?</td>
<td></td>
</tr>
<tr>
<td>Did I use the spice words to make my story interesting?</td>
<td></td>
</tr>
</tbody>
</table>

My Editing & Revision Checklist

<table>
<thead>
<tr>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editing Checklist</td>
</tr>
<tr>
<td>□ All my sentences end with a period, question mark or exclamation mark.</td>
</tr>
<tr>
<td>□ All my sentences begin with a capital.</td>
</tr>
<tr>
<td>□ All my common spelling words are correct.</td>
</tr>
<tr>
<td>Revising Checklist</td>
</tr>
<tr>
<td>□ I found 3 places where I can add better transition or red flag words.</td>
</tr>
<tr>
<td>□ I found 3 places where I told the story by describing what I hear, see, or feel.</td>
</tr>
<tr>
<td>□ I found 3 sizzling adjectives in my writing by describing what I hear, see, or feel.</td>
</tr>
</tbody>
</table>

© 2019 Created by Michelle Bence & Kristin Deeks
I find that students need to talk out their stories with a partner. Not only does this help students solidify their plans, but it allows students to receive helpful feedback and suggestions from peers.
In the beginning... At first...
To begin with... Next...
Then... After that...
Afterward... Later on...
Finally... To conclude...

**Transition Words - Sequence!**

Suddenly...
A moment later...
The next thing I knew...
Just then...
In the blink of an eye...
Instantly...
All of a sudden...
Without warning...
In a flash...

**Red Flag Words!**

Also... As well as...
In addition... Likewise...
Next... Furthermore...
Another idea is...
Further... Finally...

**Words to Add More Details!**

**Connecting Words To Use In Your Writing**

© 2019 Created by Michelle Bence & Kristin Deeks
# Character Traits

**How is my character as a person?**

<table>
<thead>
<tr>
<th>nice</th>
<th>mean</th>
<th>sad</th>
<th>positive</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>bright</td>
<td>angry</td>
<td>antisocial</td>
<td>cooperative</td>
<td>uncooperative</td>
</tr>
<tr>
<td>cheerful</td>
<td>bossy</td>
<td>comfortable</td>
<td>calm</td>
<td>reactive</td>
</tr>
<tr>
<td>caring</td>
<td>cruel</td>
<td>depressed</td>
<td>dependable</td>
<td>undependable</td>
</tr>
<tr>
<td>charming</td>
<td>dark</td>
<td>down</td>
<td>fair</td>
<td>unfair</td>
</tr>
<tr>
<td>considerate</td>
<td>disrespectful</td>
<td>friendless</td>
<td>honest</td>
<td>dishonest</td>
</tr>
<tr>
<td>delightful</td>
<td>evil</td>
<td>gloomy</td>
<td>humble</td>
<td>conceited</td>
</tr>
<tr>
<td>encouraging</td>
<td>harsh</td>
<td>glum</td>
<td>mature</td>
<td>immature</td>
</tr>
<tr>
<td>friendly</td>
<td>hateful</td>
<td>heartbroken</td>
<td>patient</td>
<td>impatient</td>
</tr>
<tr>
<td>kind</td>
<td>impolite</td>
<td>heavy-hearted</td>
<td>responsible</td>
<td>irresponsible</td>
</tr>
<tr>
<td>likable</td>
<td>insensitive</td>
<td>hopeless</td>
<td>trustworthy</td>
<td>untrustworthy</td>
</tr>
<tr>
<td>loving</td>
<td>raging</td>
<td>isolated</td>
<td>confident</td>
<td>anxious</td>
</tr>
<tr>
<td>peaceful</td>
<td>rude</td>
<td>lonely</td>
<td>brave</td>
<td>concerned</td>
</tr>
<tr>
<td>pleasant</td>
<td>selfish</td>
<td>lonesome</td>
<td>certain</td>
<td>fearful</td>
</tr>
<tr>
<td>polite</td>
<td>spoiled</td>
<td>miserable</td>
<td>courageous</td>
<td>hesitant</td>
</tr>
<tr>
<td>respectful</td>
<td>thoughtless</td>
<td>moody</td>
<td>fearless</td>
<td>uncertain</td>
</tr>
<tr>
<td>sensitive</td>
<td>uncaring</td>
<td>sorrowful</td>
<td>independent</td>
<td>uneasy</td>
</tr>
<tr>
<td>sweet</td>
<td>unfriendly</td>
<td>unhappy</td>
<td>sure</td>
<td>unsure</td>
</tr>
<tr>
<td>thoughtful</td>
<td>unpleasant</td>
<td>withdrawn</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does a lot</th>
<th>Does very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>active</td>
<td>bored/boring</td>
</tr>
<tr>
<td>adventurous</td>
<td>dull</td>
</tr>
<tr>
<td>ambitious</td>
<td>indifferent</td>
</tr>
<tr>
<td>bold</td>
<td>lazy</td>
</tr>
<tr>
<td>busy</td>
<td>neglectful</td>
</tr>
<tr>
<td>energetic</td>
<td>sluggish</td>
</tr>
<tr>
<td>hard-working</td>
<td>uninterested</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opposites</th>
</tr>
</thead>
<tbody>
<tr>
<td>calm</td>
</tr>
<tr>
<td>funny</td>
</tr>
<tr>
<td>gentle</td>
</tr>
<tr>
<td>glamorous</td>
</tr>
<tr>
<td>shy</td>
</tr>
<tr>
<td>quiet</td>
</tr>
</tbody>
</table>