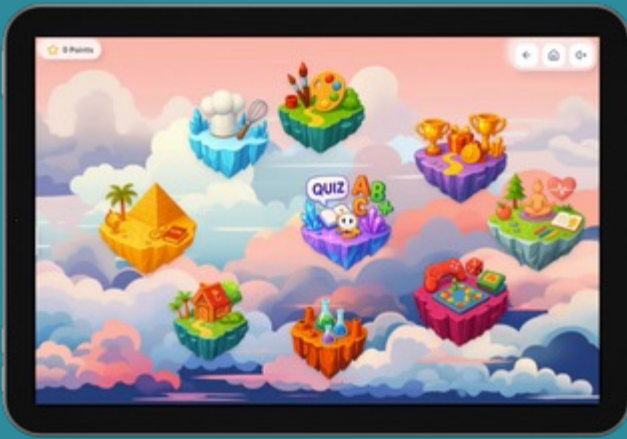


Sukindi

— LEARNING —

Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Character Detectives - Foundation-Year 2

Table of Contents	
Presentation: Character Detectives	
Classroom Display: Character Detective Toolkit	
Activity 1: Character Clue Cards	
Game 1: Character Change Quest	
Worksheet 1: Picture Clues	
Worksheet 2: Trait + Evidence	
Worksheet 3: Words and Actions	
Worksheet 4: Character Change Map	
Worksheet 5: Motivation Matters	
Worksheet 6: Compare the Characters	
Worksheet 7: Create a Character	
Quiz: Character Detectives	
Assessment: The Missing Paintbrush	
Rubric: Character Detective Rubric	



CHARACTER DETECTIVE TOOLKIT



LOOKS

What can
you see?



SAYS

What words
are spoken?

A trait
is shown
by clues.

DOES

What actions
give clues?



FEELS

What emotions
can you infer?

Point to the clue. Name the trait.
Explain your thinking.

CHARACTER CLUE CARDS • SET A

Cut out a card. Read the clue. What does it show about the character?

1



Ollie returns a lost key.

Trait or feeling? What is your clue?

2



Mina says, "You can have my turn."

Trait or feeling? What is your clue?

3



Tao carries the heavy books for Sam.

Trait or feeling? What is your clue?

4



Ruby's hands shake before the race.

Trait or feeling? What is your clue?

5



Finn smiles and skips to the gate.

Trait or feeling? What is your clue?

6



Luca whispers, "I am not giving up."

Trait or feeling? What is your clue?

CHARACTER CLUE CARDS • SET B

Cut out a card. Read the clue. What does it show about the character?

7.

Ava says, "I'm fine," but hides the torn picture.



Trait, feeling or motive? What is your clue?

8.

Noah practises the song again and again.



Trait, feeling or motive? What is your clue?

9.

Zuri shares her umbrella with a new student.



Trait, feeling or motive? What is your clue?

10.

Ben crosses his arms and looks away.



Trait, feeling or motive? What is your clue?

11.

Kei wants to win so he changes the rules.



Trait, feeling or motive? What is your clue?

12.

Ivy takes a breath, then asks for help.



Trait, feeling or motive? What is your clue?

CHARACTER CHANGE QUEST



HOW TO PLAY

1. Roll and move.
2. Take a card that matches your space.
3. Answer with a story clue.
4. First to FINISH wins.



QUEST CARDS • FOUNDATION & YEAR 1



CLUE

What does
the face show?



FEELING

Name a
feeling clue.



MOTIVE

What does
the character
want?



CHANGE

At first...
Now...



CLUE

What action
gives a clue.



FEELING

Show the
feeling with
your face.



MOTIVE

Why did
the character
act?



CHANGE

What
changed?



CLUE

What did
the character
say?



FEELING

How might
the character
feel?



MOTIVE

What is the
character trying
to do?



CHANGE

What helped
the change?

QUEST CARDS • YEAR 2 & EXTENSION



CLUE

Which detail is strongest evidence?



FEELING

How does the feeling affect the choice?



MOTIVE

What goal drives the action?



CHANGE

Name the cause of the change.



CLUE

Do the words and actions agree?



FEELING

How might the feeling change next?



MOTIVE

What might the character risk?



CHANGE

What lesson was learned?



CLUE

Which trait fits the evidence?



FEELING

Compare two characters' feelings.



MOTIVE

How does the motive shape events?



CHANGE

Predict the next choice.

Name: _____

FOUNDATION

PICTURE CLUES

🔍 Look at each character. Circle the feeling. Draw one more clue.

1.



worried / excited

Draw one more clue.

2.



proud / shy

Draw one more clue.

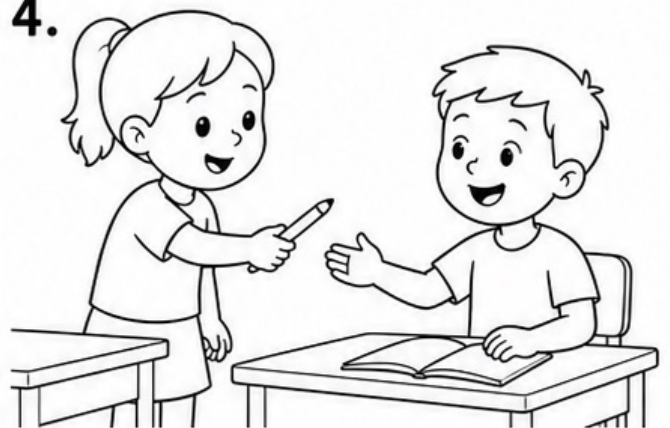
3.



sad / angry

Draw one more clue.

4.



kind / selfish

Draw one more clue.



Tell a partner: What did you notice? _____

PICTURE CLUES

🔍 Look at each character. Circle the feeling. Draw one more clue.

1.



worried / excited

Draw one more clue.



2.



proud / shy

Draw one more clue.



3.

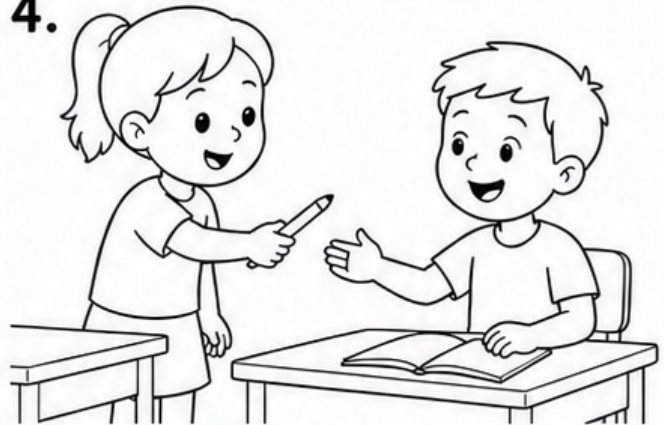


sad / angry

Draw one more clue.



4.



kind / selfish

Draw one more clue.



Tell a partner: What did you notice? _____

Name: _____

YEAR 1



TRAIT + EVIDENCE



Read each clue. Choose a trait. Copy the action that proves it.

kind • patient • brave

1



Ari sees a beetle on the path.
He moves it safely to the grass.

Trait: _____

Evidence: _____

2



Mia's block tower falls.
She takes a breath and begins again.

Trait: _____

Evidence: _____

3



Sam hears a loud bang.
She feels scared but goes back
to help her little brother.

Trait: _____

Evidence: _____



Finish this sentence: I think the character is ____ because ____.

Name: _____

ANSWERS

YEAR 1



TRAIT + EVIDENCE



Read each clue. Choose a trait. Copy the action that proves it.

kind • patient • brave

1



Ari sees a beetle on the path.
He moves it safely to the grass.

Trait: kind

Evidence: moves it safely to the grass.

2



Mia's block tower falls.
She takes a breath and begins again.

Trait: patient

Evidence: takes a breath and begins again.

3



Sam hears a loud bang.
She feels scared but goes back
to help her little brother.

Trait: brave

Evidence: goes back to help her little brother.



Finish this sentence: I think the character is ____ because ____.

I think Sam is brave because she helps even when she feels scared.

Name: _____

YEARS 1-2



WORDS AND ACTIONS



Read each scene. Do the words and actions match? Use evidence.

SCENE A

Lena says, "I can help."
She kneels down and
gathers the fallen blocks.



1. Do the words and actions match? YES / NO

2. What trait does Lena show?

3. Copy the action that is your favorite.

SCENE B

Omar says, "You can play."
Then he hides the ball
behind his back.



4. Do the words and actions match? YES / NO

5. What might Omar really want?

6. Write one kinder action for Omar.



Show, don't tell: Draw a face or body clue for one character.



WORDS AND ACTIONS



Read each scene. Do the words and actions match? Use evidence.

SCENE A

Lena says, "I can help."
She kneels down and
gathers the fallen blocks.



1. Do the words and actions match? **YES** / NO

2. What trait does Lena show?

helpful and kind

3. Copy the action that is your clue.

gathers the fallen blocks

SCENE B

Omar says, "You can play."
Then he hides the ball
behind his back.



4. Do the words and actions match? YES / **NO**

5. What might Omar really want?

He wants to keep the ball.

6. Write one kinder action for Omar.

**He could hand over the ball
and take turns.**



Show, don't tell: Draw a face or body clue for one character.



Name: _____

FOUNDATION-YEAR 1



CHARACTER CHANGE MAP



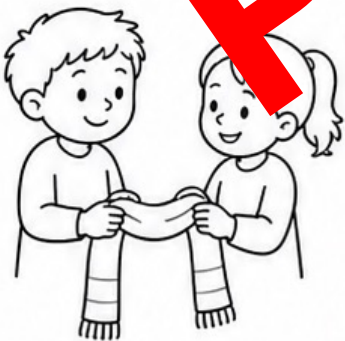
Pip finds a scarf. At first, Pip wants to keep it.
Then Pip hears Noor crying, so Pip returns it.



BEGINNING — Pip wants...



MIDDLE — Pip notices...



END — Pip chooses...

What caused Pip to change?



hearing Noor cry



finding another scarf



How is Pip different at the end?



CHARACTER CHANGE MAP



Pip finds a scarf. At first, Pip wants to keep it.
Then Pip hears Noor crying, so Pip returns it.



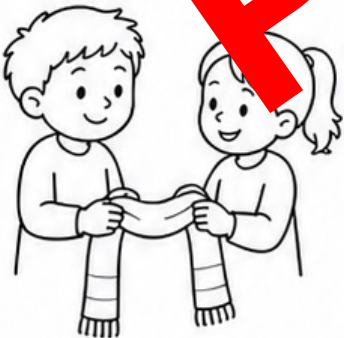
BEGINNING — Pip wants...

— **to keep the scarf**



MIDDLE — Pip notices...

Noor crying



END — Pip chooses...

to return the scarf

What caused Pip to change?



hearing Noor cry



finding another scarf



How is Pip different at the end?

Pip is kinder and more thoughtful.



Name: _____

YEAR 2



MOTIVATION MATTERS

The Lantern in the Library



Every Thursday, Mara carried the small brass lantern from the library desk to the Story Nook. She loved how warm a circle of light and wanted to be chosen as Library Helper.

One afternoon the librarian said, "The power may go out during the storm. Please leave the lantern on the desk." Mara nodded, but when thunder rumbled, she slipped the lantern into her bag. If the lights failed, she thought, everyone would see that she had saved story time.

On the way to the nook, Mara heard a soft flutter. A moth was trapped between the window and curtain. Mara wanted to hurry, yet the moth beat its wings against the glass. She set down the bag, opened the window and guided the moth outside with a bookmark.

Just then, the lights went dark. Mara reached for the lantern. Its warm glow helped everyone walk safely to the front desk. Mara expected praise, but the librarian looked worried. "I needed to know where it was," she said.

Mara's cheeks felt hot. She admitted what she had done, returned the lantern, and asked how she could help. Together they placed glow sticks around the room. Mara learned that being helpful also means listening and thinking about what others need.



Name: _____

YEAR 2



MOTIVATION MATTERS • RESPONSE

Use the story to answer. Point to evidence.



① What does Mara want at the beginning?

- ☐ a new lantern ☐ to be Library Helper ☐ to leave early

② Copy the action that shows Mara cares about the moth.



③ Why does Mara put the lantern in her bag?



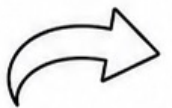
④ Circle Mara's feeling after the librarian speaks.

proud embarrassed bored



What is your clue?

⑤ How is Mara different at the end?



⑥ Predict: What will Mara do next Thursday? Explain why.



Mara changes because _____.



Name: **ANSWERS**

YEAR 2



MOTIVATION MATTERS • RESPONSE

Use the story to answer. Point to evidence.



① What does Mara want at the beginning?

- ☐ a new lantern ☒ to be Library Helper ☐ to leave early

② Copy the action that shows Mara cares about the moth.

She opens the window and guides the moth outside.



③ Why does Mara put the lantern in her bag?

She wants everyone to see that she saved every time.



④ Circle Mara's feeling after the librarian speaks.

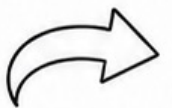
proud ☒ embarrassed bored



What is your clue? Her cheeks feel hot and she admits what she did.

⑤ How is Mara different at the end?

She listens and thinks about what others need,
not only about praise.



⑥ Predict: What will Mara do next Thursday? Explain why.

She will leave the lantern on the desk and
ask how to help because she learned to listen.



Mara changes because the librarian's worry helps her learn.



Name: _____

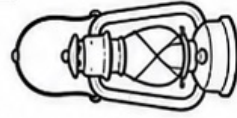
COMPARE THE CHARACTERS

Use the summaries. Compare traits, motives and change.



MARA

Mara wants to be Library Helper. She takes a lantern without permission, helps a moth, then admits her mistake and learns to listen.



Write one evidence sentence.

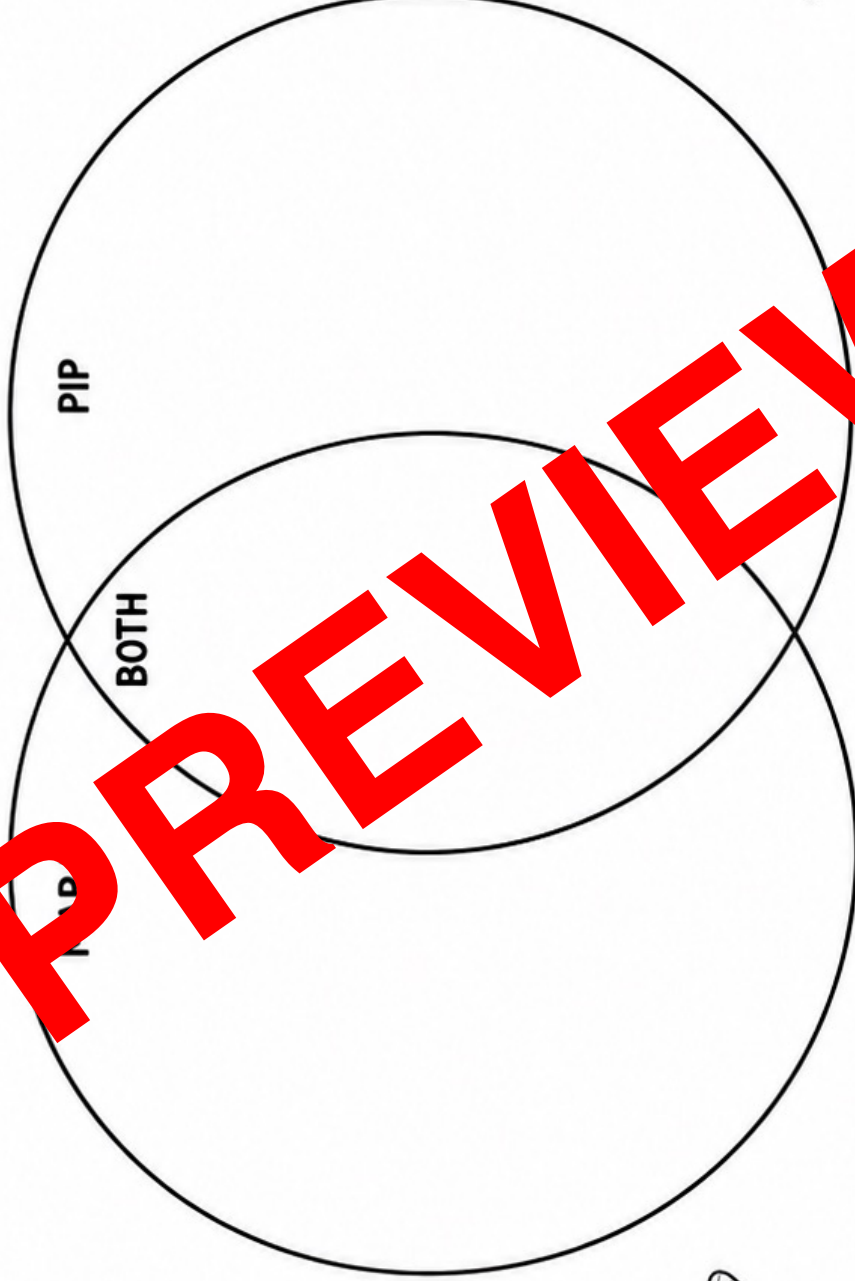
Mara and Pip are both _____ because _____.

They are different because _____.



PIP

Pip finds a scarf and wants to keep it. When Pip hears Noor crying, Pip returns the scarf and becomes more thoughtful.



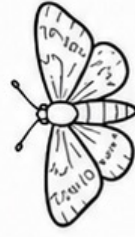
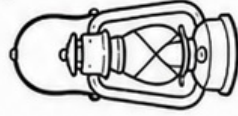
COMPARE THE CHARACTERS

Use the summaries. Compare traits, motives and change.



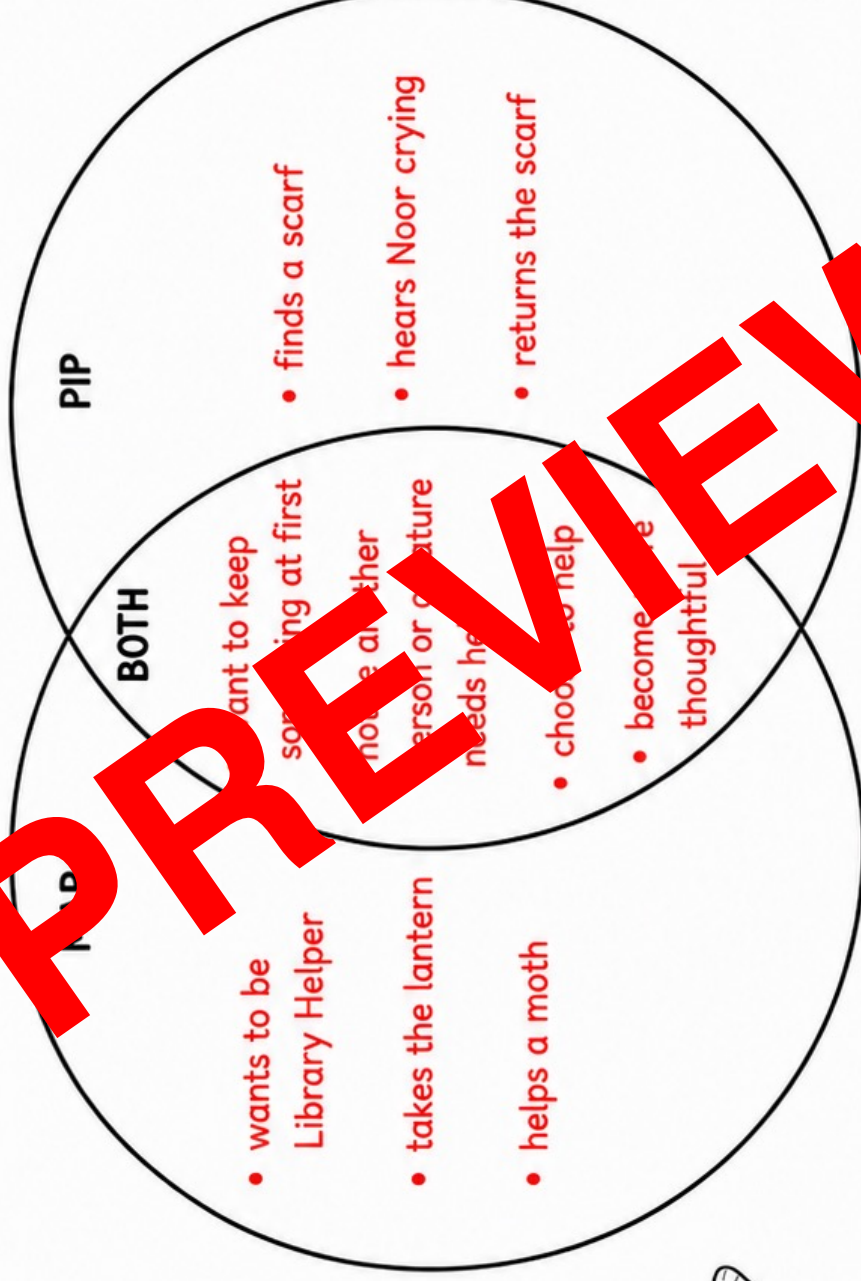
MARA

Mara wants to be Library Helper. She takes a lantern without permission, helps a moth, then admits her mistake and learns to listen.



PIP

Pip finds a scarf and wants to keep it. When Pip hears Noor crying, Pip returns the scarf and becomes more thoughtful.



Write one evidence sentence.

Mara and Pip are both because Mara and Pip are both thoughtful because they choose to help others.

They are different because They are different because Mara takes the lantern, while Pip finds a lost scarf.

Your name: _____

F-2



CREATE A CHARACTER • PLAN



Design an original character. Give clues that show who they are.



Draw your character.



TRAITS — Choose three.

1. _____

2. _____

3. _____



EVIDENCE — What will your character say or do?

3. _____

Character name: _____

Looks: _____



MOTIVATION — What does your character want? Why?

1. _____

2. _____

3. _____



PROBLEM — What gets in the way?

1. _____

2. _____



FEELING CLUE — Draw a face or body clue.



CREATE A CHARACTER • STORY



Your name: _____

Story title: _____



Show your character through words, actions, feelings and choices.



BEGINNING — My character wants...



MIDDLE — A problem appears. My character chooses...



END — This happens. My character changes by...



SELF-CHECK: Did I...

☐

I showed a trait.

☐

I used words or actions as clues.

☐

I explained a change.



OPTIONAL (FOUNDATION): Draw the ending on the back.





Name: _____

Date: _____



CHARACTER ASSESSMENT

The Missing Paintbrush



At art club, Jo was finishing a bright garden picture. She reached for the wide silver paintbrush, but it was gone.

“Have you seen my brush?” Jo asked.

Rafi shook his head. “No, I haven’t seen it,” he said, while pushing the brush under a sheet of paper. Rafi wanted his own mural to be chosen for the school hallway. He thought that if Jo could not finish, his picture would stand out.

A moment later, a water cup tipped towards Jo’s work. Rafi grabbed a cloth and saved the picture without thinking.

Jo smiled. “You always notice when someone needs help.”

Rafi’s stomach tightened. He looked at the hidden brush. He wanted to win, but he did not want to be the kind of person who cheated.

Rafi pulled out the brush. “I hid it,” he admitted. “I’m sorry.”

Jo looked hurt, then listened as Rafi explained. Rafi returned the brush, shared his paints and helped clean the table. They each finished their own work.

Rafi’s mural was not chosen, but he felt lighter. The next week, he brought an extra brush for anyone who needed one.



Name: _____

FOUNDATION-YEAR 1

THE MISSING PAINTBRUSH • RESPONSE A



Listen or read. Show what you know about the characters.

1 Who are the main characters?



☐ Jo and Rafi

☐ the teacher and Rafi

2 How might Jo feel when the brush is missing?



☐ worried

☐ proud

Draw the feeling.

3 Circle the action that shows Rafi is helpful.



He hides the brush. He saves Jo's picture.

4 Put the events in order. Write 1, 2, 3.

1. _____
2. _____
3. _____

☐ Rafi returns
the brush.

☐ Rafi hides
the brush.

☐ Rafi saves
the picture.

5 What trait does Rafi show when he tells the truth?



☐ honest

☐ selfish

6 Draw or write one clue that shows Rafi changed.



Name: _____

ANSWERS

FOUNDATION-YEAR 1

THE MISSING PAINTBRUSH • RESPONSE A



Listen or read. Show what you know about the characters.

1 Who are the main characters?



☒ Jo and Rafi

☐ the teacher and Rafi

2 How might Jo feel when the brush is missing?



☒ worried

☐ proud

Draw the feeling.



3 Circle the action that shows Rafi can be helpful.



He hides the brush.

☒ He saves Jo's picture.

4 Put the events in order. Write 1, 2, 3.

1. _____
2. _____
3. _____

3

Rafi returns
the brush.

1

Rafi hides
the brush.

2

Rafi saves
the picture.

5 What trait does Rafi show when he tells the truth?



☒ honest

☐ selfish

6 Draw or write one clue that shows Rafi changed.



He returns the brush, tells the truth and brings an extra brush.

Name: _____

YEAR 2

THE MISSING PAINTBRUSH • RESPONSE B

Answer in complete ideas. Use evidence from the story.

- ① What motivates Rafi to hide the brush?



- ② Do Rafi's words and actions match when Jo asks about the brush? Explain.

☐ YES ☐ NO



- ③ What trait does Rafi show when he saves Jo's picture? Copy one clue.



- ④ What causes Rafi to tell the truth?



- ⑤ How does Rafi change from the beginning to the end?

BEGINNING



END

EXTENSION — Predict one choice Rafi may make at the next art club. Explain why.

Name: ANSWERS

YEAR 2

THE MISSING PAINTBRUSH • RESPONSE B

Answer in complete ideas. Use evidence from the story.

- ① What motivates Rafi to hide the brush?

He wants his mural chosen and wants his picture to stand out.



- ② Do Rafi's words and actions match when Jo asks about the brush? Explain.

YES

NO

He says he has not seen the brush, but he hides it.



- ③ What trait does Rafi show when he saves Jo's picture? Copy one clue.

helpful and caring — he grabs a cloth and saves Jo's picture.



- ④ What causes Rafi to tell the truth?

Jo comes him help. He feels guilty and does not want to cheat.



- ⑤ How does Rafi change from the beginning to the end?

At first he is dishonest and competitive. At the end he tells the truth, shares and helps.

BEGINNING



END

EXTENSION — Predict one choice Rafi may make at the next art club. Explain why.

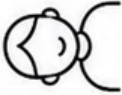
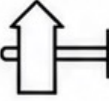
He may share his tools or bring extra brushes because he wants to help others.



CHARACTER DETECTIVE RUBRIC



Student: _____ Date: _____ Task: _____

CRITERIA	BEGINNING	DEVELOPING	SECURE	EXTENDING
 Character information	Names or draws a character with support.	Names one relevant character detail.	Describes appearance and a trait.	Selects precise details and explains importance.
 Feelings and traits	Identifies a feeling or trait with support.	Names a simple feeling or trait.	Infers a feeling or trait from a clue.	Explains a thoughtful or nuanced inference.
 Uses evidence	Gives little or no story evidence.	Refers to a story clue.	Uses relevant words or actions as evidence.	Combines several clues to justify an idea.
 Motivation and change	Retells an event.	States a want or a change.	Explains motivation or character change.	Links motive, choice, consequence and change.
 Comparison and communication	Responds with support.	Shares a simple idea.	Compares clearly in a sentence.	Compares and justifies in detail.



Teacher feedback:

Overall achievement:



Beginning



Developing



Secure



Extending

Character Detectives: Clues, Choices and Change



Character Detectives Quiz

