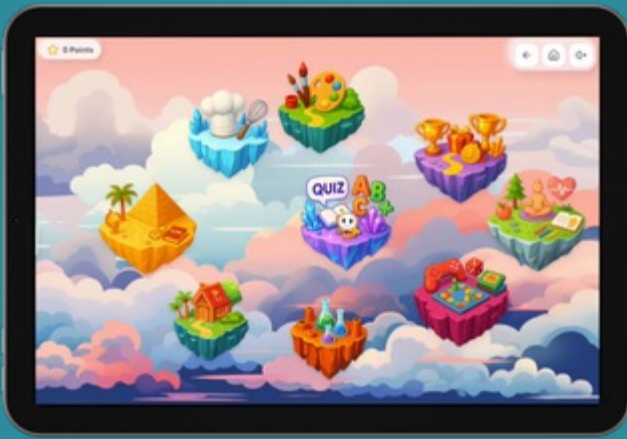


Sukindi

— 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



Creating Characters and Settings Year 2 Unit

Table of Contents	
Presentation: Creating Characters and Settings Year 2 Unit	
Classroom Display: Creating Characters and Settings That Shine	
Game: Trait Clue Match	
Game: Setting Mood Match	
Worksheet 1: Trait Detective	
Worksheet 2: Character Close-Up	
Worksheet 3: Setting Snapshot Senses	
Worksheet 4: Word Choice Workshop	
Worksheet 5: Story Spark Builder	
Quiz: Creating Characters and Settings Year 2 Unit	
Assessment: Character and Setting Story Challenge	
Rubric: Creating Characters and Settings Year 2 Unit Rubric	



Creating Characters and Settings That Shine



1 Character Clues



Appearance:
what we can see



Personality:
what they are like inside



Actions:
what they do



Dialogue:
what they say

2 Setting Clues



Where and when the story happens



Sights, sounds, smells and feelings



Mood:
calm, spooky, joyful, busy



Powerful words help readers picture the story.





Trait Clue Match



Match each story clue to the character trait it shows.

Story Clues

Trait Cards

1



"I can try," said Mia, stepping onto the stage.

2



Ravi gave his last sticker to a friend.

3



Poppy peeked inside every little box.

4



Noah crossed his arms and gave orders.

5



Ava bit her lip before opening the door.

6



Leo clapped for his team from the bench.

brave



kind



curious



bossy



nervous



supportive





Setting Mood Match

Match each setting description to the mood it creates.



Setting Descriptions

Mood Cards

1



Rain tapped softly while the fire crackled.

2



The playground buzzed with cheers and whistles.

3



Shadows stretched across the empty hallway.

4



Golden light glowed over the quiet lake.

5



The market smelled of cinnamon and popcorn.

6



Wind rattled the windows and bent the trees.

cosy



spooky



peaceful



cheerful



stormy



busy



Trait Detective



Name: _____

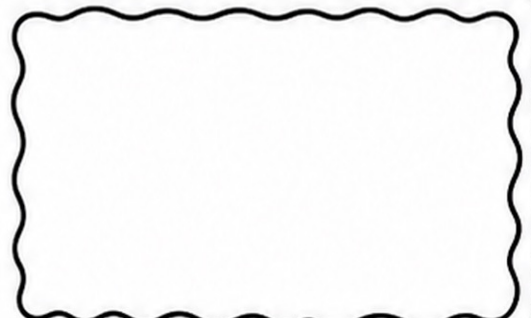
Date: _____

Read each clue. Write the character trait that best matches the clue.

Word Bank: brave | kind | curious | bossy | nervous | supportive

- | | | |
|---|---|--------------|
| 1 | Zara shared her last pencil with a friend. | Trait: _____ |
| 2 | Tom took a deep breath and stepped onto the stage. | Trait: _____ |
| 3 | Nina kept asking, "What is inside the box?" | Trait: _____ |
| 4 | Leo crossed his arms and told everyone to play his way. | Trait: _____ |
| 5 | Ava bit her lip before opening the creaky door. | Trait: _____ |
| 6 | Sam cheered for his team even when he was not chosen. | Trait: _____ |

Challenge: Choose one clue. Draw the character's face to show the trait.



Trait Detective



Name: ANSWERS

Date: _____

Read each clue. Write the character trait that best matches the clue.

Word Bank: brave | kind | curious | bossy | nervous | supportive

- | | | |
|---|---|--------------------------|
| 1 | Zara shared her last pencil with a friend. | Trait: <u>kind</u> |
| 2 | Tom took a deep breath and stepped onto the stage. | Trait: <u>brave</u> |
| 3 | Nina kept asking, "What is inside the box?" | Trait: <u>curious</u> |
| 4 | Leo crossed his arms and told everyone to play his way. | Trait: <u>bossy</u> |
| 5 | Ava bit her lip before opening the creaky door. | Trait: <u>nervous</u> |
| 6 | Sam cheered for his team even when he was not chosen. | Trait: <u>supportive</u> |

Challenge: Choose one clue. Draw the character's face to show the trait.



Character Close-Up

Name: _____

Date: _____

Read the character notes.

Sort the details into the correct boxes.



Character Notes: Pip the Patchwork Dragon

- tiny wings
- curious
- helpful
- fixes broken toys
- round glasses
- says, "I can mend it!"

Appearance

1. _____
2. _____

Personality

1. _____
2. _____

Actions

1. _____

Dialogue

1. _____

My sentence: Pip seems _____

because _____.



Character Close-Up

Name: ANSWERS

Date: _____



Read the character notes.

Sort the details into the correct boxes.

Character Notes: Pip the Patchwork Dragon

- tiny wings
- curious
- helpful
- fixes broken toys
- round glasses
- says, "I can mend it!"

Appearance

1. tiny wings
2. round glasses

Personality

1. curious
2. helpful

Actions

1. fixes broken toys

Dialogue

1. says, "I can mend it!"

My sentence: Pip seems helpful

because he fixes broken toys.



Setting Snapshot Senses

Name: _____

Date: _____

Read the setting snapshot. Find the words that help you picture the place.

Setting Snapshot:

At the moonlit market, lanterns bobbed above the stalls. Bells jingled as people laughed. The air smelled of cinnamon buns, and a cool breeze brushed past my cheeks.



I can see: _____



I can hear: _____



I can smell: _____



I can feel: _____



The setting feels: calm / busy / spooky / cheerful

Circle one and explain why: _____



Add one more sensory detail: _____

Setting Snapshot Senses

Name: ANSWERS

Date: _____

Read the setting snapshot. Find the words that help you picture the place.

Setting Snapshot:

At the moonlit market, lanterns bobbed above the stalls. Bells jingled as people laughed. The air smelled of cinnamon buns, and a cool breeze brushed past my cheeks.



I can see: lanterns and stalls



I can hear: bells jingling and people laughing



I can smell: cinnamon buns



I can feel: a cool breeze



The setting feels: calm / busy / spooky / cheerful

Circle one and explain why: people are laughing and the market is bright and lively.



Add one more sensory detail: I can taste sweet cinnamon sugar.

Word Choice Workshop

Name: _____

Date: _____

Swap each plain word for a stronger word that gives the reader a clearer picture.



1. Stronger Verbs

- | | | |
|---|--------------------------------|---------------|
| 1 | The cat went across the fence. | went → _____ |
| 2 | The robot moved into the room. | moved → _____ |

2. Stronger Describing Words

- | | | |
|---|---------------------------|--------------|
| 3 | The cave was nice. | nice → _____ |
| 4 | The dragon had big wings. | big → _____ |

3. Dialogue Tags

- | | | |
|---|----------------------------|--------------|
| 5 | "Look out!" said Jaya. | said → _____ |
| 6 | "I am not sure," said Ben. | said → _____ |

Choose one improved sentence and rewrite it here:



Word Bank: crept | marched | cosy | enormous | shouted | whispered

Word Choice Workshop

Name: ANSWERS

Date: _____

Swap each plain word for a stronger word that gives the reader a clearer picture.



1. Stronger Verbs

- | | |
|---|------------------------|
| ① The cat <u>went</u> across the fence. | went → <u>crept</u> |
| ② The robot <u>moved into</u> the room. | moved → <u>marched</u> |

2. Stronger Describing Words

- | | |
|------------------------------------|-----------------------|
| ③ The <u>cave</u> was nice. | nice → <u>cosy</u> |
| ④ The dragon <u>had big</u> wings. | big → <u>enormous</u> |

3. Dialogue Tags

- | | |
|------------------------------|-------------------------|
| ⑤ "Look out!" said Jaya. | said → <u>shouted</u> |
| ⑥ "I am not sure," said Ben. | said → <u>whispered</u> |

Choose one improved sentence and rewrite it here:

"Look out!" shouted Jaya.



Word Bank: crept | marched | cosy | enormous | shouted | whispered

Story Spark Builder

Name: _____

Date: _____

Use the prompts to plan a story with a clear character and setting.

Character:
a shy inventor



Setting:
a stormy treehouse



Problem:
the lights suddenly go out



What does your character look like?



What is your character like inside?



What can the reader see, hear or feel in the setting?



What does your character do or say?



Write your story starter:



Student checklist:

- ☐ I described the character.
- ☐ I described the setting.
- ☐ I used an action or dialogue.



Story Spark Builder

Name: ANSWERS

Date: _____



Use the prompts to plan a story with a clear character and setting.

Character:

a shy inventor



Setting:

a stormy treehouse



Problem:

the lights
suddenly go out



What does your character look like?

round glasses, messy hair, tool belt



What is your character like inside?

clever but shy



What can the reader see, hear or feel in the setting?

wind howling, rain tapping, treehouse swaying



What does your character do or say?

"I can fix it," whispered Sam.



Write your story starter:

Sam climbed into the stormy treehouse. The lights
blinked out. "I can fix it," he whispered, holding
up his tiny torch.



Student checklist:



I described the character.



I described the setting.



I used an action or dialogue.



Character and Setting Story Challenge

Assessment - Page 1 of 2

Name: _____

Date: _____

Task: Plan an original character and setting for a short imaginative story.

Story idea: A map begins to glow during lunch time.



1. My character



Name: _____

Appearance: _____

Personality trait: _____

Action or dialogue that shows the trait: _____

2. My setting



Where and when does it happen? _____

What can the reader see? _____

What can the reader hear or feel? _____

What mood will the setting create? _____

3. My story problem



What surprising thing happens? _____

What will my character try to do? _____



Character and Setting Story Challenge

Assessment - Page 2 of 2



Name: _____

Date: _____

Write your short story. Use your plan from page 1.

Start your story:

When the map began to glow, _____



Remember to include:

- ☐ a character with a clear trait
- ☐ actions or dialogue

- ☐ a setting with sensory details
- ☐ a beginning, middle and ending



Creating Characters and Settings Year 2 Unit Rubric

Student: _____

Date: _____

	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
 1. Character creation	Names a character.	Gives one simple detail.	Describes appearance and trait.	Shows trait through action or dialogue.	Creates a vivid, believable character.
 2. Setting description	Names a place.	Adds one setting detail.	Describes where, when and mood.	Uses sensory details to build mood.	Creates a strong picture for the reader.
 3. Language choices	Uses basic words.	Uses some describing words.	Uses adjectives, verbs or dialogue.	Chooses words carefully for effect.	Uses powerful words to shape the reader's response.
 4. Story organisation	Writes a simple idea.	Has some sequence.	Has beginning, middle and ending.	Connects character, setting and problem.	Writes a clear imaginative story with impact.

Teacher comment: _____

Creating Characters and Settings Year 2





What Is A Character?

A character is a person, animal or made-up being in a story.

Characters do things, say things and feel things.





Outside And Inside

Appearance tells what we can see.

Personality tells what a character is like on the inside.





Authors Show Clues

Authors do not always tell us the trait.
They can show clues through actions, words and thoughts.





Actions Tell Us A Lot

If a character shares, they may be kind.

If they take a deep breath and try, they may be brave.





Dialogue Gives Clues

Dialogue is what a character says.
Speech can show feelings, choices and personality.





What Is A Setting?

A setting is where and when a story happens.
It can be real, imagined, quiet, busy, spooky or joyful.





Use Your Senses

Strong settings help readers see, hear, smell, taste or feel the place.





Mood In A Setting

Mood is the feeling of a place.

Word choices can make a setting feel calm, tense, cosy or exciting.





Powerful Word Choice

Verbs, adjectives, dialogue and sensory words help readers picture the story.





Try A Character Clue

Ari held the door open and smiled at the new student.

What trait does this show?





Try A Setting Clue

Rain tapped softly while a lamp glowed beside the chair.
What mood does this setting create?





Plan Your Own Story

Choose a character.

Choose a setting.

Show the character through action or dialogue.





Your Turn To Shine

Create a character readers can imagine.

Create a setting readers can step into.





Well Done!



Creating Characters and Settings Quiz Year 2





Question 1

What is a character?

- A. where a story happens
- B. someone or something in a story
- C. a punctuation mark
- D. a word that rhymes





Answer 1

B. someone or something in a story





Question 2

True or false?

Personality traits are only things we can see with our eyes.





Answer 2

False.

Personality traits are what a character is like inside.

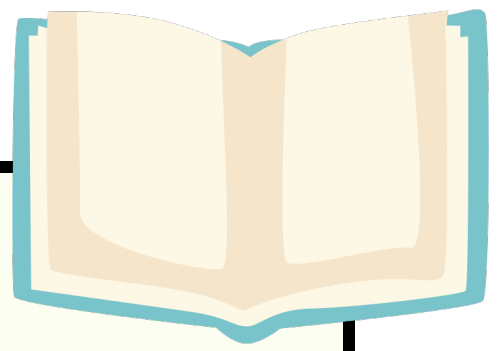




Question 3

Name one way an author can show what a character is like.





Answer 3

Sample answers:

actions, dialogue, thoughts or feelings.



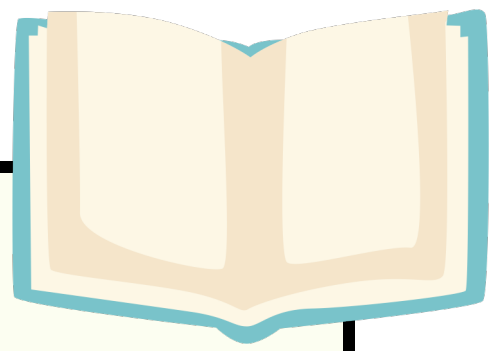


Question 4

Which sentence shows bravery?

- A. She slept in the sun.
- B. She took a deep breath and tried again.
- C. She dropped her lunchbox.
- D. She had blue shoes.





Answer 4

B. She took a deep breath and tried again.



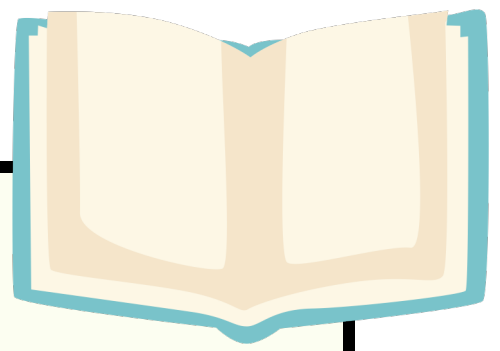


Question 5

Which detail describes a setting?

- A. Mira is helpful.
- B. Sam whispered.
- C. The fox was clever.
- D. Rain tapped on the tin roof.





Answer 5

D. Rain tapped on the tin roof.

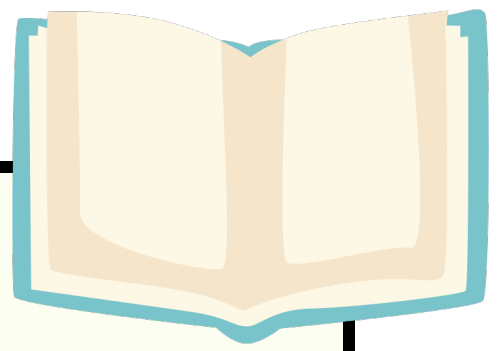




Question 6

The sentence says, "The air smelled of cinnamon buns."
Which sense is being used?





Answer 6

Smell.



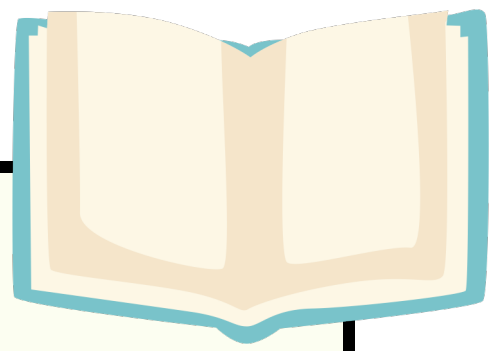


Question 7

True or false?

Dialogue can help readers learn what a character is like.





Answer 7

True.





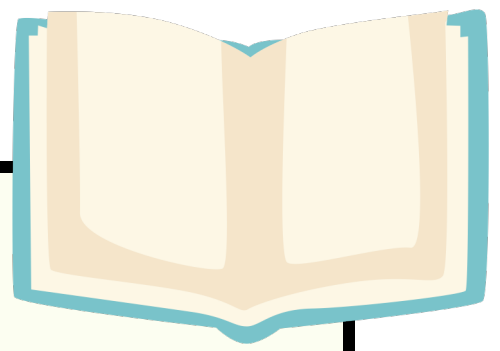
Question 8

Which mood best matches this setting?

Golden light shone over the quiet lake.

- A. peaceful
- B. bossy
- C. noisy
- D. stormy





Answer 8

A. peaceful





Question 9

Replace said with a stronger word:

"Stop!" said Jaya.





Answer q

Sample answer:

"Stop!" shouted Jaya.



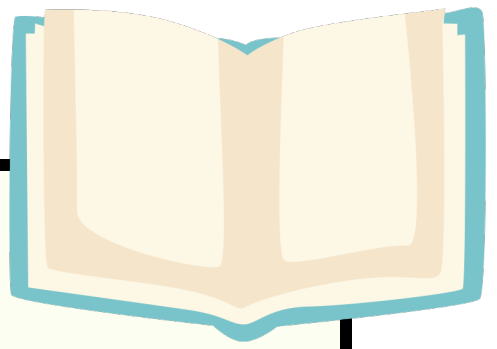


Question 10

True or false?

A strong setting can include where, when and mood.





Answer 10

True.





Well Done!

