

## Character Postcards

As with previously discussed character exercises, the character postcard activity in Exhibit 4.4 is an opportunity for students to examine a character carefully and critically. Posing the question “What would this character write on a postcard?” prompts readers to reflectively consider the many elements that contribute to the character’s actions. This is Katie’s favorite activity to do with her students when they are examining character. The students always deliver clever and insightful glimpses of the characters.

### Exhibit 4.4 Character Postcards Lesson Plan

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**After-Reading Activity** **Character Postcards**

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Objectives	To interpret and represent a character through a postcard To visually represent a scene from the text
Materials	4-by-6-inch pieces of card stock and crayons, markers, or colored pencils
Time	20–30 minutes

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**Procedure**

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Step 1	Create a two-column chart for the chalkboard or overhead projector with the following headings: Characters and Key Scenes.
Step 2	Brainstorm with the students the main characters from the text. Once the students have listed the main characters from the text, the students can either confer in pairs or small groups the key scenes for each of the listed characters.
Step 3	The key scenes should be listed with the characters for the chart on the chalkboard or overhead.
Step 4	Instruct the students to write a postcard from the character’s point of view. On the other side of the postcard, the students should draw one of the key scenes from the text. The narrative should discuss and correspond to the postcard scene.

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Exhibit 4.4 (Continued)

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After-Reading Activity	Character Postcards
IRA/NCTE Standards	<p data-bbox="427 436 1131 615">3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p> <p data-bbox="427 636 1131 693">11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>

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