






My Favorite Character

<p>Activity Instructions</p>  <p>https://drive.google.com/file/d/1Slxxz5eW5R7i-zrXMx7ToBlqLuAkzJbG/view?usp=sharing</p>	<p>Video Instructions</p>  <p>https://www.youtube.com/watch?v=NqE-rpX1gC4</p>	<p>Chatterpix Summary</p>  <p>https://drive.google.com/file/d/1Ik9dO1Y6JliAGKo5rD6t7YcrO5X247bw/view?usp=sharing</p>
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DESCRIPTION: During this activity, Pre-K and Kindergarten students will learn about important story elements such as setting, main events, and characters in an engaging and playful way. After listening to a story, students will draw the setting and a character from that story using a variety of art utensils they will choose and with adult assistance, students will use the app, Chatterpix, to record a short video about why they like the character they drew. Your young readers and artists will have a blast watching their art come to life through this fun and interactive app!

AMOUNT OF TIME: 30 minutes

MATERIALS NEEDED:

- Teacher Materials:
 - ANY fiction picture book to read aloud with strong characters
 - Ipad with Chatterpix app loaded
 - Pre-made chatterpix video example of a picture you drew talking
- Student Materials:
 - Construction paper or Manilla Paper



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- Variety of art utensils such as Pencil, Crayons, Markers, Colored pencils, Watercolor paints

OBJECTIVE(S):

1. The student will be able to draw the setting of a book along with a main character from the book.
2. The student will be able to explain why they like a book's character.
3. The student will be able to use a technology tool and tell about their favorite character.

COMMON CORE STATE STANDARDS:

- CCSS.ELA-Literacy.RL.K.3
With prompting and support, identify characters, settings, and major events in a story.
- National Core Arts Standards.VA:Cr2.1.PKa
Use a variety of art making tools
- International Society for Technology in Education Standards for Students, Empowered Learner: 1.1d Technology Operations
Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.

STEPS TO COMPLETE THE ACTIVITY:

1. Invite all students to come to the whole group sitting area carpet. Tell students that you have a **favorite** book you want to read to them. Ask them if they know what the word favorite means and explain if needed that it is something you like the most! To scaffold learning of this concept, ask them what food, color, game, or tv show is their favorite.
2. Show them your favorite book (use any fiction picture book with strong characters) and explain that you love this book because of the **characters** in it. Point to the cover page characters and ask who they think a character is in this book? Review that characters are who the book or story is about.
3. Tell students to turn up their listening ears as you read the story and to be thinking about which character might be their favorite as well.
4. Begin reading the story, and periodically pause to ask open-ended questions about the **setting**, main events, and character **characteristics**. Help students define what a setting is and characteristic during these pauses. (For example, you may say something like, this character is nice because they _____ and this is a characteristic of them).



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5. When the story is finished, ask students to help you **retell** the story by acting out or stating the main events of the story, such as what happened at the beginning, middle, and end. During this time, encourage students to stand up, move, and act out the character and events as the story is retold.
6. After the retelling, show students the various art supplies they can choose from and explain that they get to draw the setting of the book (review definition) and their favorite character. Then to add anticipation and excitement to their learning, explain that you are going to help them use a technology tool on the ipad to make their picture talk! You can show them an example of a pre-made chatterpix video at this time.
7. As students are drawing their pictures, walk around the room and ask them questions about the setting and their character such as: What did you draw? Who is your favorite character? Why are they your favorite? What is a characteristic of your character? These questions will help prepare them to make their chatterpix video.
8. Invite 3-4 students to your teacher table area to take pictures of their finished drawing with the ipad and guide them through the chatterpix app process of creating their short video. Explain that they can make their character talk like they are describing themselves such as "I am (name of character) and I am (description of characteristic)". For younger learners, this concept may be too abstract and can just explain in their own words about their character in the chatterpix video such as "This is (name of character) and he/she is my favorite character because (describe reason and characteristics)."
****Depending on the level of familiarity with chatterpix and ages/maturity of students, you may be able to have them complete their videos independently.*
9. As students finish their chatterpix projects, they can extend their learning of story elements by creating another character from the story to use with chatterpix. Some ideas could be a character they didn't like, one that was most like them, etc. To close this lesson, invite students to the carpet area to watch all character videos together.
10. To close this lesson, invite students to the carpet area to watch all character videos together. Encourage students to notice and discuss similarities and differences between their character choices.

VOCABULARY:

Setting - where a story takes place

Retell- tell a story again including the beginning, middle, and end events

Character - who the story is about

Characteristics - special qualities about a character

Favorite- something that you like the most



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