

Lesson 1: Building a character

Questions to answer:

1. What does your character care most about?
 - a.
2. What is their biggest flaw/problem?
3. What do they need to learn?
4. What does this character look like?
-Art Objective: Draw a sketch of the character with the traits in mind.
5. Is the character a protagonist/hero or an antagonist/villain?
-Art Objective: How does that change the way the character is drawn?
-Discussion: Name the character. Share why you chose the name and who this character is.

Associated Standards:

B.E.S.T Standards:

- ELA.3.F.1 Learning and Applying Foundational Reading Skills

CPALM:

- LAFS.3.RL.1.AP.1a: Answer questions related to characters, setting, events or conflicts.
- LAFS.3.RL.1.AP.3a Describe a character's traits in a story using details from the text and illustrations.
- LAFS.3.RL.1.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- [LAFS.3.SL.1.1 and LAFS.4.SL.1.1](#) Engage effectively in a range of collaborative discussions
- [VA.3.F.1.1](#): Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.
- [VA.4.C.2.1](#): Revise artworks to meet established criteria.

Lesson 2: Creating the Problem/Enemy

Questions to answer:

1. Who will cause problems for the character? Why?
2. What does character #2 want? (motivation)
3. How does that get in character #1 way?
-Art Objective: What does this character look like?
4. How is he different from character #1? (contrast)
5. How are they similar? (compare)

-Discussion: Name the character. Share why you chose the name and who this character is.

Associated Benchmarks:

CPALM Standards:

- LAFS.5.RL.1.AP.2d: Explain how characters in a story or drama respond to Challenges.
- LAFS.3.RL.1.AP.3f: Analyze how a character's point of view influences a conflict within a text.
- [LAFS.3.SL.1.1](#) Engage effectively in a range of collaborative discussions
- LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- LAFS.5.RL.1.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Lesson 3: Creating a setting

Questions to answer:

1. How do these 2 characters know each other?
2. Where do they live, go to school, work, or meet up?
3. What is their conflict and where does it happen?

-Art Objective: Draw the setting - time and place.

Associated Benchmarks:

B.E.S.T Standards:

- ELA.4.R.11: Explain how setting, events, conflict, and character development contribute to the plot in a literary text.

CPALM:

- LAFS.3.RL.1.AP.1a: Answer questions related to characters, setting, events or conflicts.
- LAFS.5.RL.1.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Lesson 4: Outline the Story

We already have the characters, the setting, and the conflict. Now add some backstory and details.

Questions to answer:

1. How did the characters meet?
2. What led to the conflict?
3. The protagonist has a sidekick. Who is it?
-Art Objective: Draw the side kick. What makes him different from your other 2 characters?
4. How is the problem solved? (resolution)
-Activity: Write out the short story.

Associated Benchmarks:

B.E.S.T Standards:

- ELA. 3.C.1.2: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.
- ELA.4.R.1.1: Explain how setting, events, conflict, and character development contribute to the plot in a literary text.
- ELA.5.R.1.1: Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.
- ELA.5.C.1.2: Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

CPALM Standards:

- LAFS.4.W.1.3 and LAFS.5.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Lesson 5: Ending - What happens next?

-Art Objective: Create the final scene.

-Activity: Tell your story using the visuals you created.

Audience

- Listen for:
 - The setting (time and place)
 - The conflict
 - The flaw of the main character
 - The resolution

Associated Benchmarks:

- B.E.S.T Standards:

- ELA. 3.C.1.2: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.
- ELA.4.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.
- ELA.4.C.5.1: Arrange multimedia elements to create emphasis in oral or written tasks.
- ELA.5.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

CPALM Standards

- LAFS.3.RL.1.AP.3e: Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).
- LAFS.3.RL.2.AP.5a: Identify parts and structure of stories.
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- LAFS.3.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- LAFS.3.SL.2.4 and LAFS.4.SL.2.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- [VA.4.C.1.1](#): Integrate ideas during the art-making process to convey meaning in personal works of art.