Jessica Trelstad

Lesson Plan: Setting

**Standard:**

Use illustrations and details in a story to describe its characters, setting, or events.

**Objectives:**

* After listening to Scaredy Squirrel, students will be able to use details from the story to describe the setting.
* Students will be able to write five sentences describing their favorite setting, and then illustrate it based on their descriptions.

**Materials:**

* Scaredy Squirrel
* Lined Paper

**Instruction:**

Getting Ready:

*"Yesterday we talked a bit about what a setting is. The setting is when and where a story takes place. An example of when could be in the afternoon, and an example of where could be at the beach. In the Goldfish book, the setting was Goldfish's bowl. Today we are going to learn more about setting and you are going to get a chance to share what your favorite setting is. First, I am going to read a book to you called "Scaredy Squirrel". After I am done reading, we are going to talk about what the setting was in this book."*

Teacher reads Scaredy Squirrel to class.

*"Who can tell me what the setting was in this story?"* The setting is his nut tree. The killer bee attacks when he is in his nut tree in the morning.

Task:

*"Great, now that we have a good understanding of what a setting is I am going to share with you a bit about myself and my favorite setting. I am going to share five sentences with you about my favorite setting, and after you will be doing the same on your own sheet of paper."*

Teacher writes on the SMART board: My favorite setting is evening time in my parents' backyard. It is my favorite setting because of the tall trees and colorful garden. In the evening it smells like burgers on the grill. I feel happy when I am there. That's why my favorite setting is my parents' backyard in the evening.

*"My favorite setting is evening time in my parents' backyard. Oh, I felt myself take a breath there, I better put a period. Remember, we don't put a period at every line, we put a period when we feel ourselves take a breath while we are writing."*

*"Before we get started writing, remember that when we are writing about setting we need to use words that are going to make it easy for us to draw a picture of this place. These are called describing words, or adjectives. You will be drawing a picture of your setting tomorrow. Does everyone have in mind what they are going to write about? Turn to a team member next to you and tell them what setting you are going to write about."*

*"You may now go to your parking spot and get started writing."*

Students work on writing their five sentences, if they finish quickly they will read to self until others are finished.

Discourse:

*"It is important that we use describing words when we are writing about our setting. Using adjectives, which are describing words, make it easier for us to draw what we are writing about."*

**Evaluation:**

The student will be able to demonstrate that they know what a setting is by writing about their favorite setting. The teacher will informally assess progress while pacing the room and observing the students during writing time.