



# Reading Literature Lesson Plan

## Retelling with Setting

### Grades K-2

#### Rationale

- ✦ Students need to understand the role that setting plays in a story. Setting can be used as a textual or visual cue to help students determine the beginning, middle, and end of a story during a retelling. Setting can also add additional detail to a retelling.

#### Goal

- ✦ To use setting to retell a complete story that includes a beginning, middle, and end

#### Standards

- ✦ **RL.K.2** With prompting and support, retell familiar stories, including key details.
- ✦ **RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- ✦ **RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.

#### Objectives

- ✦ Students will identify the setting of a story.
- ✦ Students will use setting to help identify the beginning, middle, and end of a story.
- ✦ Students will draw a graphic retelling of a story.

#### Materials

- ✦ One grade-level picture book (See **Teacher Tips** for suggestions)
- ✦ *Student Activity: Where is Everyone?*
- ✦ Crayons or markers (optional)

#### Procedures

- ✦ Review the definition of setting. **“Remember that the setting of a story is the time and place a story happens.”** Talk about some stories that have recently been read together with students, and identify the setting in each one.
- ✦ Say, **“Today I am going to read a story. Listen carefully for clues that tell you what the setting is.”**
- ✦ Read the story aloud and point out to students where the characters are at the beginning, in the middle, and at the end of the story.
- ✦ Distribute the *Student Activity: Where is Everyone?*
- ✦ Ask students to describe where the characters are at the beginning of the story. . Record character and setting information on chart paper so that students can see it.
- ✦ Repeat above sequence of actions for the settings in the middle and at the end of the story.

- ✦ Then, say, “**In the Beginning box, draw what the characters are doing in the first setting at the beginning of the story. Write the name(s) of the character(s) and the first setting in the spaces below the Beginning box.**”
  - Model this action for students. Younger students will likely write a single word in each blank.
  - Guide older students to write stems to form a complete sentence, like “at school” or “in the park.”
- ✦ Circulate and be available to guide students to find the appropriate boxes and spaces.
- ✦ Repeat above sequence of actions for the settings in the middle and at the end of the story.
- ✦ When students have finished their drawings and writing for the settings in each part of the story, ask two or three students to share their drawings for each part of the story. Ask them to explain what the characters are doing in each setting. Encourage students to refer to the setting when presenting their thinking.
- ✦ In conclusion, say, “**Times and places are two things that good readers can use to tell when the beginning, middle, or end happens in a story.**”
- ✦ **Closing:** Ask students to describe how paying attention to the setting (times and places) can help them retell what happens in a story.

### Teacher Tips

- ✦ If there are several settings that correlate to major events in the text, modify the sheets to include each of the major settings. Then work with students to track all of the settings together on chart paper, and allow students to create as many pages as events and settings you tracked.
- ✦ You can also ask students to draw a map of the larger setting and have students use a small toy to represent the character, retelling as he or she moves the toy piece to the different settings.
- ✦ Here are some picture books with settings that are familiar to students:
  - *The Mitten*, by Jan Brett
  - *Corduroy*, by Don Freeman
  - *Owen*, by Kevin Henkes
  - *Amazing Grace*, by Mary Hoffman, illustrated by Caroline Binch
  - *The Snowy Day*, by Ezra Jack Keats
  - *Pinkerton, Behave!* by Steven Kellogg
  - *The Cat in the Hat*, by Dr. Seuss
- ✦ For more advanced readers, consider books with several settings such as:
  - *Bill and Pete*, by Tomie de Paola
  - *Frog and Toad Are Friends*, by Arnold Lobel
  - *The Polar Express*, by Chris van Allsburg
- ✦ Teachers of younger students may choose to use picture pages as an alternative to the standard *Student Activity* format.
- ✦ This activity can be spread across multiple days to meet the needs of younger students. For example, Day 1 could focus on the beginning of the story, Day 2 on the middle, and Day 3 on the end.

- ✚ If you have access to a document camera, use it to project the images in the picture book to the entire class, so that everyone can see each setting up close. Otherwise, gather students in a circle or use multiple copies of the same book.

### Extension Activities

- ✚ Break students into Beginning group(s), Middle group(s), and End group (s), depending on class size. Teach lesson as a group activity using large sheets of butcher paper for each group. When finished with the activity, display the drawings in story order to create a mural or murals of the retelling.
- ✚ Break students into Beginning group(s), Middle group(s), and End group (s), depending on class size. Have each group or set of groups (one Beginning, one Middle, and one End) act out the events in each setting to show the progression of the story.
- ✚ Retell the story to students. Have them perform an action, like clapping, jumping in place, or placing hands on head when they hear that the setting has changed in the beginning, middle, and end of the story.
- ✚ Break students into groups of three. Give the first student in each group a classroom object, like an eraser, a Popsicle stick, or a piece of chalk.
  - Have the first student retell the story when it's in the setting that's at the beginning of the story.
  - The first student passes the classroom object to the second student when the retelling reaches the setting that's in the middle of the story. Have the second student retell the middle of the story.
  - The second student passes the classroom object to the third student when the retelling reaches the setting that's at the end of the story. Have the third student retell the end of the story.
- ✚ Have students make collages of pictures that show times and places (settings) from different books that they have read.
- ✚ Have students read a wordless picture book and write a story about it that includes more than one setting. Add pictures in PowerPoint. Some suggested titles are:
  - *Trainstop*, by Barbara Lehman
  - *Where's Walrus?* by Stephen Savage
  - *Flotsam*, by David Wiesner

## Student Activity: Where Is Everyone?

Title of book: \_\_\_\_\_

Author: \_\_\_\_\_

BEGINNING

Tell where the characters are at the **beginning** of the story.

---

---

---

MIDDLE

Tell where the characters are in the **middle** of the story.

---

---

---

END:

Tell where the characters are at the **end** of the story.

---

---

---