

Unit 2 – Lesson: 3

Fiction- Setting



[Editable Version](#)

In this lesson students will begin to explore the elements of a story. Today we will be focusing on the setting of a story.

Topic: Writing Process-Fiction Elements

Time Frame: 60 minutes

Driving question: Why is the setting of a story important?

Curriculum Outcomes –

7: Students will be expected to use writing and other forms of representation including digital to explore, clarify and reflect on their thoughts feeling and experiences and learning

Learning Target:

Grade 1	Grade 2
Create print and digital texts (draw or write) with a beginning, middle, and end	Write in both print and/or digital format an organized text with a beginning, middle, and end

Resources Needed:

- Picture setting and character cue cards (see link below in lesson)
- Access to computers or iPads with familiar apps
- Writing Folder – to store writing at various stages
- Writer’s Notebook - to record ideas and goals for their writing

Lesson:

I Do:

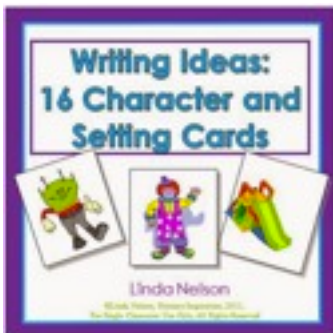
Students should have an opportunity to interact with mentor texts for fiction stories. These should be on display in the classroom and explored during shared or independent reading experiences. This is an important step for growing writers.

Here is a link to a page with suggestions for picture books with strong settings:

<http://mnwelementary-daily5andcafe.wikispaces.com/file/view/Teaching+with+Picture+Books%5B1%5D%5B1%5D.pdf>

We Do:

Divide the students into small groups of 3 or 4. Have each group randomly choose a setting card. The group should work together to create a story with a beginning, middle, and end based on the setting. This can be a role-played by the students in front of their peers.



<http://primaryinspiration.blogspot.ca/2012/10/motivate-reluctant-writers-with-this.html>

Ask students, “How does describing the setting impact the story?”

Allow for discussion.

You Do:

Remind students that the previous day they were drafting and getting their ideas down on paper.

“Today we are going to revisit our drafts to see if we have identified the setting of our story.

Let’s start with a graphic organizer and draw a picture of the place where our story takes place. If you haven’t thought about it, decide what would make sense for your story.”

Students can use their iPads, the computer, or the worksheet below to complete this activity.

After students have drawn an image of their setting, encourage students to think about and record (in the box) **where** their story takes place. They should also record **when** (the time it takes place) and **what** the characters can see (the environment, trees, mountains, etc).

Once students have an opportunity to explore the setting activity, they can return to the writing that they started on the previous day. They should

examine their writing to see if they have described the setting. If they haven't, encourage students to add in details about their setting in their story. As students are independently writing, the teacher can conference with students one-on-one or in small groups.

We Share:

When students are finishing up we can gather together as a group. Students can have an opportunity to share their writing. Celebrate all levels of writing and point out in the strengths and provide on the spot feedback specifically about the setting of their story.

Differentiation/Adaptations:

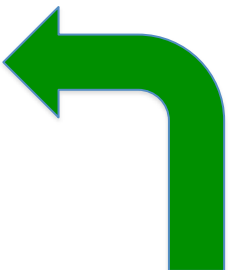
This is embedded into the design of the lesson plan. Students who use an iPad for writing or as a documented adaptation will easily be able to complete this assignment on any app of their choice.

Assessments:

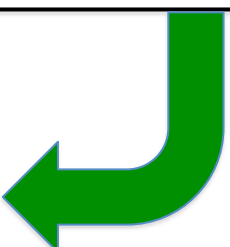
Record observations on students' prewriting skills in [Evernote](#) or however you choose to track your students.

Setting

Where (place)



When (time)



What do you see?

