



5 scripted lessons and passages to teach setting

SMALL GROUP LESSONS

STORY SETTING

Name: _____ Date: _____

Organize Your Thinking:

TIME 	What time of day? What is the season?
PLACE 	What is the physical location of the story? (city? outdoor location?)
ENVIRONMENT 	What's the weather like?

Comprehension Questions:

1. Why are Shannon and her brother Tim visiting?
2. What kinds of things are they visiting?
3. What would it be like to live in that house?

The New House

Shannon flew around the house like a manic hummingbird. Outside, hummingbirds actually hovered around the fragrant honeysuckle bushes, having an early lunch. The trees in the backyard were covered in spring blooms and the grass was light green with new growth.

The Phillips family was growing for Shannon's entire life. The four of them had lived in a cheap, cramped apartment where Shannon and her brother had to share a room. Now Shannon's mom was pregnant with a third baby and the Phillips were looking at a house to buy.

In Shannon's opinion, the house was perfect. There were 4 bedrooms, so everyone could have their own room. But that wasn't even the best part! The floors were newly finished hardwood, so as Shannon and her brother Tim ran down the hall, they could slide a good ways on their sock feet.

Their apartment was dark and dreary because there weren't many windows. Especially in the interior, the apartment did little to let in the light from the many windows. The space was filled up with the space with things that made them feel like they were 100 feet underground.

The best part was all of the bedrooms were small and cozy. 2 bedrooms, a bathroom, and a kitchen. Now they didn't even know how to set up names while living with the Phillips.

Shannon was as he ran to the kitchen to be the kid cover!

Story Settings

Fiction stories have a setting. This is the time, place, and environment of the story.

1. What time of year does the story take place?

2. What evidence did you use to figure out the time of year?

3. Where does the story take place?




4. What evidence did you use to figure out the place?

5. What is the setting of the story?

6. What evidence did you use to figure out the environment?

Understanding Story Settings

Fiction stories have a setting. This is the time, place, and environment of the story.

TIME 	<ul style="list-style-type: none"> When does the story take place? ASK: What time of day? What is the season? What is the year?
PLACE 	<ul style="list-style-type: none"> Where does the story take place? ASK: What is the physical location of the story? (Is it a specific building? city? outdoor location?)
ENVIRONMENT 	<ul style="list-style-type: none"> How does the author describe the setting? ASK: What's the weather like? How does it make the characters feel?

How are the different components of the setting different if you change them?

The elements of setting in fictional texts include time, place, and the environment of the story.

Time includes the time of day, the season, or describes the setting. This can include the time of year.

Place includes the physical location of the story. This can include the city, the outdoor location, or the indoor location.

Environment includes the weather, the climate, or the atmosphere.

When you read a story, think about how the setting elements including time, place, and environment affect the story.

Use the different components of Story Setting to help you understand the setting of a story.

When you read independent reading texts to help you understand the setting of a fictional text, or if you prefer to use the text *The New House* to help you understand the setting of a story, use the strategy independently, you want to know how they are applying the strategy vs. listening to them read.

When you are reading the text for the first time, be concise and still use a shared strategy. When you are coming to the strategy group, all they are focusing on is understanding the setting? After understand the story? When you are reading independently, you are focusing on including time, place, and environment.

LESSON PLANS

READING PASSAGES

STRATEGY CARDS



3

REASONS TO LOVE

THESE SMALL GROUP LESSONS

TIME-SAVING

Stop searching for small group resources. This bundle includes EVERYTHING you need for a successful small group lesson on describing and analyzing story settings.

LOW PREP




These lessons are seriously just print and teach. Pick the objective you want to cover, print the materials, and you'll be all set to teach your lesson. It will take you just a few minutes each week to print and prep your small group lessons.

EASY TO USE

Each lesson set follows a simple easy-to-use framework. If you are uncertain how to structure your small group lessons, this resource is perfect for you. You can finally feel confident in how you teach your small group lessons.

Name: _____ Date: _____

Organize Your Thinking:

TIME 	What time of day? What is the season? What is the year?
PLACE 	What is the physical location of the story? (Is it a specific building? city? outdoor location?)
ENVIRONMENT 	What's the weather like? How does it make the characters feel?

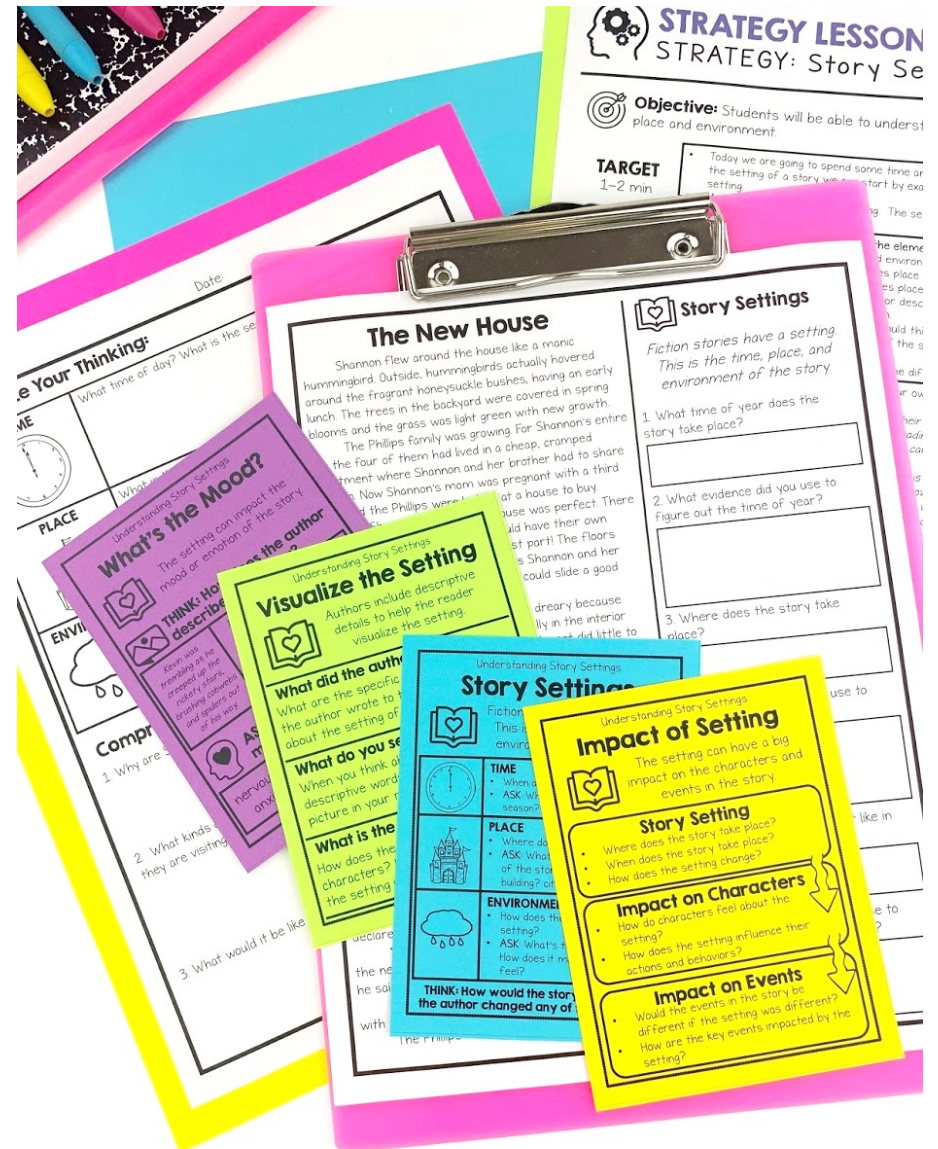
Comprehension Questions:

1. Why are Shannon and Tim SO happy to be running around an empty house?
2. What kinds of language does the author use to compare their current home to the house they are visiting?
3. What would it be like to have a new baby in their current apartment with only 2 bedrooms?

WHAT'S INCLUDED?

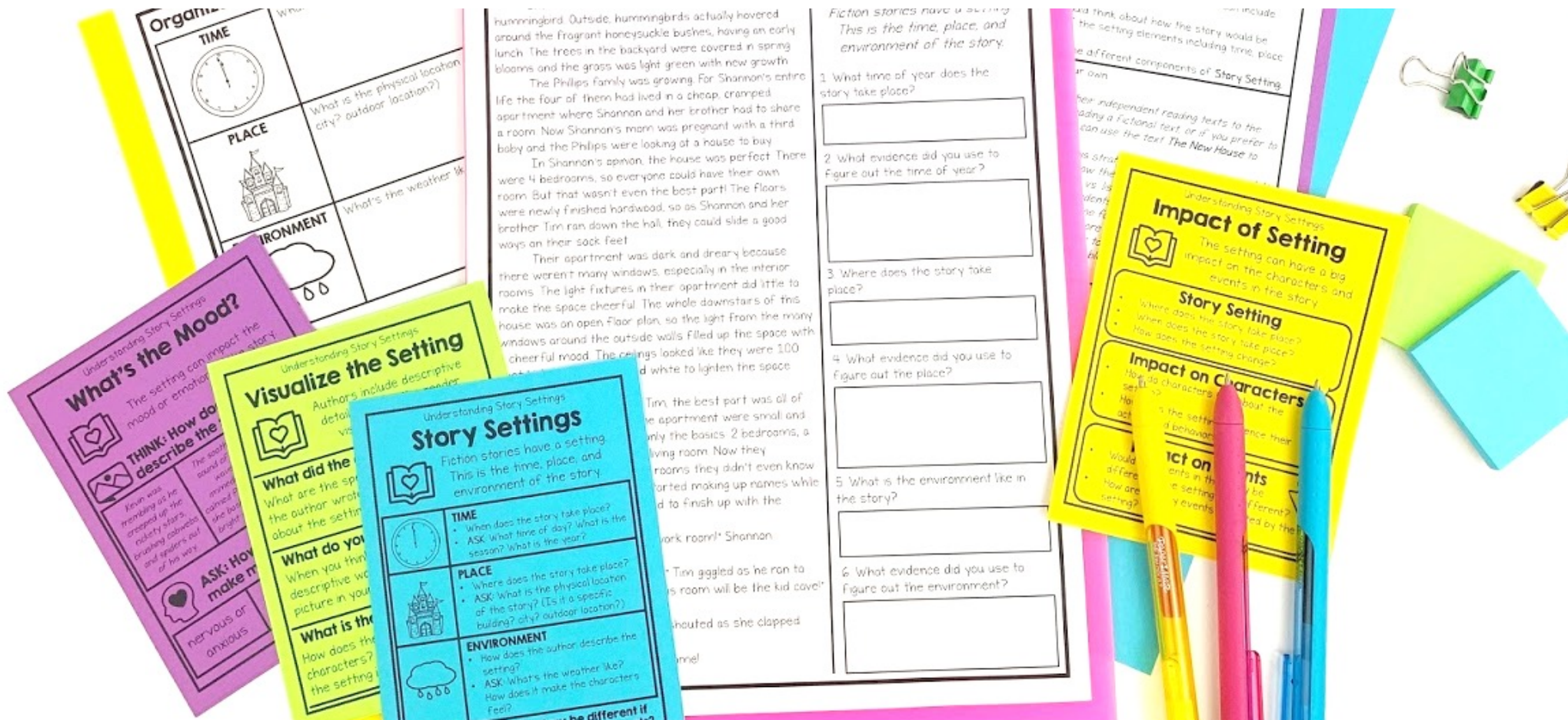
5 READING SMALL GROUP LESSON SETS

- 5 Scripted Lesson Plans
- 5 Reading Passages
- 5 Response Sheets/ Graphic Organizers
- 5 Strategy Cards (AKA Mini Anchor Charts)
- Digital Versions
- Answer Key
- Small Group Teacher Guide



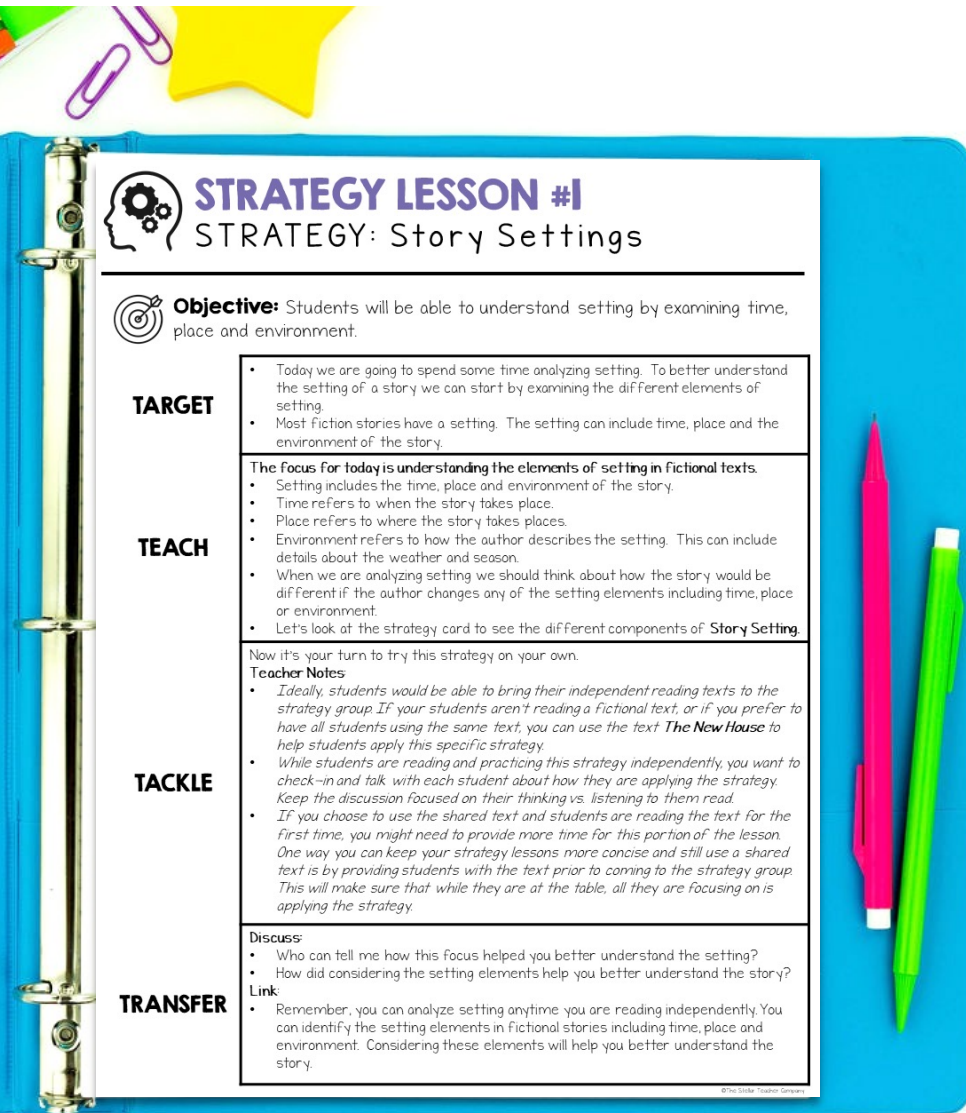
WHAT SKILLS DO THESE LESSONS COVER?

- Lesson #1: Story Settings
- Lesson #2: Visualize the Setting
- Lesson #3: What's the Mood?
- Lesson #4: Impact of Setting
- Lesson #5: Settings Change



WHO NEEDS THIS RESOURCE?

THIS RESOURCE IS PERFECT IF YOU ARE A...



STRATEGY LESSON #1
STRATEGY: Story Settings

Objective: Students will be able to understand setting by examining time, place and environment.

TARGET

- Today we are going to spend some time analyzing setting. To better understand the setting of a story we can start by examining the different elements of setting.
- Most fiction stories have a setting. The setting can include time, place and the environment of the story.

TEACH

The focus for today is understanding the elements of setting in fictional texts.

- Setting includes the time, place and environment of the story.
- Time refers to when the story takes place.
- Place refers to where the story takes place.
- Environment refers to how the author describes the setting. This can include details about the weather and season.
- When we are analyzing setting we should think about how the story would be different if the author changes any of the setting elements including time, place or environment.
- Let's look at the strategy card to see the different components of **Story Setting**.

Now it's your turn to try this strategy on your own.

TACKLE

Teacher Notes

- Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a fictional text, or if you prefer to have all students using the same text, you can use the text *The New House* to help students apply this specific strategy.
- While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.
- If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.

TRANSFER

Discuss:

- Who can tell me how this focus helped you better understand the setting?
- How did considering the setting elements help you better understand the story?

Link:

- Remember, you can analyze setting anytime you are reading independently. You can identify the setting elements in Fictional stories including time, place and environment. Considering these elements will help you better understand the story.

- 4th or 5th grade reading teacher
- 3rd grade teacher with strong readers
- 6th grade teacher looking for remedial resources
- Intervention teacher
- Tutor
- Literacy coach looking for resource for your teachers
- Parent who wants to provide enrichment at home
- Student teacher

Just print the set you want to teach, and you're set for a stellar small group lesson.

LOW PREP and EASY-TO-USE



STRATEGY LESSON #2

STRATEGY: Visualize the Setting



Objective: Students will be able to visualize the setting of a story by visualizing.

TARGET

- Today we are going to spend the setting of a story we are reading.
- Authors use and include details to visualize the setting.

TEACH

The focus for today is understanding the setting of a story.

- When we are trying to visualize the setting, what we see in our minds.
- When visualizing it is important to tell you about the setting.
- We then use those descriptive words to help us visualize the setting.
- Finally we need to think about how the setting affects the story.
- How does the setting affect the story?
- Let's look at the strategy of visualizing the setting.

TACKLE

Now it's your turn to try visualizing the setting of a story.

- Teacher Notes:**
- Ideally, students will work in a strategy group. If you have all students, you can use the **Grandfather Mountain** to help them visualize the setting.
 - While students are working, check-in and keep the discussion on track.
 - If you choose to use the **Grandfather Mountain** video, you can show it first time, you can show it again. One way you can make the text is by providing a visual of the setting. This will make it easier for students to visualize the setting.

Grandfather Mountain

Levi closed his eyes and took a deep breath. There's nothing quite like pristine mountain air. Opening his eyes, the mountains went on forever, stacked up and stunning. Say what you will about rural Western North Carolina, the natural sights of the many Appalachian mountain ranges were second to none.

Levi turned to regard the blue-tinted rolling mountains heading into the distance the other direction, too, as his sister Jenna puffed up the hill to the vista point at the top of Grandfather Mountain. "Wow," she gasped, a little pink in the face from the exertion. "Right?" Levi agreed.

"Compared to the mountains we've been to in Colorado, California, and Alaska, these mountains are more like hills. We're only 5,000 feet up right now! But I can't stop looking at this view!" she mused. "The forest looks like it goes forever!"

"I read that these are the oldest mountains in the world. They aren't very tall because of erosion over time. You have to admit it is a different kind of beauty than the start, rocky mountain ranges in the west."

"I agree," Jenna muttered as she fiddled with her backpack. "Time to get some photos and video for our YouTube channel!"

Looking through the lens of her camera, Jenna was struck by the absolute blue of the sky. Mountain west have some sort of magic. The nature beauty is just what she needed.



Visualize the Setting

Authors include descriptive details to help the reader visualize the setting.

1. List out specific words or phrases the author used to describe the setting.

2. When you think about the setting, what do you picture in your mind?

TAKE A CLOSER LOOK...

SCRIPTED TEACHER LESSON PLANS

Focuses on one bite-sized objective.

Each lesson follows the same 4T lesson structure: Target, Teach, Tackle, Transfer.

Includes the exact words and phrases you should say to help your students master the objective.

STRATEGY LESSON #1
STRATEGY: Story Settings

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- Let's look at the strategy card to see the different components of **Story Setting**.

Now it's your turn to try this strategy on your own.

Teacher Notes

- *Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a fictional text, or if you prefer to have all students using the same text, you can use the text **The New House** to help students apply this specific strategy.*
- *While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.*
- *If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.*

TRANSFER

Discuss:

- Who can tell me how this focus helped you better understand the setting?
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Link:

- Remember, you can analyze setting anytime you are reading independently. You can identify the setting elements in Fictional stories including time, place and environment. Considering these elements will help you better understand the story.

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TAKE A CLOSER LOOK...

STUDENT PASSAGES & RESPONSE PAGES

Student passage written for each lesson objective.

The New House

Shannon flew around the house like a manic hummingbird. Outside, hummingbirds actually hovered around the fragrant honeysuckle bushes, having an early lunch. The trees in the backyard were covered in spring blooms and the grass was light green with new growth.

The Phillips family was growing. For Shannon's entire life the four of them had lived in a cheap, cramped apartment where Shannon and her brother had to share a room. Now Shannon's mom was pregnant with a third baby and the Phillips were looking at a house to buy.

In Shannon's opinion, the house was perfect. There were 4 bedrooms, so everyone could have their own room. But that wasn't even the best part! The floors were newly finished hardwood, so as Shannon and her brother Tim ran down the hall, they could slide a good ways on their sock feet.

Their apartment was dark and dreary because there weren't many windows, especially in the interior rooms. The light fixtures in their apartment did little to make the space cheerful. The whole downstairs of this house was an open floor plan, so the light from the many windows around the outside walls filled up the space with a cheerful mood. The ceilings looked like they were 100 feet high and were painted white to lighten the space even more.

But to Shannon and Tim, the best part was all of the space! The rooms in the apartment were small and cramped, and there were only the basics: 2 bedrooms, a kitchen, 1 bathroom, and a living room. Now they wandered through so many rooms they didn't even know what they were for. They started making up names while they waited for Mom and Dad to finish up with the realtor.

"This one is the homework room!" Shannon declared.

"Ewwwww, no thank you!" Tim giggled as he ran to the next big, empty room. "This room will be the kid cave!" he said.

"Brilliant, Tim!" Shannon shouted as she clapped with glee.

The Phillips family was home!

Story Settings

Fiction stories have a setting. This is the time, place, and environment of the story.

1. What time of year does the story take place?

2. What evidence did you use to figure out the time of year?

3. Where does the story take place?

4. What evidence did you use to figure out the place?

5. What is the environment like in the story?

6. What evidence did you use to figure out the environment?

Date: _____

Mr Thinking:

How does the author describe the setting?

--	--	--

How does the setting make me feel as a reader? Explain.

Questions:

in the story experience in addition to the fast-approaching fire?

experience a wildfire in a suburban setting?

make you feel for the characters?

Questions to help students apply the focus skill to the passage.

Includes graphic organizer & three general comprehension questions.

TAKE A CLOSER LOOK...

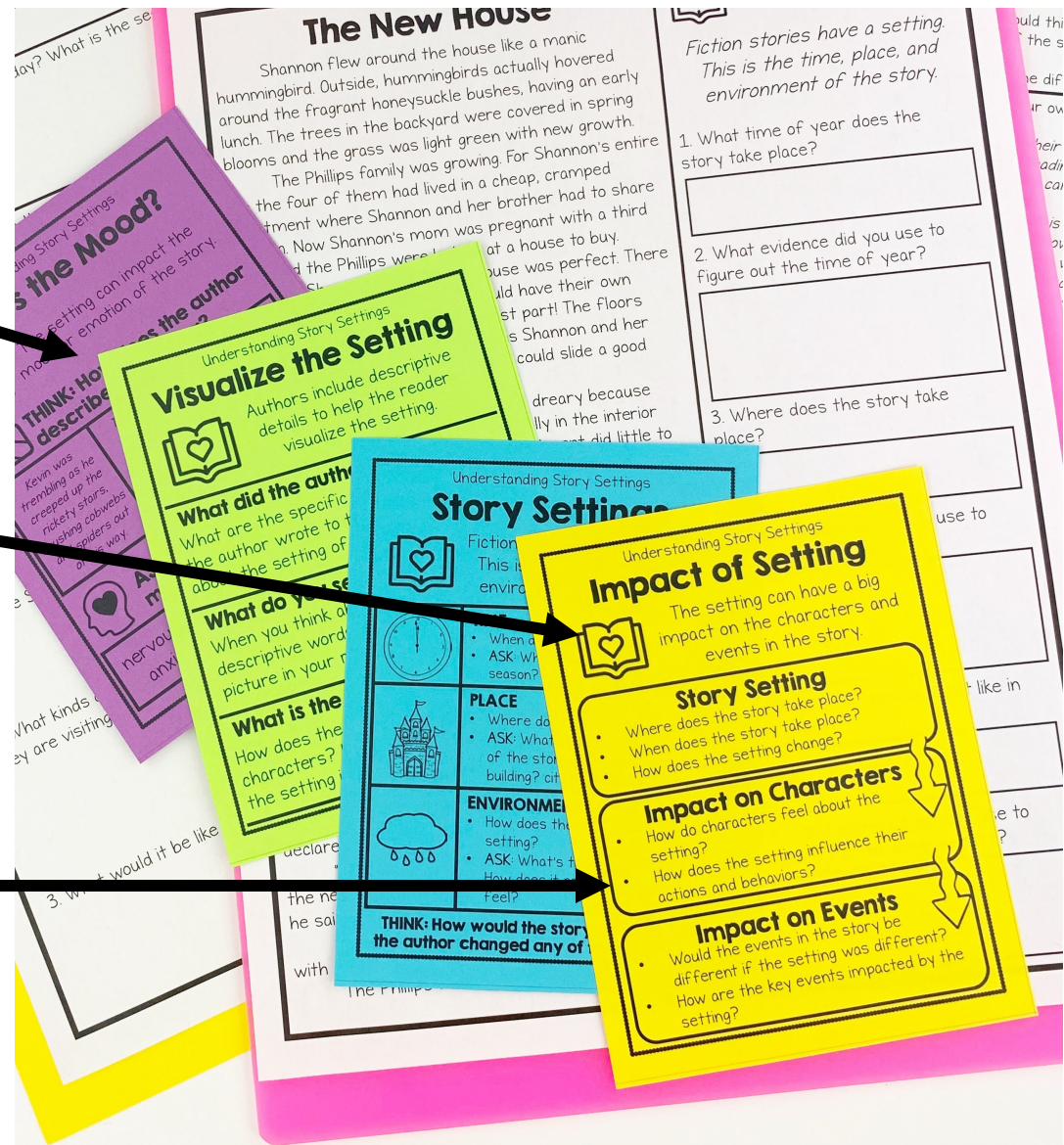
STRATEGY CARDS (AKA MINI ANCHOR CHARTS)

Strategy card for each lesson objective.

Student friendly definition or explanation.

Includes questions, steps, a process, or a visual reminder of how to apply that focus skill.

Great to place on a strategy ring!



TAKE A CLOSER LOOK...

ANSWER KEY WITH POSSIBLE ANSWERS

The New House

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Their apartment was dark and dreary because there weren't many windows, especially in the interior rooms. The light fixtures in their apartment did little to make the space cheerful. The whole downstairs of this house was an open floor plan, so the light from the many windows around the outside walls filled up the space with a cheerful mood. The ceilings looked like they were 100 feet high and were painted white to lighten the space even more.

But to Shannon and Tim, the best part was all of the space! The rooms in the apartment were small and cramped, and there were only the basics: 2 bedrooms, a kitchen, 1 bathroom, and a living room. Now they wandered through so many rooms they didn't even know what they were for. They started making up names while they waited for Mom and Dad to finish up with the realtor.

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"Brilliant, Tim!" Shannon shouted as she clapped with glee.

The Phillips family was home!

Story Settings Answer Key

Fiction stories have a setting. This is the time, place, and environment of the story.

1. What time of year does the story take place?
The story takes place in spring.
2. What evidence did you use to figure out the time of year?
 - The hummingbirds outside
 - Trees in the backyard are covered in spring blooms
 - The new growth on the grass
3. Where does the story take place?
The story takes place in the suburbs.
4. What evidence did you use to figure out the place?
 - The house seems pretty large
 - They used to live in an apartment (which are usually in cities)
 - The house has a backyard
5. What is the environment like in the story?
The environment is open, light, spacious and cheerful.
6. What evidence did you use to figure out the environment?
 - The author mentions several times how much space the new house has.
 - The open floor plan and many windows
 - The "cheerful mood" of the house and Shannon and Tim giggling

Includes possible answers for the questions on the front of the reading passage.

Also includes possible/suggested answer options for the graphic organizer and comprehension questions.

Name:

Date:

Organize Your Thinking:

Story Setting

Where does the story take place?
When does the story take place?
How does the setting change?

Impact on the Characters

How do the characters feel about the setting?
How does the setting influence their actions and behaviors?

Impact on the Events

Would the events in the story be different if the setting was different?
How are the key events impacted by the setting?

Comprehension Questions:

1. Why did Meredith have to keep watch in Seaside even though she lives in Ereland? What does "keep your ear to the ground" mean?
2. How does Meredith decide the men who arrived on the ship were a danger to her kingdom?
3. Based on the description of Ereland, why would the men want to attack it?

works in both
VIRTUAL &
In person
CLASSROOMS

INCLUDES TEACHER GUIDE

Are you new to using small groups in your classroom?
No worries! We got you!

This resource also includes a 2 page teaching guide PDF that walks you through all the ins and outs of strategy groups. You also get a generic strategy group lesson plan along with sentence starters so you can create your own strategy lesson plans.

Strategy Group FAQs
Strategy groups are an effective tool for...
group instruction, it can...
Here are some...

TEACHING GUIDE: Strategy Groups

What is a strategy group?
A strategy group is a small group reading lesson that focuses on teaching students a reading strategy that will help them be more independent readers. Strategy groups are short-term, include students from a variety of reading levels, and provide guided support for students who all seem to struggle with a specific reading skill. You can pull a strategy group for ANYTHING that will help your students grow as readers - book selection, comprehension skill, responding to reading etc.

Why should I prioritize strategy groups?

- Strategy groups can save you time. When you identify students who have similar needs you can address all of them in a strategy group.
- It helps fill in the gaps. Not every student in your guided reading groups will have ALL the same skills, even if they are all on the same level. You can use strategy groups to fill in the gaps for students across multiple levels.
- Practicing reading strategies in small group can be much more engaging for students than independent practice.
- Some students need more support than others and strategy groups are another way you can help students become more independent with the strategies you teach.

Strategy Group Reminders:

- Small Group Instruction
- 10 minutes
- Focused on ONE strategy
- Students from various levels
- Students can use their own text

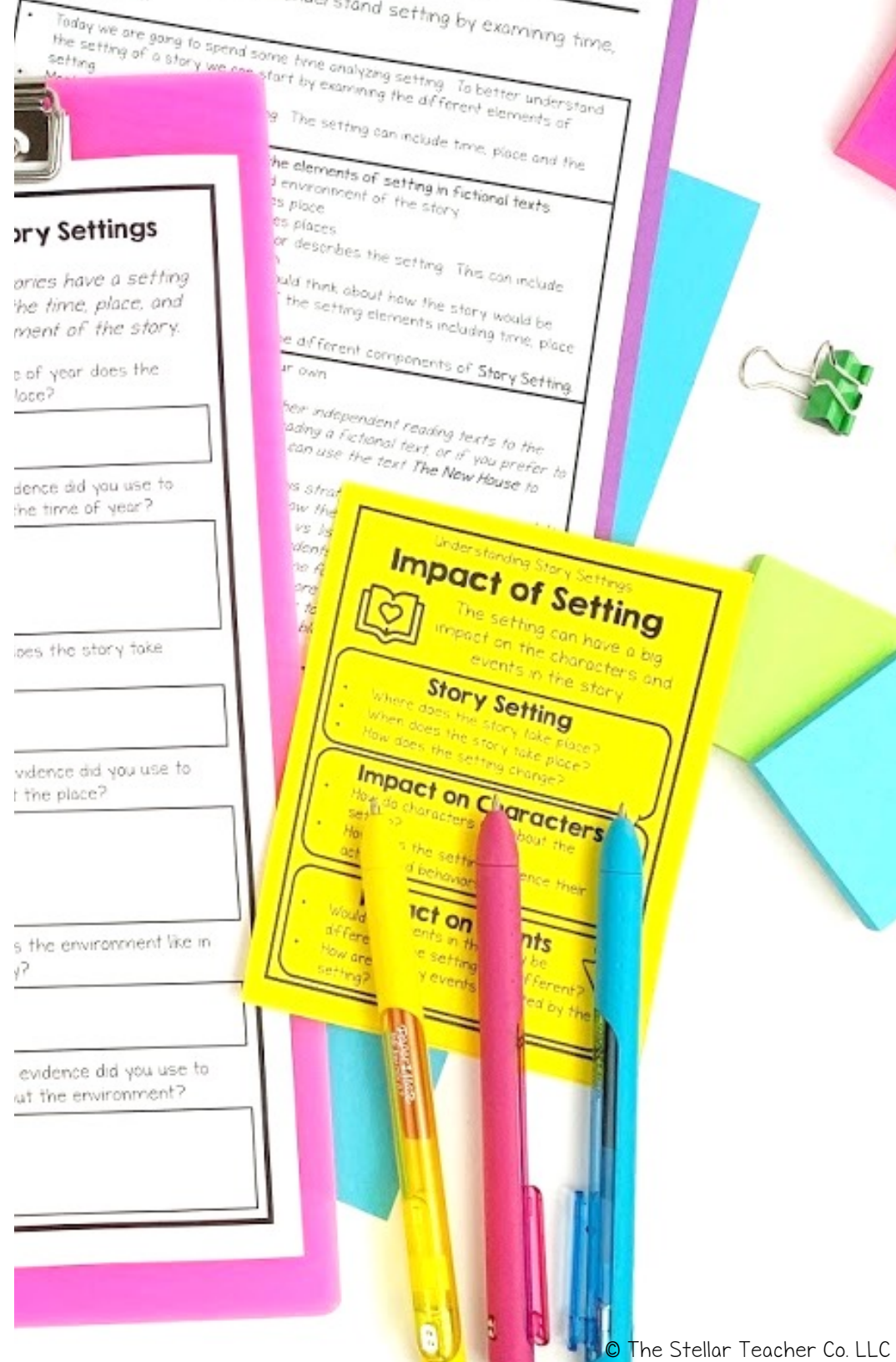
How should I structure my strategy group?
Strategy groups are meant to be short and concise. This is a time to reinforce, remind, and practice a strategy that students have been previously taught either during a whole group mini-lesson or in a guided reading lesson. The goal is to give students a quick win that will help them experience some comprehension success. The following can be a really effective framework for strategy group lessons.

Target	Teach	Tackle	Transfer
Tell students why they have been gathered together and share the target skill/strategy you will be focusing on. Be explicit. Tell them WHAT the skill is, and HOW it will help them as a reader.	Teach students a very specific process or set of steps they should follow. Quickly model what this will look like in a text you are reading. Remind students of the first time you taught this skill/strategy and discuss how it helps them as readers.	Give students time to tackle the target skill on their own. Let them practice with the independent book they brought to the strategy group or a short text you provide. During this time check in with each student, and see if they are able to apply the target skill.	Prepare students to apply this skill/strategy to future independent reading texts. Restate target skill and ask students to explain how it helps them as a reader and the steps they can take to apply that skill to their reading.
1-2 minutes	1-2 minutes	5-7 minutes	2-3 minutes

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“This was a great resource for learning about the impact the setting has on a story. It was just what I needed.”
- Katie Kirby





“These are just what I was looking for. It can be hard to know what to do in reading small groups. These give the perfect lessons that are so adaptable. Great ideas!”
- Jessica W.

Wild Fires

A violent pounding on the front door jolted Maria out of a deep sleep. The red numbers on her clock showed “3:05 am”. What in the world?

She jumped out of bed and ran into the living room, reaching it at the same time as the rest of the family. A voice yelled, “Hurry! Open up! Fire is coming!” Maria’s dad fumbled with the door lock.

As the door swung open, the whole family could see the orange glow in the air. Smoke swirled and a hot wind blew across the neighborhood. Maria’s dad turned to the stranger who had woken them up. “What is going on?” “A wildfire is racing down the hills. You don’t have much time, get out!”

Maria and her family lived in Coffey Park, a suburban neighborhood in Santa Rosa, California. Santa Rosa was a suburban city of just over 170,000 people. How could this happen? Maria burst into tears.

“Maria, honey,” her mom crouched in front of her and took both of her hands. “I know this is scary, but it’s important you listen to me. Go to your room and grab your backpack. Put all of your medication in the backpack and grab Binky.”

Maria felt stuck to the ground. She had severe asthma that was triggered by stress and poor environmental conditions. Kind of like now. But the hot wind made her move. Things were not right.

She ran into her room, scooped all of her asthma meds into her school backpack, and grabbed her old cat Binky, who was sleeping on her bed. Running back out to the car, she met her parents. She screamed, “You don’t have anything with you! We need to pack some stuff.”

“Mi hija, there’s no time! The fire is here!” Everyone jumped in their trusty Subaru and her dad threw the car into reverse. Slamming the car into drive, he tore through the neighborhood. “It looks like most everyone has made it out already!” This was good news, but he was still shouting. Glowing embers blew over the hood of their car.

As they reached the end of their block, Maria screamed, “Look!” The house on the corner burst into flames. This time, it was Maria’s mom that burst into tears. Putting her hand on her husband’s arm, she said, “Hurry Eduardo, the fire is here.”

What's the Mood?

The setting can impact the mood or emotion of the story.

1. How does the author describe the setting?

2. How do the characters feel about the setting?

3. How does the setting in this story make you feel?



“These are just what I was looking for! These provide great small group lessons that are so adaptable! Thank you for creating this resource!”
- Shannon S.

Name: _____

Organize Your Thinking:

Describe the setting (time, place, environment):

How does the connect to the or challenge

Sick of Winter

Kingston was sick of winter! Living on a homestead in Northern Montana, they might as well be in Canada. The winters were long and brutal. They were often trapped in the house thanks to winter storms that dumped feet of snow, burying everything in sight.

“What do you want to do tonight?” his mom asked. “Go swimming!” Kingston was only kidding a little bit. His mom laughed. “Good luck finding any water that’s not frozen anywhere in this state!”

“I know, mom, I’m just so sick of the cold, the snow, and the short days! I am fine with a normal amount of winter, but it’s May already!”

Sighing, Kingston’s mom agreed. “Spring will be extra welcome this year! But what do you want to do this evening? We don’t have much light left.” She gestured to the setting sun.

“I guess we can play cards,” Kingston mumbled. The next morning, Kingston was up early, setting the fire going to warm up the house. It was easy to rise early when you went to bed at 8:00 because it was dark! With the flames crackling, Kingston turned from the fireplace and stretched. His eyes caught something strange in the kitchen window. Was it...sunshine?!

Opening the kitchen curtain, Kingston felt like weeping with joy. Not only did the world sparkle with sunshine, but the snow had almost all melted overnight. Green shoots of daffodils poked up through the last of the snow covering the ground in patches.

“It’s here!” Kingston shouted at the top of his lungs. He opened the front door and ran outside. Sure enough, the temperature had risen to a balmy 55 degrees. After almost 6 months of temperatures below zero, Kingston was overjoyed. He ran back in the house, pounding up the wooden stairs and calling “It’s here! It’s here!” over and over.

His parents sat up in bed, groggy and blinking the sleep away. “What’s here, son?” his father asked. “We weren’t expecting any deliveries.”

Kingston laughed, full of good cheer. Jumping on their bed, he cried, “Spring is finally here!”

Settings Change

Changes in the setting can impact events in the story.

1. Describe the setting at the beginning of the story?

2. How does the setting change during the story?

3. How do the characters respond to the change in setting?

4. How would the story be different if the setting hadn’t changed.

NEED MORE THAN JUST THIS SET?

CHECK OUT MY OTHER SMALL GROUP LESSON SETS FOR FICTION SKILLS.

scripted lesson sets to teach key fiction reading skills

STRATEGY LESSONS BUNDLE

41 SETS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the fiction bundle.](#)

includes comprehension questions & graphic organizers

STRATEGY LESSONS CHARACTERS

12 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the characters set.](#)

scripted lesson sets to teach key fiction reading skills

STRATEGY LESSONS STORY EVENTS

10 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the plot set.](#)

scripted lessons and passages to teach POV

STRATEGY LESSONS POINT OF VIEW

6 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the point of view set.](#)

scripted lessons and passages to teach theme

STRATEGY LESSONS THEME

4 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the theme set.](#)

scripted lessons and passages to teach theme

STRATEGY LESSONS SUMMARIZING

4 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the summarizing set.](#)

LET'S CONNECT



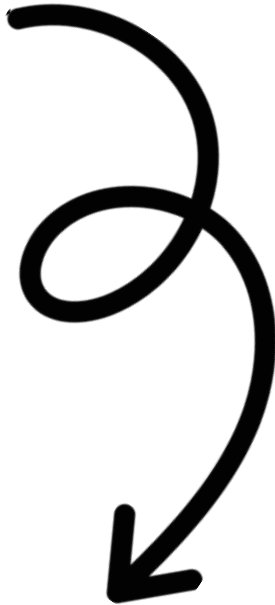
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