

Small Group Lesson Plans & Resources

SETTING FOCUS

Name: _____ Date: _____

Organize Your Thinking:

What time of day? What is the season?

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?

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 cheerful mood. The ceilings looked like they were 100 feet high. The walls were painted a bright white to lighten the space.

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?

What's the Mood?

Understanding Story Settings

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

THINK: How do you think the mood of the story will be?

ASK: How do you think the mood of the story will be?

Happy, nervous, or anxious

Visualize the Setting

Understanding Story Settings

Authors include descriptive details to help you visualize the setting.

What did the author write about the setting?

What do you think the descriptive picture in your mind looks like?

What is the mood of the characters in the setting?

Story Settings

Understanding Story Settings

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

TIME	• When does the story take place? • ASK: What time of day? What is the season? What is the year?
PLACE	• Where does the story take place? • ASK: What is the physical location of the story? (Is it a specific building? city? outdoor location?)
ENVIRONMENT	• How does the author describe the setting? • ASK: What's the weather like? How does it make the characters feel?

THINK: How would the story be different if the author changed any of these elements?

Impact of Setting

Understanding Story Settings

The setting can have a big impact on the characters and events in the story.

Story Setting

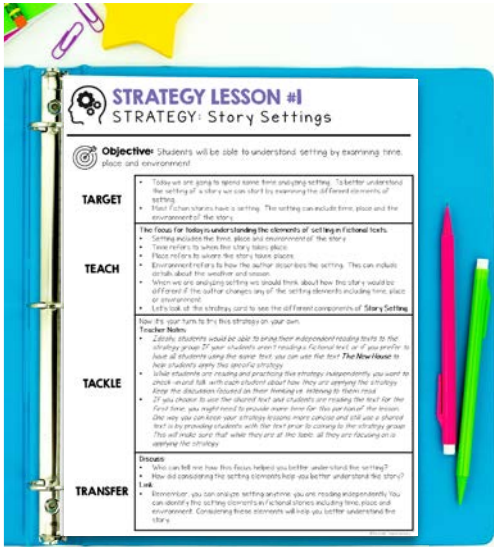
- Where does the story take place?
- When does the story take place?
- How does the setting change?

Impact on Characters

- How do characters react to the setting?
- How does the setting affect their behavior?
- Would different characters react differently to the setting?

WHAT'S INCLUDED?

You get the same 4 elements for each of the lessons in this set.



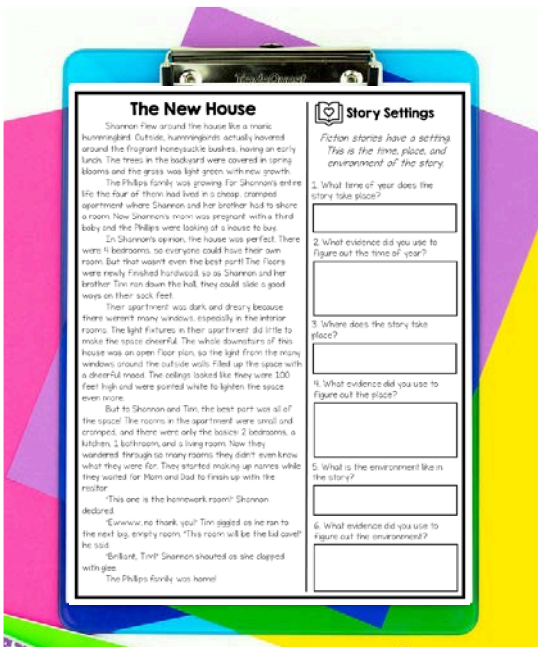
LESSON PLAN

Each lesson comes with a scripted out teacher lesson plan. You'll know exactly what to say to help your students master the objective.



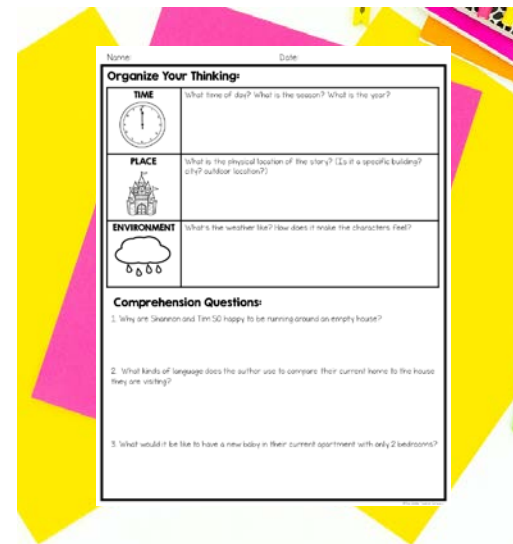
STRATEGY CARD

Each lesson includes a strategy card you can use to help teach the lesson or give to students after to help remind them of the focus skill.



STUDENT TEXT

Each lesson includes a student text that is written with the focus skill in mind. Students will easily be able to practice applying the skill you are teaching them.



RESPONSE PAGE

Students can dig deeper after the lesson and complete the response page which includes a graphic organizer and comprehension questions related to the text.

COMPLETE LESSON PLANS

Each lesson comes with a scripted teacher lesson to make planning your small group lesson a total breeze. Each strategy lesson follows the same 4T model.

- **Target**

You'll introduce the focus skill for the lesson and explain how it will help your students be stronger readers.

- **Teach**

Spend just a few minutes teaching your students all about the focus skill. We've included key phrases to help you keep this short and sweet and also a strategy card you can reference during the lesson.

- **Tackle**

This is where the magic happens. Students will use the reading passage to practice the skill you just taught while you check in with each student to make sure they understand the focus skill.

- **Transfer**

You'll end your lesson with a short discussion and remind students to continue practicing the focus skill while they are reading independently.



STRATEGY LESSON
STRATEGY: Visualizing



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

TARGET

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

The focus for today is

- When we are trying to visualize the setting, what we see.
- When visualizing the setting, we tell you about the setting.
- We then use those details to visualize the setting.
- Finally we need to check in with each other.
- How does the setting affect our reading and understanding?
- Let's look at the setting.

TEACH

Now it's your turn to try this strategy.

Teacher Notes:

- Ideally, students would be able to visualize the setting of a story.
- While students are reading and practicing, check-in and talk with each student.
- Keep the discussion focused on the setting.
- If you choose to use the shared text for the first time, you might need to provide a copy of the text.
- One way you can keep your strategy card is by providing students with the strategy card.
- This will make sure that while they are reading, they are applying the strategy.

TACKLE

Discuss:

- Who can tell me how this focus helped them?
- How did considering the setting elements help them?



STRATEGY LESSON
STRATEGY: Story Setting



Objective: Students will be able to analyze the setting of a story.

TARGET

- Today we are going to spend the setting of a story we can analyze.
- Most fiction stories have a setting that affects the environment of the story.

The focus for today is understanding

- Setting includes the time, place, and details about the weather and setting.
- Time refers to when the story takes place.
- Place refers to where the story takes place.
- Environment refers to how the details about the weather and setting affect the story.
- When we are analyzing setting we look for details that are different if the author changes the setting or environment.
- Let's look at the strategy card to see how we can analyze the setting.

TEACH

Now it's your turn to try this strategy.

Teacher Notes:

- Ideally, students would be able to analyze the setting of a story.
- While students are reading and practicing, check-in and talk with each student.
- Keep the discussion focused on the setting.
- If you choose to use the shared text for the first time, you might need to provide a copy of the text.
- One way you can keep your strategy card is by providing students with the strategy card.
- This will make sure that while they are reading, they are applying the strategy.

TACKLE

Discuss:

- Who can tell me how this focus helped them?
- How did considering the setting elements help them?

TRANSFER

Link:

- Remember, you can analyze setting at any time. You can identify the setting elements in fiction and non-fiction. Considering these elements can help you understand the story better.

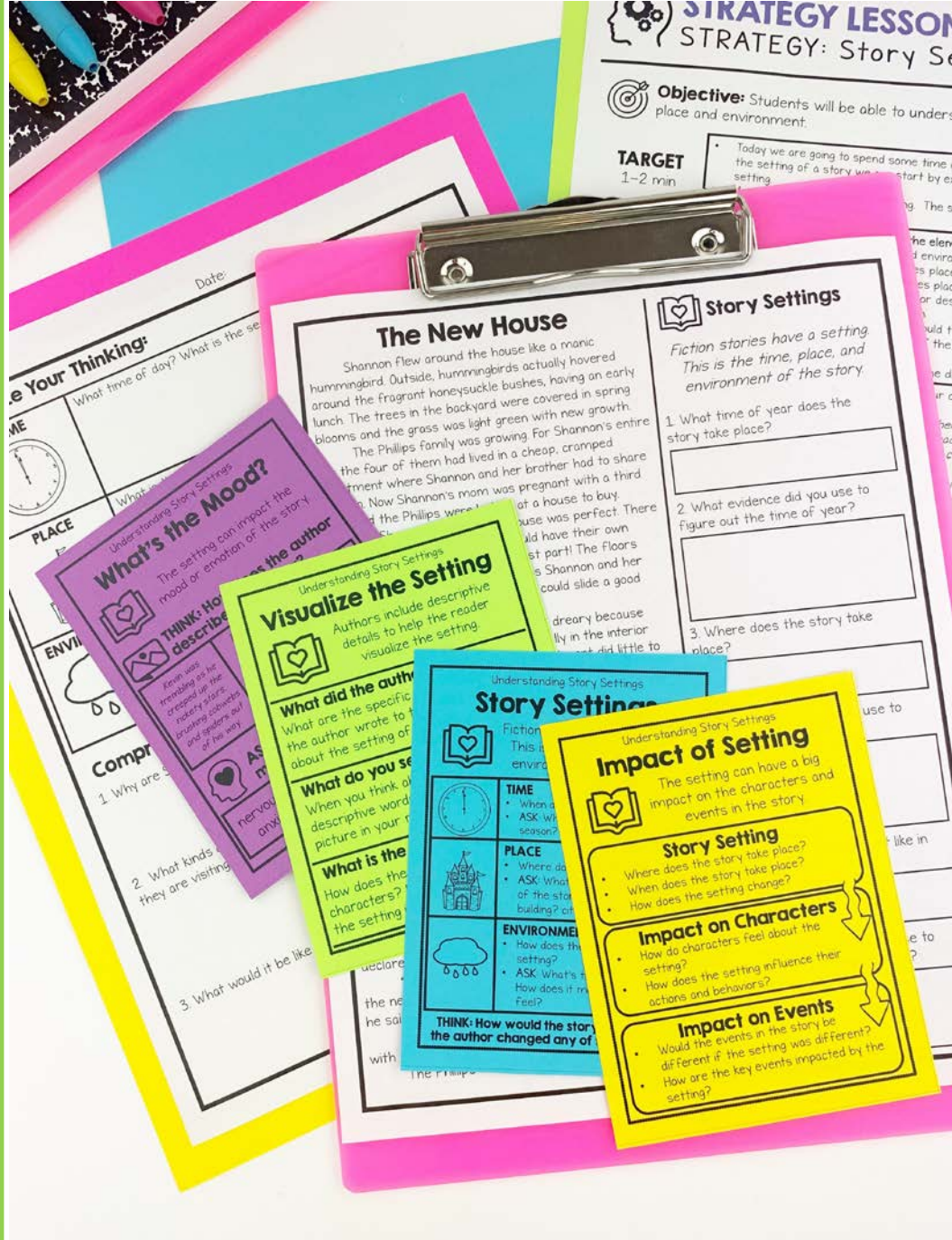
Includes 5 Focus Lessons

Each lesson will help you teach your students a specific focus skill that will help them understand the elements of plot of a fictional story.

Lessons Include:

- Story Settings
- Visualize the Setting
- What's the Mood?
- Impact of Setting
- Settings Change

Great way to teach students to focus and pay close attention to the setting of the story!



FOCUSED STUDENT PRACTICE

These passages and response pages are a great way for students to get focused practice on the specific skills included.

- Each passage is short, fun, and engaging to read.
- Includes a set of questions next to the text that will help students see how they can apply the focus skill to this specific text.
- Includes a graphic organizer related to the focus skill and comprehension questions.

Great way for students to practice and work towards mastery of key comprehension skills.

Name: _____ Date: _____

Organize Your Thinking:

Specific words or phrases the author used to describe the setting.

Specific word used to describe.

HOW I VIS

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 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. Many places in the west have some sort of evidence of air pollution, even in the nature. Looking north towards Roan Mountain in Tennessee, the trees coated the rolling mountains like a furry blanket and did really have a teal sort of color to them.

Levi interrupted her thoughts. "Can you imagine living around here before the area was settled?"

Jenna answered quickly. "Absolutely! Having thousands and thousands of acres of untouched forest as my home sounds perfect."

"If does snow here in the winter, though," Levi added.

"There's no sign of that here now!" Jenna observed. "Just miles and miles of well preserved Cherokee National Forest!"

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?

3. How does the setting impact the characters in the story?

Comprehension Ques

1. Based on Levi and Jenna's conversation, how do the mountains fit together?

2. What do you think they were thinking about when they were looking at the view?

3. What does the phrase "second to none" mean?

INCLUDES TEACHER GUIDE

Are you new to using strategy 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 providing your students with targeted instruction. Here are some common questions and answers.

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.

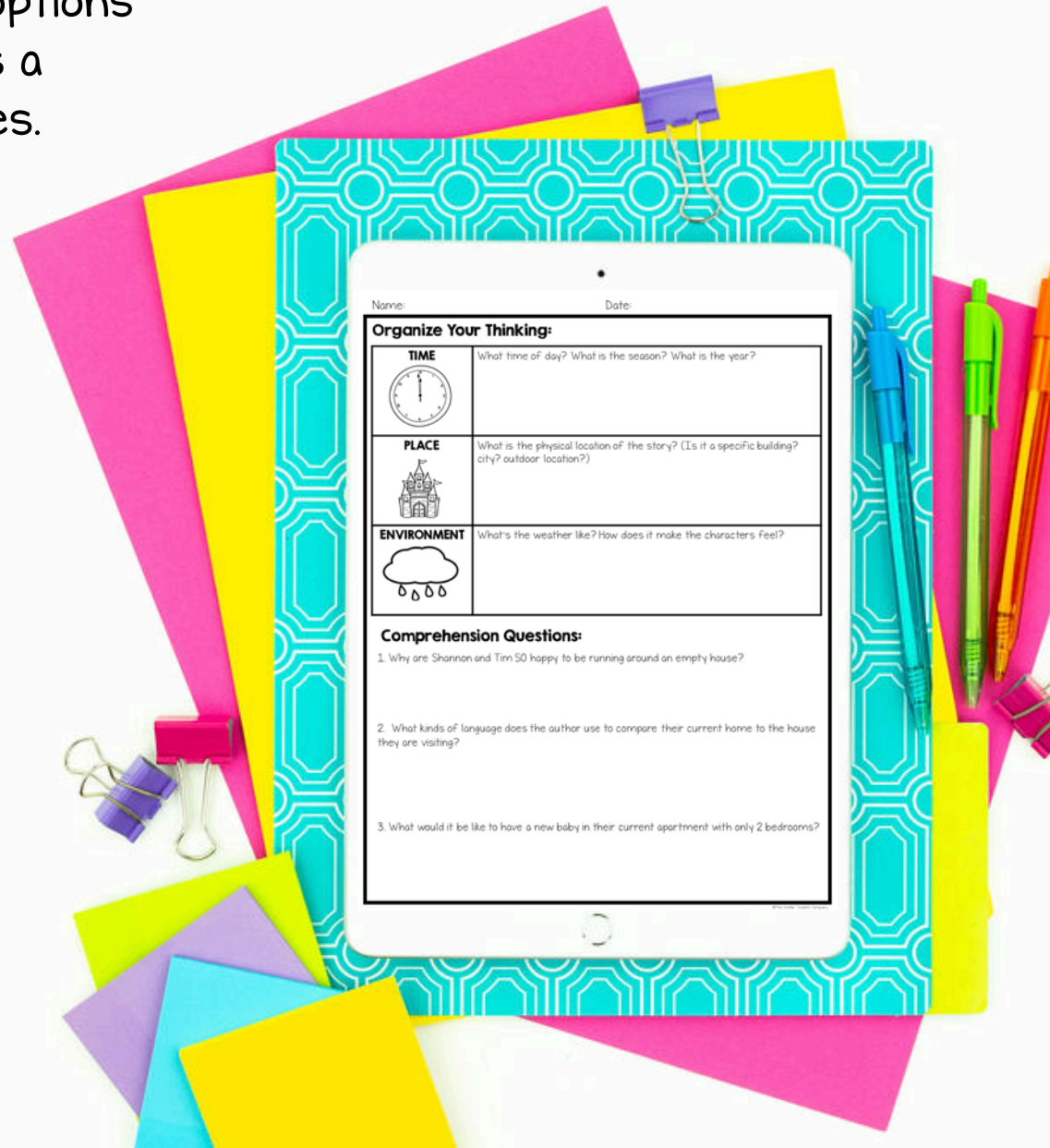
Target	Teach	Tackle	Transfer
Tell students why they have been gathered together and share the target skill/strategy you will be focusing on. Be explicit. Tell them WHAT the skill is, and HOW it will help them as a reader.	Teach students a very specific process or set of steps they should follow. Quickly 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	5-7 minutes	2-3 minutes

Includes Digital Versions

I love to provide both print and digital options in my resources. This resource includes a digital version created using Google Slides.

In addition to the print version, you get a digital version created using Google Slides for all the passages, response pages, and graphic organizers.

Rest assured, you can use this resource in both face-to-face and virtual classrooms.



A LOOK INSIDE... *5 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

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.

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 as 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.

TACKLE

Understanding Story Settings
Story Settings

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

TIME

- When does the story take place?
- ASK: What time of day? What is the season? What is the year?

PLACE

- Where does the story take place?
- ASK: What is the physical location of the story? (Is it a specific building? Only outdoor location?)

ENVIRONMENT

- How does the author describe the setting?
- ASK: What's the weather like? How does it make the characters feel?

THINK: How would the story be different if the author changed any of these elements?

Understanding Story Settings
Story Settings

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

TIME

- When does the story take place?
- ASK: What time of day? What is the season? What is the year?

PLACE

- Where does the story take place?
- ASK: What is the physical location of the story? (Is it a specific building? Only outdoor location?)

ENVIRONMENT

- How does the author describe the setting?
- ASK: What's the weather like? How does it make the characters feel?

THINK: How would the story be different if the author changed any of these elements?

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, 3 bathrooms, 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

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

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:

- Why are Shannon and Tim so happy to be running around an empty house?
- What kinds of language does the author use to compare their current home to the house they are visiting?

STRATEGY LESSON #2
STRATEGY: Visualize the Setting

Objective: Students will be able to understand setting by visualizing.

TARGET

- Today we are going to spend some time analyzing setting. To better understand the setting of a story we can visualize the setting of the story.
- Authors use and include descriptive details in their writing to help the reader visualize the setting.

TEACH

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

- When we are trying to visualize a setting we must think about what the author says, what we see in our minds and what the impact of these two things are.
- When visualizing it is important to notice the specific words the author writes to tell you about the setting.
- We then use those descriptive words to make a picture in our minds.
- Finally we need to think about the impact of the words and our visualization. How does the setting impact the characters? How does our visualization impact our reading and understanding?
- Let's look at the strategy card to see the different components of Visualize the 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 *Grandfather Mountain* 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 as 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.

TACKLE

Discuss:

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

Link:

- Remember, you can analyze setting anytime you are reading independently. You can use the author's descriptive words to create a mental picture of the setting. Considering the author's words and your own visualization will help you better understand the story.

TRANSFER

Understanding Story Settings
Visualize the Setting

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

What did the author say?

What are the specific words the author wrote to tell you about the setting of the story?

What do you see in your mind?

When you think about those descriptive words, what do you picture in your mind?

What is the impact?

How does the setting impact the characters? How does visualizing the setting impact your reading?

Understanding Story Settings
Visualize the Setting

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

What did the author say?

What are the specific words the author wrote to tell you about the setting of the story?

What do you see in your mind?

When you think about those descriptive words, what do you picture in your mind?

What is the impact?

How does the setting impact the characters? How does visualizing the setting impact your reading?

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, stretched up and straining. 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 gapped 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 mused 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. Many places in the west have some sort of evidence of air pollution, even in nature. Looking north towards Roan Mountain in Tennessee, the sky was as clear and clear as she had seen in Alaska. The trees coated the rolling mountains like a fuzzy blanket and did really have a teal sort of color to them.

Levi interrupted her thoughts. "Can you imagine living around here before the area was settled?"

Jenna answered quickly, "Absolutely! Having thousands and thousands of acres of untouched forest as my home sounds perfect!"

"It does sound nice in the winter, though," Levi added.

"There's no sign of that here now!" Jenna observed. "Just miles and miles of well preserved Cherokee National Forest!"

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?

3. How does the setting impact the characters in the story?

Name: _____ Date: _____

Organize Your Thinking:

Specific words or phrases the author used to describe the setting.	Specific words or phrases the author used to describe the setting.	Specific words or phrases the author used to describe the setting.
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HOW I VISUALIZE THE SETTING

Comprehension Questions:

- Based on Levi and Jenna's conversation, had they visited many different types of mountains together?
- What do you think they were doing on Grandfather Mountain? Why do you think that?
- What does the phrase "the natural sights of the many Appalachian mountain ranges were second to none" mean?



A LOOK INSIDE... *5 Total Lessons

Scripted Lesson Plans

Student Strategy Cards

Strategy Specific Texts

Response Pages

STRATEGY LESSON #3
STRATEGY: What's the Mood?

Objective: Students will be able to understand that setting impacts the mood or emotion of a story.

TARGET

- Today we are going to spend some time analyzing setting. To better understand the setting of a story we can analyze the impact that a setting has on the mood of a story.
- The setting can impact the mood or emotion of the story.

The Focus for Today's understanding the impact that setting can have on the mood of the story.

TEACH

- When we are considering the impact that setting has on the mood or emotion of the story it is important to think about how the author is describing the setting.
- Once we consider the author's words, we can ask ourselves how does the setting make me feel as a reader? What mood do these words imply?
- Let's look at the strategy card to see the different components of **What's the Mood?**

Teacher Notes

- Now it's your turn to try this strategy on your own.
- 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 **Wild Fires** 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 will make sure that while they are at the table, all they are focusing on is applying the strategy.

TACKLE

Understanding Story Settings: What's the Mood?

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

THINK: How does the author describe the setting?

Even when reading on the strategy card, you should be able to identify the words used to describe the setting. How do these words make you feel?

ASK: How does the setting make me feel as a reader?

nervous or anxious happy or calm sad or depressed

Understanding Story Settings: What's the Mood?

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

THINK: How does the author describe the setting?

Even when reading on the strategy card, you should be able to identify the words used to describe the setting. How do these words make you feel?

ASK: How does the setting make me feel as a reader?

nervous or anxious happy or calm sad or depressed

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 roving 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 fell 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!"

What's the Mood?

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

THINK: How does the author describe the setting?

Even when reading on the strategy card, you should be able to identify the words used to describe the setting. How do these words make you feel?

ASK: How does the setting make me feel as a reader?

nervous or anxious happy or calm sad or depressed

Name: _____ Date: _____

Organize Your Thinking:

How does the author describe the setting?

1. How does the author describe the setting?

2. How do the characters feel about the setting?

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

Comprehension Questions:

- What stress did the family in the story experience in addition to the fast-approaching fire?
- Why would it be shocking to experience a wildfire in a suburban setting?

STRATEGY LESSON #4
STRATEGY: Impact of Setting

Objective: Students will be able to understand setting by analyzing the impact that setting has on a story.

TARGET

- Today we are going to spend some time analyzing setting. To better understand the setting of a story we can analyze the impact that setting has on the story.
- The setting can have a big impact on the characters and events in the story.

The Focus for Today's understanding the impact that setting has on the story.

TEACH

- When we are trying to understand the impact of the setting, we must first identify the setting, then think about how the setting impacts the characters and how it impacts the story events.
- When we are thinking of the setting's impact on the characters we should ask ourselves how do the characters feel about the setting and how does the setting influence the characters' actions and behaviors?
- When we are thinking about the impact of the setting on the story events we should ask ourselves, would the events be different if the setting was different and how are the events impacted by the setting.
- Let's look at the strategy card to see the different components of **Impact of Setting**.

Teacher Notes

- Now it's your turn to try this strategy on your own.
- 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 Scout** 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 will make sure that while they are at the table, all they are focusing on is applying the strategy.

TACKLE

DISCUSS:

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

TRANSFER

Remember, you can analyze setting anytime you are reading independently. You can think about how the setting impacted the characters and the events of the story. Considering these details will help you better understand the story.

Understanding Story Settings: Impact of Setting

The setting can have a big impact on the characters and events in the story.

Story Setting

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

Impact on Characters

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

Impact on Events

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

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The Scout

Meredith pushed her horse to run faster as she crossed through the mountain pass and could see the castle in the distance. She had important news for the king and there was not a moment to lose.

Meredith was a scout for the kingdom of Ereland. The land was just coming out of the dark ages and starting to interact with neighboring kingdoms for the first time in many years. With the excitement of new experiences came some hesitations. The king wanted to ensure they were protecting their borders should any enemies set their sights on the lovely kingdom nestled in the Ere Valley.

A day's ride to the south was the bustling seaside port town of Seaside. It's hustle and bustle were not to Meredith's taste. She much preferred her quiet kingdom of rolling green hills and isolated rural farms. But it was part of her job to keep her eyes open and ear to the ground to watch for possible danger.

That morning, Meredith had observed a ship off flooding at the harbor. The sailors were big and scary. Even from a distance Meredith could see they were a gruff bunch. They seemed to be of big-boned trunk of her trunk of weapons Meredith had a bad feeling about these visitors from another land. She spent the day following the group, spying on their actions and became more concerned instead of less.

The king had traded trunks of weapons for horses and armor. Meredith sneaked aboard, while they broke their afternoon fast, listening for any clue regarding their intent.

"The weak kingdom is unprotected. I assure you," one of the gruff sailors was trying to convince the leader of the group.

"Yes, we will fall upon her and take her for our own! To victory!"

Ereland was the only "weak kingdom" in riding distance from Seaside! It was not of all "walled" but would be unprepared if these visitor characters were to launch a sneak attack. Meredith turned and ran back to her horse in a crouch so as not to be seen. She had raced through the craggy mountain passes between Seaside and Ereland desperate to warn her people in time. Now, just a rolling green field dotted with stakes stood between her and her king. She was going to make it!

Impact of Setting

The setting can have a big impact on the characters and events in the story.

Story Setting

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

Impact on Characters

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

Impact on Events

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

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:

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

