

Focus Skill: Comprehension

Common Core Standards:

CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

Learning Targets:

I can tell the difference between character and setting.

I can identify the characters and setting of a story.

Materials:

- Alex and the Amazing Lemonade Stand
- Markers/colored pencils/crayons
- Paper
- Scissors
- Chart Paper



Introduction:

I'd like for you to pretend that we're writing a story about our school. Who would be in our story?

(Make a short list. Label this list "**Characters**".)

Where would these characters be during our story?

(At school. Label this "**Setting**".)

Anybody in a story is called a **character**. Characters can be people, animals, robots – *all* of these are characters. The **setting** is where the story takes place. Some stories only have one setting during the whole thing, like the story about our school. Other stories change settings based on where the characters are.

Let's figure out the characters and setting of Alex and the Amazing Lemonade Stand. We can look at the pictures as a guide because the pictures, or illustrations, support what the words say. As we go, we can make a list of characters and a list of settings.

(If you have already read the story, you can review through a picture walk, and still record as you go.)



Activity:

(Students will choose between the hospital and Alex's house for the setting. They will then use one page to draw the setting and another page to draw the characters. They can then cut out the characters, similar to paper dolls. The paper cut-outs can serve as a tool to know that the characters in a story do and say things, while the setting is static. Students may act out the story with a partner if they finish early.)

Review to close the lesson: What are characters? What is a setting? Which setting from the story have you chosen? Who are the characters you've created?

(If time allows, the teacher can begin to discuss major events by asking the students to have their characters act out what happens in that part of the story for the class. This introduces the concept that the characters and setting are the foundation for the plot of a story because of the things they say and do.)

**Progress Monitor:**

- Anecdotal evidence – taking notes as children work and checking in to ask them about characters versus setting.
- You can also close by asking students to hold up their 'setting' and to hold up their 'characters' so you can see who may need support in knowing which is which.

Accommodations/Modifications:

- Working in pairs – one partner works on the setting and one works on the characters
- Characters do not need to be cut out. The picture can have the whole scene and the student can distinguish between setting and characters by either labeling as such or by saying their choices aloud.
- Characters can be separated by cutting along the lines on the page, rather than cutting with detail. (See attached)
- Advanced learners can write a sentence or two to describe a major event in the scene they created.
- Advanced learners who are finished early can also act out the story with a partner who chose a different setting, to show how the story's setting changes.
- Another option would be for these learners to write or draw setting/characters for their own story, which they can work on for homework and/or early finisher work in the future.

Thank you again for your interest in Alex's Lemonade Stand Foundation!

We hope you will consider supporting ALSF with the help of your class, club, school, district, or community group.

Please contact our office by phone at 866.333.1213
or by e-mail at Takeastand@alexslimonade.org
if you have any questions or need help getting started.



Characters



Setting

