

# Character and Setting in Kindergarten Literacy

Content Area		Grade Level	
Literacy			Kindergarten

Approximate Time Needed: Three weeks

UNIT OVERVIEW	KEY STANDARDS
<p>How do kindergartners learn short story elements using their favorite stories?</p> <p>In this unit, students explore the elements of story including character and setting. The first part of the unit involves using a student interest inventory for each student. Collecting data on students interests via <a href="#">inventories</a> and relationship building one-on-one conversations helps with authentic engagement and story selection.</p>	<p>CCSS: <i>RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</i></p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support provide additional detail</p>

COMMON ASSIGNMENTS	LDC TEACHING TASK
<p><b>Formative pre-assessment(s)</b></p> <ul style="list-style-type: none"> <li>After listening to the story Lilly's Big Day, students draw a character from the story.</li> <li>After listening to the story Lilly's Big Day, students draw the setting from the story.</li> </ul> <p><b>Formative mid-assessment(s)</b></p> <ul style="list-style-type: none"> <li>Students listen to part of a story, whole group, that gives specific character details and then return to their seats and draw a picture of the character/characters.</li> <li>Students listen to part of a story, whole group, that has "rich" setting details and then return to their seats and draw a picture of the setting.</li> </ul>	<ul style="list-style-type: none"> <li>K-1 Task 8: After listening to Knuffle Bunny, by Mo Williams students will identify the main character and setting. Support your response with evidence from the text.</li> </ul>

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**Teacher Reflection:** Choosing texts based on student interests had students more engaged and able to recall and having much deeper-level conversations. This process has made us both aware that choosing student interest to lead our text choices can lead to more engagement than a text we choose based on content alone.

# Character and Setting in Kindergarten Literacy

## Stage 1—Identify Desired Results

<b>Established Goals/ Standards</b>	<p>[ <b>Enduring Skill: Analyze individuals, events, and ideas throughout complex texts</b></p> <p>RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</p> <p>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support provide additional detail</p>	
<b>Transfer</b>	<p><i>Students will be able to independently use their learning to ...</i></p> <ol style="list-style-type: none"> <li>1. <i>define character</i></li> <li>2. <i>define setting</i></li> <li>3. <i>identify character in a text</i></li> <li>4. <i>identify a setting in a text</i></li> </ol>	
<b>Meaning</b>	<p><b>Understandings/Big Ideas</b></p> <p><i>Students will understand that ...</i></p> <ul style="list-style-type: none"> <li>● a character is a person or animal who is in the story</li> <li>● a setting is a where the story takes place or happens</li> </ul>	<p><b>Essential Questions</b></p> <p><i>Students will keep considering ...</i></p> <ul style="list-style-type: none"> <li>● How do you identify a character a story?</li> <li>● How do you identify a setting in a story?</li> </ul> <p>Extension:</p> <ul style="list-style-type: none"> <li>● What role does a setting play in a story and why is it important?</li> <li>● What role does a character play in a story and why is it important?</li> </ul>
<b>Acquisition</b>	<p><b>Know (Content)</b></p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>● Stories have characters.</li> <li>● Stories have settings.</li> </ul> <hr/> <p><b>Do (Skills)</b></p> <p><i>Students will be skilled at ...</i></p>	

### Discipline Skills

- SL.K4 Describe familiar people, places, things, and events and, with prompting and support provide additional detail

### Literacy Skills

*[Should include reference to LDC task type—e.g., argumentative, cause-effect, etc.]*

- After listening to \_\_\_\_\_ literacy text \_\_\_\_\_ (write, draw, dictate) who the characters are and explain how you know this.

### Summative assessment/LDC TASK

K-1 Task 8: After listening to Knuffle Bunny, by Mo Williams students will identify the main character and setting. Support your response with evidence from the text.

## Stage 2—Determine Acceptable Evidence

### Assessments

*[Key performance tasks, tests, etc., including LDC task]*

Mini Tasks:

- After listening to the literary text, \_\_\_\_\_, draw, dictate, write, and/ or create an illustration depicting the main characters.
- After listening to the literary text, \_\_\_\_\_, draw, dictate, write and/ or create an illustration of one of the settings.

Summative LDC task:

- After listening to Knuffle Bunny, by Mo Williams students will identify the main character and setting. Support your response with evidence from the text.

### Evaluative Criteria

*[Rubrics, including LDC rubric]*

See Rubric below

### Supports/Scaffolding

*[How will learning and assessment tasks be scaffolded/supported for all students (ELL, special ed, low performing, etc.)?]*

*Students will be provided modifications and extensions as needed. Modifications may include but are not limited to pencil grips, highlighting, having pictures to pick from, slant board to write on, picture cues, teacher prompts, and teacher proximity. Extensions may include but are not limited to encouraging more writing details in a sentence format and asking higher level questions of why and how do you know it is the character and setting.*

### Unit Texts and Materials

#### Unit Texts: Character Books

*[I Wanna Iguana](#) by Karen Kaufan Orloff*

*Sponge Bob Square Pants Ice Cream Dreams* by Nancy Krulik

*A Cake to Bake* by Apple Jordan

*Paw Patrol Pit Crew Pups* by Kristen L. Depken

*Mighty Machines Monster Trucks* by Kay Manolis

*Falling For Rapunzel* by Leah Wilcox

[If You Give a Pig a Pancake](#) by Laura Numeroff

### **Setting Books**

[Go Cub!](#) By Susan Neuman

[Gruffalo](#) by Julia Donaldson

[Don't Call Me Pig!](#) By Conrad J. Storad

[There's an Alligator Under My Bed](#) by Mercer Mayer

### **Character and Setting**

Pre Assessment: [Lilly's Big Day](#) by Kevin Henkes

Post Assessment: [Knuffle Bunny](#) by Mo Williams

**Materials** paper, crayons, markers, pencils, water color paint, paint brushes, bulletin board activity, construction paper, glue

[Character Anchor Chart](#)

[Setting Retelling Sheet](#)

[Character Assessment](#)

[Character and Setting Assessment](#)

### **Assessment Tasks**

*[Measurable mile markers of student growth (tasks that will get evaluated)]*

#### **Formative pre-assessment(s)**

- After listening to the story *Lilly's Big Day*, students draw a character from the story.
- After listening to the story *Lilly's Big Day*, students draw the setting from the story.

#### **Formative mid-assessment(s)**

- Students listen to part of a story, whole group, that gives specific character details and then return to their seats and draw a picture of the character/characters.
- Students listen to part of a story, whole group, that has "rich" setting details and then return to their seats and draw a picture of the setting.

#### **Summative/unit assessment**

- K-1 Task 8: After listening to Knuffle Bunny, by Mo Williams students will identify the main character and setting. Support your response with evidence from the text.

## Learning Tasks

### WEEK 1: Teaching Character

Day 1: In a whole group setting, the teacher introduces what a main character is by using a Character Anchor Chart (large chart paper with words and drawings created by the teacher to demonstrate character). Then the teacher reads (story selection for the day). Next, students use the [Kagan Strategy Timed Share Pair](#) where one student asked who the main character was and the other student answered, then they switched roles. Lastly, students return to their small groups and use construction paper to create the main character with cut outs.

Tuesday-Thursday: Each day at whole group, teacher reviews main character by using the Character Anchor Chart. Then students use the Kagan Strategy Timed Share Pair where one student asked what the main character was and the other student answers, then they switched roles. Students return to their seats and each day used a different medium based on student interest to create pictures of the main character. Media options include whatever the teacher has available (e.g. markers, crayons, pencils, paint, and construction paper for torn art). To extend learning, teachers encourage students to label pictures. They also assess their work by getting one star for depicting a character, two stars for use 3 or more colors, three stars for one label, and four stars for labeling 2 things.

Friday: In a whole group setting, the teacher reads the story from the resource list. After hearing the story, students draw pictures of the main character. To extend learning, teachers can encourage students to label pictures. On the fifth day, collect the individual character creations for evidence of student learning and mastery of the standard.

### WEEK 2: Teaching Setting

Monday: In a whole group setting, the teacher reviewed main character and then introduced setting using a Setting Anchor Chart. Then, the teacher reads one of the books from the list of resources. Next, students use the Kagan Strategy Share Pair where one student asked what the setting was and the other student answered, then they switched roles. Students went back and with markers and pencils draw pictures of the setting. To extend learning, teachers can encourage students to label pictures. They also can assess student work by giving one star for depicting a setting, two stars for one label, and three stars for labeling 2 things.

Tuesday-Thursday: Each day at whole group, the teacher reviews setting by using the Setting Anchor Chart. Then students used the Kagan Strategy Share Pair where one student asked what the setting was and the other student answered, then they switched roles. Students went back to their seats and each day used a different medium based on student interest to draw pictures of the setting. These mediums included markers, crayons, pencils, paint, and torn art. To extend learning, teachers encouraged students to label pictures.

Friday: In a whole group setting, the teacher read the story from list in resources. Students went back to their seats and using crayons and pencils drew pictures of the setting. To extend learning, teachers encourage students to label pictures. Collect the labeled pictures as an assessment.

### WEEK 3: Character and Setting Together

Monday-Thursday: In a whole group setting, the teacher reviews the Character and Setting Anchor Charts. We then reviewed the student's favorite books that were read over the last two weeks discussing and identifying the characters and settings in each of these books. Students

worked in cooperative groups to create a mural of the setting and character from one of their favorite books read previously in the unit. On the first day, students use colored pencils, markers, and crayons to create the setting on large sheets of bulletin board paper. Next, students create the characters using the torn art technique with construction paper. Lastly, students glue these characters onto the created setting. To extend learning, and as time permits, teachers encourage students to label their creations.

Friday: In a whole group setting, the teacher reads *Knuffle Bunny* by Mo Williams. Students return to their seats and using crayons and pencils draw pictures of the main character and the setting. To extend learning, teachers encourage students to label pictures.

### RUBRIC FOR EVALUATION

Criteria	Not Yet	Approaches Expectations	Meets Expectations	Exceeds Expectations
	1	2	3	4
Analysis of characters/individuals	Even with prompting and support, student cannot identify characters or describe the connection between two individuals in grade level texts.	With prompting and support, student identifies some characters or describes the connection between two individuals in grade level texts.	With prompting and support, student accurately identifies settings or describes the connection between two ideas in grade level texts.	Student independently and accurately identifies and may begin to describe characters or the connections between two individuals in grade level texts.
Analysis of setting/ideas	Even with prompting and support, student cannot identify settings or describe the connection between two ideas in grade level texts.	With prompting and support, student partially identifies settings or describes the connection between two ideas in grade level texts.	With prompting and support, student accurately identifies settings or describes the connection between two ideas in grade level texts.	Student independently and accurately identifies and may begin to describe settings or the connection between two individuals in grade level texts.