



Settings Inspired by Books

Standard Connection:
 ELA.RL.PK4.2
 ELA.W.PK4.7
 M.CC.PK4.1
 M.CC.PK4.2
 SS.HE.PK4.2
 PD.FM.PK4.4
 PD.FM.PK4.5

Enduring Understanding(s):

- Weather can inspire artistic expression and provide opportunities for recreation.

Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>The Snowy Day</i> <i>Bringing The Rain to Kapiti Plain</i> <i>Gilberto and the Wind</i> <i>A Hat for Minerva Louise</i> Beautiful Stuff images from unit books (the teacher can choose settings in each book to show during centers) paper clipboards writing and drawing utensils 	<p>setting: where a story happens</p> <p>city: a place where many people live close together</p> <p>farm: an area of land used to grow crops or raise animals</p> <p>plain: a grassy area with only a few trees</p>	

Intro to Centers		
Preparation: Set up materials.		
"In <i>A Hat for Minerva Louise</i> , the setting - where the story happens - is a farm . The setting for <i>Gilberto and the Wind</i> (or <i>Thunder Cake</i>) is also a farm . What do you notice?"	Show illustrations. Children respond.	
"The setting in <i>The Snowy Day</i> is a city neighborhood."	Show illustrations.	
"In <i>Bringing the Rain to Kapiti Plain</i> , the setting is a plain - a grassy area with only a few trees."	Show illustrations.	
"How is the setting of <i>Bringing the Rain to Kapiti Plain</i> similar to or different from the setting of <i>The Snowy Day</i> ?"	Children respond.	
"Today in Blocks, how could you use these materials to create settings from <i>A Hat for Minerva Louise</i> , <i>Gilberto and the Wind</i> (or <i>Thunder Cake</i>), <i>The Snowy Day</i> , or <i>Bringing the Rain to Kapiti Plain</i> ?"	Show materials. Children respond.	

During Centers:

Encourage children to use their settings to retell *A Hat for Minerva Louise*, *The Snowy Day*, *Bringing the Rain to Kapiti Plain*, and *Gilberto and the Wind* (or *Thunder Cake*). Encourage children to label their settings. Support children in collaborating (one child creates the setting, and another child labels it).

Guiding Questions During Centers:

- How did the setting of _____ inspire you?
- Why did you choose these materials to create your setting?
- How do your characters act in your setting?
- How is your setting similar to or different from the illustrations of the setting in the book/your friends' books?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe any challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

- Encourage children to incorporate settings into Storytelling/Story Acting.
- Support children in creating/using props to make scenery to enhance Story Acting.
- Take a field trip to see a play or a puppet show, and discuss how the props, scenery, and settings for the performance are similar to or different from the settings children created.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, strategically partner children who have difficulty with children who have more advanced skills. Provide visual supports of settings to help children label their settings.