



In a Beautiful Kingdom Far, Far Away...

A story setting, like each individual snowflake, is unique, one of a kind. Its purpose to set time, place and circumstance for which all things within one's imagination can occur.

National Standard > Language Arts

NL-ENG.K-12.2 Understanding the Human Experience (Grades 4, 5 & 6)

- Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

NL-ENG.K-12.3 Evaluation Strategies (Grades 4, 5 & 6)

- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text.
- Draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

NL-ENG.K-12.5 Communication Strategies (Grades 4, 5 & 6)

- Employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

NL-ENG.K-12.6 Applying Knowledge (Grades 4, 5 & 6)

- Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique and discuss print and nonprint texts.

Kentucky: Language Arts

1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

Reading (1.2)

1.2 Students make sense of the variety of materials they read.

Grades 4 & 5

RD-E-1.0.8 Describe characters, plot, setting, and problem/solution of a passage.

Grade 6

RD-M-1.0.13 Describe literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.

Reflective Writing (1.11)

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

Grades 4, 5 & 6

WR-E-1.1

- Strategies used during the development of pieces
- Selection of portfolio pieces
- Application of writing process (prewriting, drafting, revising, editing, publishing)

Literary Writing (1.11)

Grades 4, 5 & 6

WR-M-1.3

- Literary elements of the selected form (e.g., short story—plot, poem—imagery, script--stage directions)
- Descriptive language

Ohio: Language Arts>Reading Applications> Literary Text Standard

- Enhance understanding of the human story by reading texts that represent a variety of authors, cultures and eras.
- Apply the reading process to the various genres of literature.
- Demonstrate comprehension by describing and discussing the elements of literature.
- Explain, analyze and critique literary text to achieve deep understanding

Benchmark(s) Grade 4, 5 & 6

B. Analyze the importance of setting

Ohio: Language Art> Writing Processes Standard

- Engage in the major phases of the writing process—prewriting, drafting, revising, editing and publishing.
- Plan writing for different purposes and audiences.
- Apply writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices.

Benchmark(s) Grade 4

A, B, C, D, E, F, G, H and I (see all: writing and editing processes)

Benchmark(s) Grade 5 & 6

A, B, C, D, E, F, G, and H (see all: writing and editing processes)

Ohio: Language Arts> Writing Applications Standard

- Understand various types of writing require different language, formatting and special vocabulary.
- Learn about the various purposes of writing.
- Use a small range of familiar forms.
- Select text forms to suit purpose and audience.
- Use content-specific vocabulary to achieve communication goals.

Benchmark(s) Grade 4

B. Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.

Benchmark(s) Grades 5 & 6

B. Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view.

Objective

Student will:

- Explore the use of descriptive words to depict setting in poetry.

Assessment

Students will be able to:

- Identify the role of props, lighting, and costumes in the development of staged settings.
- Identify the use of descriptive words found in text for the depiction of story setting.

Sample items to gauge student understanding:

1. A story setting gives details about (t)_____and (p)_____.
(*time/place*)
2. All settings are all the same. Why are why not? (*not the same/ specific to the action of a story*)
3. What are some words used to describe a setting?
 - a. Old & Creepy
 - b. Hottest Day
 - c. Dark & Stormy
 - d. Nearly Midnight (*all of the above*)

Vocabulary

- Setting
- Time
- Place/location

Materials

- Handout : Snowmen & Settings
- Book, Snowman in Paradise, by Roberts, Michael San Francisco: Chronicle Books, c2004.
- Lyrics for the song, Frosty the Snowman

Activity 1

Poetry in Pictures

Teacher will:

1. Facilitate class discussion through of the guiding question, "What is a setting?"
2. Read poetry, the subject snow and snowmen, aloud to students to illustrate the importance of descriptive setting.
3. Have students reflect upon and describe the setting for The Children's Theatre production, Frosty: A Magical Adventure. (*Winter in a small community*).
4. Have students identify the props and costumes used to depict the production's setting.
5. Read the book, Snowman in Paradise by Michael Roberts, and discuss how the location of the snowman character dictated the chosen story sequence taken by the author.

6. Distribute the Handout, "Snowmen & Settings," and read the two poems out loud. Have students answer the question prompts to address the role of descriptive setting in poetry.
7. Facilitate class discussion and have students compare how both physical elements and written elements are used to develop the concept of setting.

Students will:

1. Reflect upon and identify the prop, costumes, etc. used to create settings for the production, Frosty: A Magical Adventure.
2. Analyze descriptive words in story text and poetry used for the creation of setting and context.

Writing Extensions

Introductory

- The students will locate and read poetry books to develop personal anthologies of poems related to snow, snowflakes and other winter themes. Students will hand copy, photocopy or retype using word processing software, poems of interest and liking to develop a book of poems, an anthology. Students will group and classify their chosen poems by theme and write a brief introduction for each grouping of poems for entry into the anthology.

Intermediate

- Students will write an authentic narrative telling what happens when Frosty magically returns the next winter. As melted snow (water) he has had the opportunity to travel to new places. Students will incorporate Frosty's travel locations (settings) into their narrative.

Advanced

- Students will create a novel by writing a chapter book to tell of other activities in which Frosty participated before melting. Students may work in small groups, each writing and contributing one chapter of the novel. Each chapter is preceded by a poem that provides a clue to what the chapter is about, and where the action takes place.

Student Self Selected Reading: Suggestions for Setting Examination

- Ehler, L. (1995) Snowballs. San Diego: Harcourt Brace.
- Briggs, R. (1978) The Snowman. New York: Random House.
- Morgan, A. (1987) Sadie and the Snowman. New York: Scholastic.
- Krahn, F. (1974) The Self-Made Snowman. Philadelphia: Lippincott.
- Nelson, S. (2003) Frosty the Snowman. New York: Grosset & Dunlap.
- Cuyler, M. (1998) The Biggest, Best Snowman. New York: Scholastic.
- Leppard, L. (2001) The Talking Snowman. New York: Bantam Books.
- Bauer, C. F. (1987) Midnight Snowman. New York: Atheneum.



Handout: Language Arts
Poems: Snowmen & Settings

Name _____

(poem 1)

The Chubby Snowman

A chubby little snowman
Had a carrot nose.
Along came a bunny,
And what do you suppose?

That hungry little bunny,
Looking for his lunch,
Ate that snowman's carrot
Nibble, nibble, crunch.

~ Author Unknown

(Source: The Virtual Vine. [Snowman Unit](http://www.thevirtualvine.com/snowman.html),
<http://www.thevirtualvine.com/snowman.html>
2001. Updated 2/5/05.)

Questions to Think About:

1. What words in the poem provide clues about the location of the snowman? (*garden plot*)
2. Would a change of the animal character to perhaps an elephant, a penguin or a manatee, cause change of the poem's location? Why or why not? (*Yes. Location must be provide context for the animal's habitat.*)
3. Determine why location is important to this poem? (*Helps the reader to imagine the surroundings, time and place in which action takes place.*)

(poem 2)

