



A Dream is a Wish Your Heart Makes

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 K-3)

- 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 K-3)

- 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 K-3)

- 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 K-3)

- 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) (Grades K-3)

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

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

Reflective Writing (1.11) (Grades K-3)

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

WR-E-1.1

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

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) Grades K-3

- B. Use supporting details to identify and describe main ideas, characters, and 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) Grades K-2

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

Benchmark(s) Grade 3

- A, B, C, D, E, F, G, H and I (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) Grades K-2

- A. Write responses to literature that demonstrate an understanding of a literary work.

Benchmark(s) Grade 3

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

Grades K-1

Objective

Students will:

- Recognize the literary element of setting in a story.
- Create a class mural to depict of an authentic setting (physical background) to prompt narrative writing.

Assessment

Students will be able to:

- Identify setting details embedded in a story.
- Design an authentic setting for the creation of a class mural.

- Write an original narrative to accompany the class mural.

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

Materials

- A Frosty Day (book) by Andrea Posner.
- Materials to create a class mural – construction paper, glue, tape, scissors, adornments such as buttons, feathers, ribbon, fringe, glitter, etc.

Activity 1

What a Picture Can Tell Us

Teacher will:

1. Introduce/review the concept of story setting.
2. Read aloud, A Frosty Day (book) by Andrea Posner
3. Facilitate student discussion to address story details of the setting (time & place).
4. Conduct a book “walk-through,” examining the illustrations and their depiction of the story’s setting.
5. Have students use descriptive words to describe and explain their observations of the illustrations.

Students will:

1. Listen to the book, A Frosty Day, read aloud.
2. Observe details of the story’s setting as depicted in the book illustrations.
3. Describe the book’s setting using descriptive words (adjectives).

Activity 2

A Mural in the Making

Teacher will:

1. Facilitate student discussion following class attendance at the Children’s Theatre production, Frosty: A Magical Adventure, to address the concept of a staged setting.

2. Have students identify and list observed objects of the staged setting(s) and explain how each object was vital to the understanding of the play and story.
3. Have students apply descriptive words to describe the various settings.
4. Have students compare similarities and differences in the use of setting in the play to that of setting described and illustrated in the story, A Frosty Day.
5. Introduce the task of the creation of a class mural to depict a frosty, winter day.
6. Have students volunteer for one of multiple responsibilities:
 - Create a background coloring for the mural
 - Create individual objects to add to the background. *(Students will draw an object and cut it out to add to the mural.)*
 - Secure the objects to the mural using glue, tape, staple, etc.
 - Add written text to accompany drawn and cut out objects.
7. Have students observe their finished product and discuss how the mural depicts a setting.
8. Have students brainstorm story ideas generated from the mural for narrative writing.
9. Have students generate descriptive words to describe the mural for use in their narrative writing. (Words may be displayed on a "word wall.")
10. Have students write a narrative sample inspired by the mural.

Students will:

1. Attend the performance of the Children's Theatre production, Frosty: A Magical Adventure.
2. Explain what makes theatrical works different from stories.
3. Explore dramatic elements for the setting of the play. *(List and describe what was seen and present on stage.)*
4. Assist in the creation of a class mural.
5. Select one object to illustrate on paper, cut out and add to a classroom mural depicting a frosty, winter day.
6. Discuss how adding objects to the mural helped to create a setting for a time and place.
7. Write a narrative story inspired by the class mural.

Grades 2-3

Objective

Student will:

- Identify how props, costume and stage objects depict the story theme and setting embedded in the Children's Theatre production, Frosty: A Magical Adventure.
- Identify how descriptive words and phrases depict the story theme and setting embedded in the book, The Black Snowman.

- Analyze how story location (time and place), events and circumstances in both the play and story are reinforced through selected details to depict a setting—use of physical objects for a staged production; use of descriptive words for a story of literature.

Assessment

Student will be able to:

- Identify selected objects or words used to describe a story setting in a play or book.
- Demonstrate their ability to describe a stage setting using descriptive words, and visually illustrate a story setting depicted in a book (printed text). *(Emphasis is on the importance of decision-making for selective detail to highlight main idea, action, and set mood, time and place.)*

Sample items to gauge student understanding:

4. A story setting gives details about (t)_____and (p)_____.
(time/place)
5. All settings are all the same. Why are why not? *(not the same/specific to the action of a story)*
6. 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
- Details

Materials

- The Black Snowman (book) by Phil Mendez
- Chart paper
- Markers
- Pen, pencil, paper for writing purposes

Activity 1

A Picture is Worth a Thousand Words (and vice versa)

Teacher will:

1. Facilitate student discussion following class attendance at the Children's Theatre production, Frosty: A Magical Adventure, to address the concept of a staged setting.
2. Have students identify and list observed objects of the staged setting(s) and explain how each object was vital to the understanding of the play and story.
3. Have students apply descriptive words (adjectives) to describe the objects in the staged settings.
4. Read aloud to students the book, The Black Snowman by Phil Mendez.

5. Have students identify the author's choice of descriptive words in the book's text to help describe the various settings, and the illustrator's use of pictures to help visualize the words. Consider the following question prompts for student thinking and reflection.
 - a. How does an author decide upon a setting?
 - b. What must an author or illustrator focus on to decide how to describe a setting using words or pictures?
6. Facilitate class discussion on the skill of verbally describing a staged setting, and depicting descriptive words found in a book through a drawing or illustration.
7. Have students brainstorm the required thinking and decision-making for the text or illustration to be meaningful. (*Emphasis on what is the goal of the director or author. What is he/she trying to accomplish? How is he/she trying to help the audience or reader?*)
8. Present students with various photographs for which to write accompanying text, and narrative passages for which to visually illustrate. (*Explain that the ability to create a staged setting from a written description is the role of a stage designer.*)

Students will:

- Identify objects that help depict the setting in the Children's Theatre production, Frosty: A Magical Adventure.
- Discuss the importance of the setting (time and place) in the play.
- Identify descriptive words that help depict the setting in the book, The Black Snowman, and aid the depiction of the book's illustrations.
- Explain how criteria are needed for decision-making in deciding what details to illustrate or describe in a play or book setting.
- Explain how detailed settings aid audience or reader understanding.

Writing Extensions

Introductory

- Students will generate a list of descriptive words to describe a frosty, winter day, and select 3-5 words of their choice for the writing of an opening paragraph of a story narrative.

Intermediate

- Students will compare the settings and story events from the play and from the book read, to identify the similarities and differences in the coming to life of each snowman. Question prompt: What story would each snowman have to tell?

Advanced

- Students will write an authentic narrative in which Frosty has an adventure in another setting, and the highlight the impact of the setting on Frosty's existence.

Student Self Selected Reading: Suggestions for Setting Examination

- Posner, A. (2000) A Frosty Day. New York: Golden Books Publishing Co.
- Dadey, D. and Thorton Jones, M. (2005) The Abdominal Snowman Doesn't Roast Marshmallows. New York: Scholastic, Inc.
- Mendez, P. (1989) The Black Snowman. New York: Scholastic, Inc.
- Baird, A. B. (2002) A Cold Snap! Frosty Poems. Penn.: Wordsong/Boyd's Miller Press.
- Quattrochi, C. (1992) Frosty's Snowy Day. Calif.: Publications International.