

CONTENTS

Introduction

Letter to Students	vi
Letter to Parents and Families	vii
What You'll See in <i>Measuring Up Foundations</i>	viii

Chapter 1 Literature

1 Key Details	1
2 Central Message	10
3 Characters, Settings, and Events	20
4 Rhyme and Rhythm	30
5 Literary and Informational Texts	40
6 Point of View	50
7 Illustrations	60
8 Characters and Their Actions	70

Chapter 2 Informational Texts

9	Informational Texts	80
10	Main Topic and Key Details	90
11	Connections in Texts	100
12	Meaning of Words and Phrases	110
13	Text Features	120
14	Author's Purpose	130
15	Images and Key Ideas	140
16	Author's Main Ideas	150
17	Similarities and Differences in Texts	160

Lesson 3 Characters, Settings, and Events

Introduction

What Will I Learn?

- Who are the characters in a story?
- What is the setting?
- What are the key details and events?

When you read a story, look for the characters, setting, and key events.



Break Down the Skills

Stories have **characters**. Characters can be people, animals, or even things. A character can speak, feel, or act.

The **setting** is where the story takes place. Sometimes there is more than one setting.

The **events** are the things that happen. They are what the story is about.

When you read, ask yourself these questions.

- *Who* is in the story?
- *Where* does the story take place?
- *What* happens in the story?

Ask yourself these 3 questions.



Who? **Where?**
What?

Guided Instruction

Hide and Seek

Bill loves to play hide and seek.

He plays it with his sisters.

They play in the house.

Bill covers his eyes.

He counts, 1, 2, 3. . .

Sara hides in a big box.

Lisa hides behind the sofa.

Can Bill find them?

Guided Reading

How many characters are in this story?

Who is the story about?
Circle the characters.

Where does the story take place? Underline it.

Circle the event.

1 Match the character with the event.

Lisa covers eyes and counts

Sara hides behind the sofa

Bill hides in a big box



2 What event will happen next in this story?

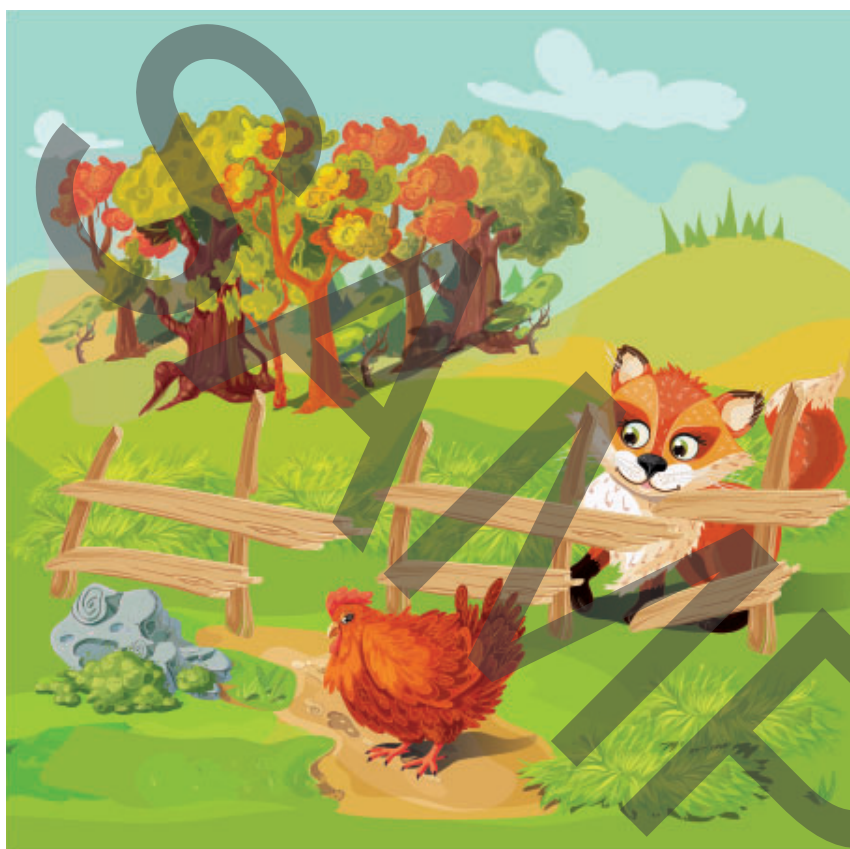
A Sara will cover her eyes.

B Lisa will cover her eyes.

C Bill will look for his sisters.

Independent Practice

Little Fox



Little Fox went out to play.
 He could hear the chickens.
 He could smell the chickens.
 “I want to see the chickens,” said Little Fox.
 “I will not hurt them.”
 Little Fox ran away.
 He ran up a hill.
 He ran down a hill.

Who is this story about?

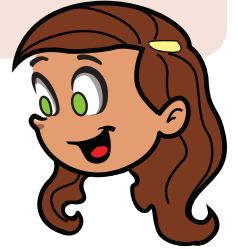


Where does this story take place?



The chickens were in a pen.
Little Fox could see them now.
“I will not hurt you,” he told the chickens.
The chickens clucked and clucked.
A dog ran up.
“Go away, Little Fox,” barked the dog.
Little Fox ran up the hill.
He ran down the hill.
He ran all the way home.

What events happen?



Practice 1

1 Circle the characters in the story.

2 What happens in this story?
Match the character with the action.

the dog

cluck

Little Fox

barks and runs

the chickens

goes out to play

3 Number the events in the order they happened.

A dog ran up.

The chickens clucked.

Little Fox went out to play.

Think about what happened first. What happened next? What happened last?



Practice 2

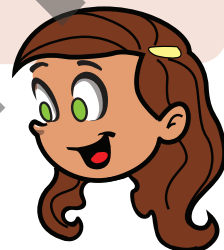
1 What is the setting?

- A in the house
 - B outside
 - C in a barn
-

2 Why do you think Little Fox runs all the way home?

3 What do you think Little Fox wanted to do?

Make a guess about what Little Fox wanted.



Exit Ticket

Number the events in the order in which they happen. The first event is marked for you.

	A dog ran up.
	Little Fox ran all the way home.
	Little Fox could smell the chickens.
	The chickens clucked and clucked.
1	Little Fox went out to play.

TEACHER GUIDE

Lesson 3 Characters, Settings, and Events

At-a-Glance

Learning Objectives	Why Students May Struggle
<ul style="list-style-type: none">• Identify characters in a story.• Identify the setting(s).• Identify events and key details.	Students may struggle with sequencing events in the story as they occur.
Academic Vocabulary	Passage Information
character setting event	Hide and Seek Reading Level: 10–200L Word Count: 44 Little Fox Reading Level: 10–200L Word Count: 98

WHAT WILL I LEARN?

ACTIVATING PRIOR KNOWLEDGE

- Allow students to be the storytellers. Ask a student volunteer to tell a familiar story in his or her own words. A fairy tale such as “The Three Little Pigs” is a good choice or another story most of the children are likely to know. This activity will not only activate their prior knowledge of the parts of a story, but will also introduce them to storytelling and to communication through storytelling. It also gives the other students the opportunity to connect to a story by hearing a peer tell it. It is a good way to introduce the skill and engages students and gets them interested in storytelling and reading stories before starting the lesson.
- Facilitate the student’s storytelling by guiding the student through the story and pausing briefly to ask questions such as “Who is in this story?” and “Where is this story taking place?” and “What happens next?” When the student is done, ask the other students to summarize what they heard and ask them the same questions to retell. Focus the students on what happens in the beginning, middle, and end events to help them understand story structure.

EXPLICIT INSTRUCTION

- Write the words “characters,” “setting,” and “events” on the board. Tell students they will learn the following through the stories they will hear in the lesson.

Who are the characters in a story?

What is the story’s setting?

What are the main events?

Lesson 3 Characters, Settings, and Events

Introduction
What Will I Learn?
• Who are the characters in a story?
• What is the setting?
• What are the key details and events?

When you read a story, look for the characters, setting, and key events.

Break Down the Skills
Stories have **characters**. Characters can be people, animals, or even things. A character can speak, feel, or act.
The **setting** is where the story takes place. Sometimes there is more than one setting.
The **events** are the things that happen. They are what the story is about.

When you read, ask yourself these questions.
• Who is in the story?
• Where does the story take place?
• What happens in the story?

Ask yourself these 3 questions.
Who? Where? What?

Copying is prohibited. Measuring Up Foundations • Reading Comprehension 1

- Under each word, ask the students to recap the characters, the setting, and events in the story they just heard. Here is an example using “The Three Little Pigs.”

Characters	Setting	Events
Three pigs A wolf	house made of straw house made of sticks house made of bricks	Each pig builds a house. The wolf goes to each house to try to get in...

- Tell students that as they listen to the stories you read, focus on the characters, setting, and key events.

BREAK DOWN THE SKILLS

TEACH ACADEMIC VOCABULARY

- Review the vocabulary words with students. Explain that stories have **characters**. Characters can be people, animals, or even things. A character can speak, feel, or act.
- The story’s **setting** is where the story takes place. Explain that some stories have several settings, such as “The Three Little Pigs.”
- Explain to students that the **events** are the things that happen in the story. They are what the story is about. Explain that stories have beginnings, middles, and ends.
- To identify the characters, setting, and events, tell students to ask these three questions. Who? Where? What?
 - Who* is in the story?
 - Where* does the story take place?
 - What* happens in the story?
- If time allows, have students complete the On Your Own chart at the end of these notes.

Lesson 3 Characters, Settings, and Events

Introduction
What Will I Learn?

- Who are the characters in a story?
- What is the setting?
- What are the key details and events?

When you read a story, look for the characters, setting, and key events.

Break Down the Skills
Stories have **characters**. Characters can be people, animals, or even things. A character can speak, feel, or act.
The **setting** is where the story takes place. Sometimes there is more than one setting.
The **events** are the things that happen. They are what the story is about.
When you read, ask yourself these questions.

- Who is in the story?
- Where does the story take place?
- What happens in the story?

Ask yourself these 3 questions.

Who? Where? What?

Copying is prohibited. Measuring Up Foundations • Reading Comprehension 1

Differentiate for Struggling Readers

A story map is a visual representation of the parts of a story. A map can help students focus on the important parts: the characters, setting, and plot events. Have struggling students create story maps, sketching the characters, setting, and main events of the story, especially the beginning, middle, and end. Have them each then retell the story to a partner or a group, using their story maps to guide them.

Differentiate for English Learners

Storytelling does not always need words. Stories can be told through pictures or illustrations. Show students a sequence of pictures illustrating a particular event and have students write the text that would go with each picture. This is especially helpful for students who have difficulty writing but who are able to tell a story orally. English learners can also create abbreviated story maps, sketching the characters, setting, and just one main event in the story.

GUIDED INSTRUCTION

First Read

- Direct students to follow along as you read the passage “Hide and Seek” aloud. Tell them to listen for character names, where the event is taking place, and what is the event.

Second Read

- Using the choral reading approach, reread the passage “Hide and Seek” aloud. Have students follow along reading in unison as they are able. Allow students to use a marker or card to track the text if needed.

Guided Reading Questions

- Read the Guided Reading Questions aloud and have students answer them. Discuss the answers orally.
- After the second read and after the students have done the questions, you can recap by asking students the following questions.
 - What event happens in the beginning? (The children start to play hide and seek; Bill covers his eyes.)
 - What event happens in the middle of the story? (Sara and Lisa go to hide.)
 - What happens at the end of the story? (Bill has to find them.)

Differentiate for Struggling Readers and English Learners

If time allows, instead of having a discussion about the beginning, middle, and end of the story, you can also have students sketch a story map of these three parts.

Lesson 3 • Characters, Settings, and Events

Guided Instruction

Hide and Seek

Bill loves to play hide and seek.
He plays it with his sisters.
They play in the house.
Bill covers his eyes.
He counts, 1, 2, 3, . . .
Sara hides in a big box.
Lisa hides behind the sofa.
Can Bill find them?
[Reading Level: 10–200L; Word Count: 44]


Guided Reading

How many characters are in this story?
3

Who is the story about?
Circle the characters.

Where does the story take place? Underline it.

Circle the event.



1 Match the character with the event.

Lisa	/	covers eyes and counts
Sara	/	hides behind the sofa
Bill	/	hides in a big box

2 What event will happen next in this story?

A Sara will cover her eyes.
B Lisa will cover her eyes.
C Bill will look for his sisters.

2 Level A Copying is prohibited.

INDEPENDENT PRACTICE

First Read

- Read aloud to students the story “Little Fox.” Tell students to focus on characters, setting, and events in the story. After reading, ask them who the story is about, where does it take place, and what happens. See how many events they can identify.


Second Read

- Using the choral reading approach, reread the passage “Little Fox” aloud. Have students follow and read along with you as they are able. Allow students to use a marker or card to track the text if needed.

Chapter 1 • Literature

Independent Practice

Little Fox



Who is this story about?

Little Fox went out to play.
He could hear the chickens.
He could smell the chickens.
"I want to see the chickens," said Little Fox.
"I will not hurt them."
Little Fox ran away.
He ran up a hill.
He ran down a hill.


Where does this story take place?

Copying is prohibited. Measuring Up Foundations • Reading Comprehension 3

Lesson 4 • Characters, Settings, and Events

The chickens were in a pen.
Little Fox could see them now.
"I will not hurt you," he told the chickens.
The chickens clucked and clucked.
A dog ran up.
"Go away, Little Fox," barked the dog.
Little Fox ran up the hill.
He ran down the hill.
He ran all the way home.

What events happen?



[Reading Level: 10-200; Word Count: 98]

Level A Copying is prohibited. 4

Practice 1 Questions

- Read the questions aloud as students select the answers. Review the answers.

Chapter 1 • Literature

Practice 1

1 Circle the characters in the story.

2 What happens in this story? Match the character with the action.

the dog	cluck
Little Fox	barks and runs
the chickens	goes out to play

3 Number the events in the order they happened.

3 A dog ran up.

2 The chickens clucked.

1 Little Fox went out to play.

Think about what happened first. What happened next? What happened last?

Copying is prohibited. Measuring Up Foundations • Reading Comprehension 5

Practice 2 Questions

- Ask students to read the questions and select the answers independently. Review the answers.

Lesson 4 • Characters, Settings, and Events

Practice 2

1 What is the setting?
A in the house
B outside
C in a barn

2 Why do you think Little Fox runs all the way home?
Students might say the dog scared it off.

3 What do you think Little Fox wanted to do?
Answers will vary.
Make a guess about what Little Fox wanted.

Level A Copying is prohibited. 6

EXIT TICKET

- Have students fill in the Exit Ticket at the end of class. Tell them to read the events in the boxes on the right and then number them on the left in order as they happened in the story. Tell them the first one is done for them.

Exit Ticket	
Number the events in the order in which they happen. The first event is marked for you.	
4	A dog ran up.
5	Little Fox ran all the way home.
2	Little Fox could smell the chickens.
3	The chickens clucked and clucked.
1	Little Fox went out to play.

Copying is prohibited. Measuring Up Foundations • Reading Comprehension 7

ADDITIONAL SUPPORT

SUPPORT FOR STRUGGLING LEARNERS

- Give students a short story at their reading level, and have them do a simple retelling, identifying in their retelling the characters; the setting; and the beginning, middle, and end of the story in order.
- Have students summarize key events of “Little Fox” to each other or in a group.
- Have students make character posters, depicting the characters as they envision them.
- Have students create a “setting” poster of their favorite place.

SUPPORT FOR ENGLISH LANGUAGE LEARNERS

- Read a short story to students and have them draw story maps, including characters, setting, and one or two events from the story.
- Have students create a story by sketching a sequence map of events in the story, *without any writing*. This is helpful for students who have difficulty writing but who are able to tell a story visually. When they are done, if they are able, have them tell their stories orally to the class or in small groups.
- Have students create character posters of themselves, sketching their own characters and some of their favorite things to do.
- Give English learners sentence frames to complete.

The story takes place _____.

One character is _____.

In the story he/she _____.

EXTENSION ACTIVITIES

- Have students write a new version or a different ending of “Little Fox.”
- After reading “Little Fox,” have students write the story from the fox’s first-person point of view, telling what the fox thinks and feels.
- Cut out cartoons from the newspaper or a comic book, leaving out any text. Paste the cartoon frames in sequence, and have students write the text of the story or the events.
- Have students add a character to “Little Fox” and write a sentence about the character. It could be another farm animal, or it could be a person.

SAMPLE

Name _____

Date _____

On Your Own

Story Title _____

Characters

Setting

Event 1

Event 2

Event 3

Event 4
