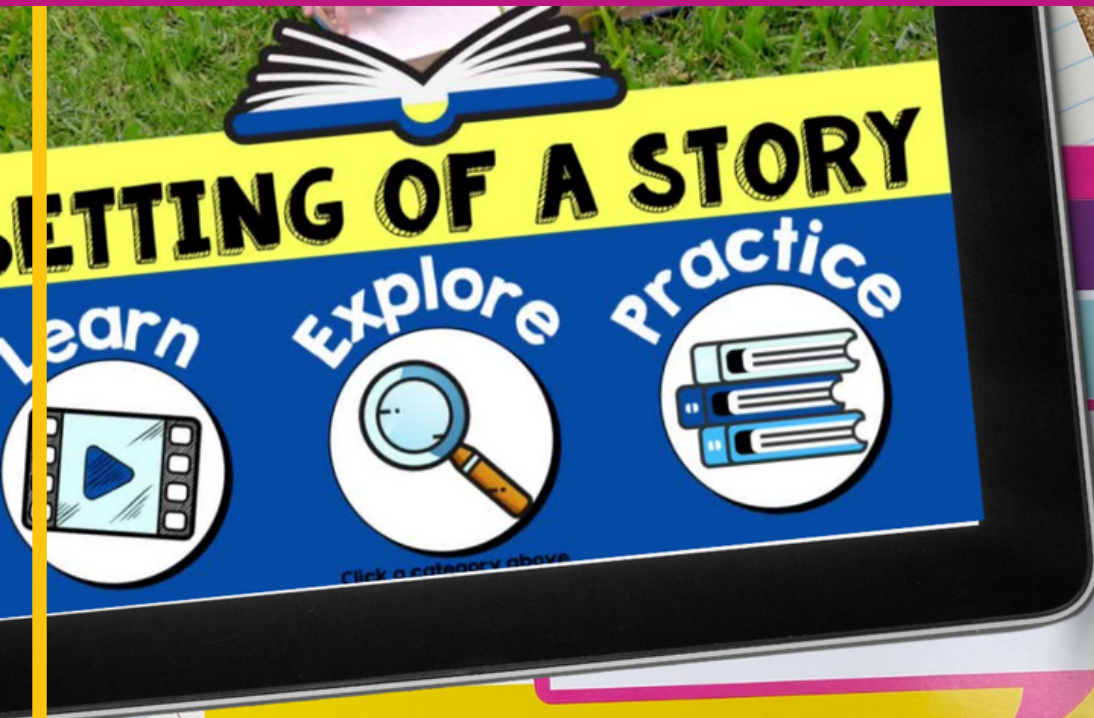


# SETTING OF A STORY



 **LNK** **tivity**  
Interactive Learning Guides

# WAIT!

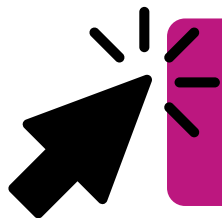
Thank you for considering this LINKtivity for your classroom, but before you make a decision - you should know that you can get **access to this LINKtivity + PLUS our entire library** for about the same price as a single LINKtivity!

The results are in: **Teachers LOVE LINKtivities...** and want more! So, we've made it SUPER easy and cost effective for you to access any and ALL of our LINKtivities inside our LINKtivity Learning membership option! Instead of purchasing just ONE LINKtivity - why not get access to ALL of them... for about the SAME PRICE!



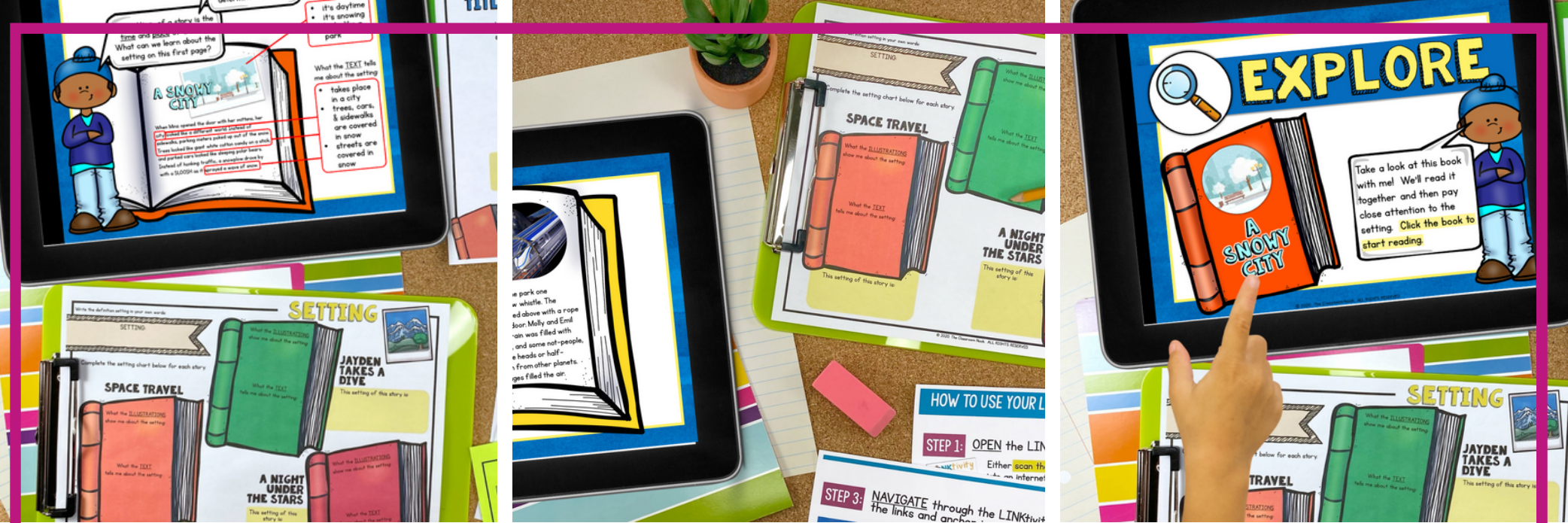
## INSIDE THE MEMBERSHIP YOU'LL HAVE UNLIMITED ACCESS TO:

- ✓ The **entire growing LINKtivity® library** inside the Membership (LINKtivities for all content areas)
- ✓ ALL **future LINKtivities** to be added to the membership (new releases each month!)
- ✓ **Teacher guides** to help you set up each LINKtivity® successfully in your classroom
- ✓ **Student resources** that go along with each LINKtivity (printable OR digital)
- ✓ **Kid-friendly rubrics** and **answer keys** for each LINKtivity®



**JOIN NOW**





Your students are going to love this hands-on approach to learning about the setting in the fiction books that they read. Resource includes a LINKtivity digital learning guide, a student recording sheet (printable or digital), answer key, a rubric, and a teacher guide.



# More Sample Slides

**A SNOWY CITY**

When Mina opened the door with her mittens, her city looked like a different world. Instead of sidewalks, parking meters poked up out of the snow. Trees looked like giant white cotton candy on a stick, and parked cars looked like sleeping polar bears. Instead of honking traffic, a snowplow drove by with a SLOOSH as it sprayed a wave of snow.

Read this story with me.

The cold stung Mina's nose and cheeks, but she didn't mind. She took tall steps through the snow, crunching it down with her boots.

Suddenly, she felt a whap through the back of her coat. Her neighbor, Lin, laughed and started packing a second snowball. Mina giggled and tossed one back.

They tried to lay down in the snow to make angels, but the snow was so deep that it seemed to swallow them up. On her back, Mina looked up at the flakes slowly swirling down from the gray sky.

I'll use details from the illustrations as well as the text to help me determine the setting.

The setting of a story is the time and place of a story. What can we learn about the setting on this first page?

What the **ILLUSTRATIONS** show me about the setting:

- it's daytime
- it's snowing
- looks like a park

What the **TEXT** tells me about the setting:

- takes place in a city
- trees, cars, & sidewalks are covered in snow
- streets are covered in snow

When Mina opened the door with her mittens, her city looked like a different world. Instead of sidewalks, parking meters poked up out of the snow. Trees looked like giant white cotton candy on a stick, and parked cars looked like sleeping polar bears. Instead of honking traffic, a snowplow drove by with a SLOOSH as it sprayed a wave of snow.

**PRACTICE**

Click on a story to read to practice this new skill.

SPACE TRAVEL

JAYDEN TAKES A DIVE

A NIGHT UNDER THE STARS

**SPACE TRAVEL**

Molly and Emil were playing in the park one afternoon when they heard a low whistle. The Intergalactic Space Train hovered above with a rope ladder hanging down from the door. Molly and Emil ran over and climbed up. The train was filled with people from all over the world, and some not-people, too. The passengers with three heads or half-invisible bodies must have been from other planets. Chatter in all different languages filled the air.

A violet-skinned alien in an apron walked down the aisle serving food. "Gronkle?" she asked Molly and Emil, handing them something fluffy on a stick. The gronkle felt like a soft caterpillar tickling the insides of their mouths, but it was as sweet as powdered sugar.

"Planet Spongon!" the engineer announced as the train stopped. Molly and Emil hopped out onto the bright yellow planet. The ground was springy, like a trampoline. They saw cities in the distance, but Molly said, "We don't know when the next train is coming. We'd better just stay on this one."

"Besides," added Emil, "it smells like rotten eggs here."

**JAYDEN TAKES A DIVE**

The breeze smells like fish, and when Jayden licks his lips, they are salty. Shouting teenagers play beach volleyball, and seagulls squawk as they fight over a clam. Jayden starts to run through the sand, but it burns the bottoms of his feet so he puts on his flippers and flaps his feet down to the water. Cool waves wash up against his ankles. Jayden doesn't like to ease in. He slips on his snorkel and mask, then runs and dives into the water.

**A NIGHT UNDER THE STARS**

Ravi loved the way his backyard came to life at night. Just past his yard was a forest so the sounds of crickets and tree frogs chirping filled the air. Tonight was extra special because he and his dad and his little sister, Anisha, were camping.

"Don't worry, Ravi. All we have here are barn owls, and maybe some harmless bats," his dad said.

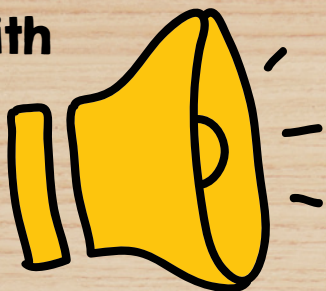
"And chocolate!" shouted Anisha.

Instead of roasting marshmallows, Ravi and Anisha spread peanut butter on graham crackers. They wrapped them in foil and placed them near the fire. Ravi started to open his, but the foil was too hot for his fingers, so he waited. Then, he blew on his s'more and took a bite. Salty, gooey peanut butter stuck against the roof of his mouth.



This LINKtivity is provided with

# AUDIO SUPPORT



All the loud sounds of the beach become a quiet hum when Jayden's head goes under. He kicks his flippers a little and glides through the water like a seal. But the fish are even faster! Their scales shine with sunlight as they dart away from him. Jayden coasts along the bottom, where he sees spiny sea urchins and a scuttling crab. One red starfish wiggles its tentacles like it's waving at him. Jayden waves back.



**Perfect for English  
language learners or  
students who could use  
a little extra support!**



# Printable & Digital Student Recording Sheet

## Printable Recording Sheet for LINKtivity

**SETTING**

Write the definition setting in your own words:

SETTING:

Complete the setting chart below for each story.

**SPACE TRAVEL**

What the **ILLUSTRATIONS** show me about the setting:

What the **TEXT** tells me about the setting:

This setting of this story is:

**JAYDEN TAKES A DIVE**

What the **ILLUSTRATIONS** show me about the setting:

What the **TEXT** tells me about the setting:

This setting of this story is:

**A NIGHT UNDER THE STARS**

What the **ILLUSTRATIONS** show me about the setting:

What the **TEXT** tells me about the setting:

This setting of this story is:

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**SETTING**

TITLE: \_\_\_\_\_

What the **ILLUSTRATIONS** show me about the setting:

What the **TEXT** tells me about the setting:

This setting of this story is:

**SETTING**

TITLE: \_\_\_\_\_

What the **ILLUSTRATIONS** show me about the setting:

What the **TEXT** tells me about the setting:

This setting of this story is:

**PLUS: a recording sheet to use with ANY text! (printable or digital)**

**SETTING**

Write the definition setting in your own words:

SETTING:

Complete the setting chart below for each story.

**SPACE TRAVEL**

What the **ILLUSTRATIONS** show me about the setting:

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**A NIGHT UNDER THE STARS**

What the **ILLUSTRATIONS** show me about the setting:

What the **TEXT** tells me about the setting:

This setting of this story is:

## Digital Recording Sheet for LINKtivity in Google Slides

## Rubric

Student: \_\_\_\_\_

	4	3	2	1
Setting	While reading, I can identify and describe the setting in great detail without assistance. My setting includes the time and place of the story using information found in both the text and the illustrations. I use lots descriptive language to help fully describe the setting.	While reading, I can identify and describe the setting in detail with little assistance. My setting includes the time and place of the story usually using information found in both the text and the illustrations. I can use descriptive language to help fully describe the setting.	While reading, I can identify and describe the setting with minimal detail with heavy assistance. My setting does not always include both the time and place of the story. I rely heavily on either the illustrations OR text. My setting lacks descriptive detail.	While reading, I struggle to identify the setting of a story, even with heavy assistance.

Student: \_\_\_\_\_

	4	3	2	1
Setting	While reading, I can identify and describe the setting in great detail without assistance. My setting includes the time and place of the story using information found in both the text and the illustrations. I use lots descriptive language to help fully describe the setting.	While reading, I can identify and describe the setting in detail with little assistance. My setting includes the time and place of the story usually using information found in both the text and the illustrations. I can use descriptive language to help fully describe the setting.	While reading, I can identify and describe the setting with minimal detail with heavy assistance. My setting does not always include both the time and place of the story. I rely heavily on either the illustrations OR text. My setting lacks descriptive detail.	While reading, I struggle to identify the setting of a story, even with heavy assistance.

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