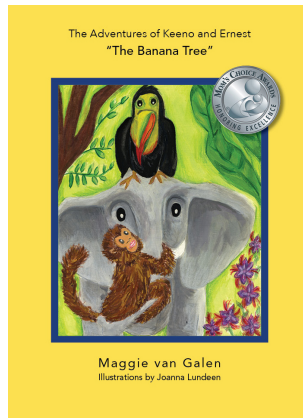


Grade Level 1-2
Lesson Plan – “Setting”
Utilizing the book *The Adventures of Keeno & Ernest ~ “The Banana Tree”*



Visit www.maggievangalen.com to learn more about the author and the book. The author will offer a 25% discount if ordered directly. Simply email Maggie@keenoandernest.com and mention the code: **LESSON PLAN** to receive your signed discounted copy.

Objective:

1. Identify descriptive words and phrases that help make the setting visible to the student.

Common Core Standards –

1. CCSS.ELA-LITERACY.RL.1.3: Describe characters, settings, and major events in a story, using key details.
2. CCSS.ELA-LITERACY.W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
3. CCSS.ELA-LITERACY.L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
4. Speaking and Listening standards 1.4 and 1.5

Materials:

1. Book: The Adventures of Keeno & Ernest “The Banana Tree”
2. Easel paper
3. Writing paper

Procedure:

1. Day 1 – Teacher reads book to students and has students close eyes while listening and imagine what their senses might feel like in the setting.
 - a. Sight: The jungle is very lush, green with a lot of trees.
 - b. Sound: The student might imagine hearing rain falling on the leaves or hear the screech of birds.
 - c. Smell: The student might smell the dampness or the jungle or the different flowers.
 - d. Touch: The student might “feel” the rain or feel “hot” from the humidity.

2. Day 2 – Teacher reads passages from book and has students write down describing words and phrases.
 - a. Example: Page 4 – “Keeno was swinging high up in the forest canopy...”
Possible leading questions:
 - i. What is a canopy? And what does it do?
 - ii. How high up are the trees?
 - iii. What is Keeno swinging on?
 - b. Example Page 8 – “Wait! Did you say across the river?” ... Possible leading questions:
 - i. How big is the river? What do you think it looks like?
 - ii. Do you get a sense that it is dangerous? And Why?
 - iii. Do you think the river will play an important role in the story?
 - c. Example Page 16 – “Ernest was already running at top speed, slaloming trees and trampling bushes.” Possible leading questions:
 - i. Is the jungle a wide-open space?
 - ii. Is the ground a clear path?
3. Day 3 – Teacher has students picture a place, a real or imaginary one, of their own.
 - a. Using the words created from day 2, have students create a graphic organizer or brainstorming sheet to come up with a list of descriptive words for their own place.
4. Day 4 – Student will write 1 paragraph (3-4 complete sentences) describing their setting.

Opportunities to extend lesson:

1. Students trade paragraphs with a classmate and then draw/paint their version of classmate’s setting.
2. Play a matching game:
 - a. Put up stories (numbered) and drawings (lettered) on the walls around the room.
 - b. Students take turns walking around the room trying to match setting paragraph with drawing.

Links to other books with descriptive settings:

- A to Z Mysteries: <http://www.ronroy.com/atoz/books.php>
- Geronimo Stilton: http://geronimostilton.com/portal/US/en/libri_top/
- Magic Tree House Series: <http://www.magictreehouse.com>
- Scholastic Books: <http://store.scholastic.com/shop/Books-2nd-Graders/4502~4518~7~4546>
- Always ask your local and/or school librarian!