Who and Where in Our Story

Teacher		**Class**	Kindergarten
Subject	ELA	**Topic**	Characters and settings
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to name who, where, and what happens in a story. They build a tiny story world and point to show who and where.

Curriculum links

- With prompting and support, identify characters, settings, and major events in a story.

Learning objectives

- Students will name the character in a story with prompting and support.
- Students will tell the setting of a story with prompting and support.
- Students will tell one major event in a story with prompting and support.

Success criteria

- I can point to who is in the story.
- I can say where the story happens.
- I can show what happens in the story.

What students already know

Show a book cover for 2 minutes. Ask: Who do you see? Where are they? Listen for one word or pointing to a person or place.

Key words

character	a person or animal friend in a tale [2]
setting	the place where a tale happens
event	one thing that happens in a tale

Materials

- big picture book about a bear cub and bunny
- pointer
- projector and Slides 1-8 and 12
- small boxes, one per student
- paper shapes for sky, ground, and den
- crayons
- glue sticks, child-safe
- toy figures for characters

Before the lesson

- Test Video clip 1 (0:00-1:10) on Slide 6 and Video clip 2 (0:00-1:04) on Slide 8
- Load Slides 1-8 and 12 and check pictures and sound
- Make one finished box model and ready-made box backgrounds for support
- Cut paper shapes for sky, ground, and den and set out crayons and toy figures
- Set tables with child-safe glue sticks and space for boxes to dry

Lesson outline

0–5 min **Starter** 5 min · Whole class

Hook interest and hear what students already know about who and where.

YOU DO

1. Show Slide 1: Who? Where? and welcome the class.
2. Say the hook and show Slide 5 vote choices: Cozy den, Tall boat, Snowy woods.
3. Ask students to raise a hand or point to vote for where our story should happen.
4. Count votes together and say we will find who and where in our bear cub story.

STUDENTS DO

1. Listen to the hook and look at the vote choices.
2. Vote by raising a hand or pointing to Cozy den, Tall boat, or Snowy woods.
3. Say the winning place with the teacher.

Say: Let's make a tiny world for our story! Who will live in yours? Today we will find who is in a story and where they are. Look and vote with me.

Ask: Where should our story happen? (Cozy den, Tall boat, or Snowy woods - class choice) · Who can be in a story? (A person or animal, like a bear cub and bunny)

Check understanding: Thumbs up if you picked a where. If unsure, point to Slide 5 pictures with the teacher and repeat the words.

Support: Point to only two choices and let the student point to vote. **Stretch:** Ask the student to say why they picked that place in one short phrase.

Use: Slides 1, 5

5–15 min **Teaching** 10 min · Whole class

Teach what who, where, and what happens mean with a clear model.

YOU DO

1. Show Slide 2 and read: Bear cub and bunny. Sit in warm den.
2. Show Slide 3 key words and explain a character is a person or being in a story [2].
3. Play Video clip 1 (0:00-1:10) on Slide 6 and have students clap when they see faces.
4. Model Slide 4 and Slide 7 steps: Ask: Who is it? Ask: Where is it? Ask: What happens?

STUDENTS DO

1. Watch, listen, and clap when they see faces in the video.
2. Repeat after the teacher: character, setting, event.
3. Point to who and where on Slide 2 with the teacher.

Say: A character is a person or animal in a story. Setting is the place where the story happens. An event is one thing that happens. Watch and listen for who is in it.

Worked example: Who is it? Bear cub and bunny. Where is it? Warm den. What happens? Sit in warm den. I point to the cub for who, to the den for where, and sit still to show sit.

Ask: Who is it? (Bear cub and bunny.) · Where is it? (Warm den.) · What happens? (Sit in warm den.)

Check understanding: Show-me: hold up one finger for who, point around for where. Reteach with the Slide 2 picture if mixed.

Support: Say two choices and let the student point, like Is it a den or a boat? **Stretch:** Ask the student to say who and where together in one short phrase.

Use: Slides 2-4; Video clip 1 (0:00-1:10)

15–30 min **Practice together** 15 min · Whole class

Practice finding who, where, and what happens together with support.

YOU DO

1. Reread one big-book page slowly and point to who and where.
2. Use Slide 7 steps to ask: Who is it? Where is it? What happens? with sentence starters.
3. Play Video clip 2 (0:00-1:04) on Slide 8 and have students point to day or night and to where.
4. Repeat that characters guide us through the story and help us follow what happens [2].

STUDENTS DO

1. Look at the book picture and point to who and where when asked.
2. Answer with starters: I see ___. They are in ___.
3. Point to day or night and to where during the video.

Say: Look close with me. Who is here and where are they? Point and tell me what is happening in a short sentence.

Ask: Who is here? (Bear cub and bunny.) · Where are they? (In the warm den.) · What is happening? (They sit in the warm den.)

Check understanding: Each pair points to who or where. If wrong, model pointing again and give two choices.

Support: Work in a small group with extra pointing and choices, like Is it a house or a den? **Stretch:** Ask the student to link who and where, like the bear is in the den.

Use: Slides 7-8; Video clip 2 (0:00-1:04)

30–50 min **Main activity** 20 min · Groups

Build the setting and show the character in it to practice who and where.

YOU DO

1. Show a finished tiny box: sky on top, ground below, den in middle, with a toy figure inside.
2. Give out small boxes, paper shapes, crayons, child-safe glue sticks, and toy figures.
3. Circulate and ask: Who is in your picture? Where are they? What are they doing?
4. Have students point in the box and say who is there and where they are.

STUDENTS DO

1. Color paper shapes and glue them in the box to show the den.
2. Place a toy figure in the box to show the character, who is a person or being in the story [2].
3. Point in the box and say who is there and where they are.

Say: Now make your tiny world. Color and glue the where, then put the who inside. Keep small pieces out of your mouth and wash hands after. Point and tell us who is there and where they are.

Worked example: I color sky on top and ground below. I glue a brown den shape in the middle. I place the bear cub figure inside the den. I point and say: The bear is in the den, sitting.

Ask: Who is in your tiny world? (Bear cub and bunny) · Where are they? (In the warm den) · What are they doing there? (Sitting)

Check understanding: Walk around and see each box has a where and a who inside. Give a ready-made background if a student is stuck.

Support: Offer a ready-made box background so the student only places the figure and one shape. **Stretch:** Ask the student to move the figure to show one major event and tell about it.

50–60 min **Plenary** 10 min · Whole class

Check who, where, and what happens and link back to success criteria.

YOU DO

1. Show Slide 12 Quick quiz.
2. Ask: Who? Bear or boat? Where? Den or bear? What? Sit or den?
3. Have students point, say, and show the matching box part.
4. Link back: we found who, where, and what happens.

STUDENTS DO

1. Answer the quiz by pointing and saying Bear, Den, Sit.
2. Hold up tiny worlds and point to who and where.
3. Say the I can lines with the teacher.

Say: Let's check what we learned. Show me who, tell me where, and show me what they do. Point to your box as you answer.

Worked example: Who? Bear. Where? Den. What? Sit. The bear, who, is in the den, where, sitting, what happens.

Ask: Who? Bear or boat? (Bear) · Where? Den or bear? (Den) · What? Sit or den? (Sit)

Check understanding: Hands-up count for Bear, Den, Sit. If mixed, point again to Slide 2: Bear cub and bunny. Sit in warm den.

Support: Offer two choices and let the student point to answer. **Stretch:** Ask the student to say the full sentence: The bear sits in the den.

Use: Slide 12

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Common mistakes

Mistake	How to spot it	How to fix it
Says a place or thing is the who, like the boat or den is the character.	Points to the den or boat when asked Who is it?	Point to the animal or person and remind them a character is a person or being in a story [2]. Ask Bear or den?
Mixes up where and who answers.	Says bear when asked Where are they?	Point around the picture for where and point to the animal for who. Practice: Who points to bear, where points to den.

Support

- Offer a ready-made box background so the student only places the figure and one shape.
- Give a choice of two pictures and let students point to answer.
- Let the student copy the teacher or a partner right next to them.

Stretch

- Ask the student to move the figure to show one major event and tell about it.
- Ask the student to link who and where, like the bear is in the den.
- Ask the student to tell one more detail they see in that place, like bed or tree.

For the LSE or teaching assistant

Sit with the support group during practice and building. Give two-choice questions, help place the figure on the ready-made background, and prompt who and where sentences.

Safety

- Use child-safe glue sticks only.
- Keep small pieces out of mouths.
- Wash hands after gluing.

Check for understanding

Question	Answer
Who was in our story?	Bear cub and bunny / Bear
Where did it happen?	Den / warm den
What happened there?	Sit / sit in the den

Homework

Tell someone at home who was in a story and where it happened.

Sources

1. List of Unicode characters - Wikipedia · en.wikipedia.org · https://en.wikipedia.org/wiki/List_of_Unicode_characters
2. Character (arts) - Wikipedia · en.wikipedia.org · https://en.wikipedia.org/wiki/Character_(arts)
3. Speaker for the Dead · Wikipedia · https://en.wikipedia.org/wiki/Speaker_for_the_Dead
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