**“The Princess, the Knight, and the Lost God: A Chess Story”**

**Minilesson for Chapter One: “Discovered Attack”**

**Today’s Standards:**

[**RL.3.1**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RL.3.1/)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **[we will use the setting as the topic]**

[**RL.4.3**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RL.4.3/)

Describe in depth a character, **setting**, or event in a story or drama, drawing on specific details in the text

[**RL.5.3**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RL.5.3/)**\***

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).   
**\*This standard will be fulfilled when moving forward in the book, as the setting will change dramatically in a few chapters.**

[**RL.6.5**](https://www.education.com/common-core/CCSS.ELA-LITERACY.RL.6.5/)

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, **setting**, or plot.

*Using an engaging read aloud is the most successful method of helping students understand and differentiate between the elements of a story.*

**Before reading, teach your students that there are seven elements/parts of a story:**

* 1 — A Theme (message).
* 2 — Characters
* 3 — Setting (Where and When)
* 4 — Point of View (Usually 1st or 3rd person)
* 5 — Plot (The events of the story in order)
* 6 — Conflict (the problem or challenge)
* 7 — Resolution (how the conflict is solved)

As you name each element, create a list/chart or document on your whiteboard or Smartboard/Boxlight, and then create a special place for setting with a lot of space after it, which will be today’s focus.

**“Readers, today we are going to focus on the setting, which is where and when a story is taking place. After we read a chapter together, you will be able to give text evidence to describe where this chapter is taking place, and also find clues as to when it is happening. The “when” might be as simple as the time of day; but sometimes it is more detailed. Some of the kinds of things we’ll be looking for are describing words (adjectives) and sensory details (things that are seen, heard, felt, smelled, or tasted), and temporal (time-based) words.**

**As I read, watch me as I add a couple of setting words that I notice. After I write a few, I will pause reading every so often to give you a chance stop and jot in your notebook more words that you notice that help describe when and where this chapter is taking place.**

(Read Chapter 1 in Interactive Read Aloud fashion; stopping every page or more to reflect out loud on what you understand, or suggest what a tricky word might mean, etc. Only add two or three words of your own for setting, let the kids take more notes than you demonstrate.)

**When done reading:**

**“Turn and talk to your neighbor – did you hear any words that told about where and when this chapter is taking place?”** (Allow a few minutes for students to share their collected words with a partner, and to discuss the setting)

Ask the following questions, charting their contributions as you go.

**What words did we hear to help us know what this setting looks like?   
What is this place called?  
Do we know anything about the “when” of this chapter?**

Review the chart that you cocreated with the class, commenting on favorite words or phrases, or taking wonderings that students might want to share.

**“Underneath the word list you just made, stop and pencil-sketch just one of your favorite setting words that you found.”** (for sixth grade, have them choose an entire sentence from the text and sketch it, and also write why it is an important fact about the setting.)Give students about three minutes or more to do a quick pencil sketch. Tell them they can color it in at a later time.

**“Turn and share with your partner; tell them what word you chose and explain your drawing.”**

Give them about two minutes for this.

**Class, do you see how we did that? We listened and read the words in the book, and used a special “lens” to be on the lookout for setting words, and we have proof right from the text to show we understand the details of the setting. Today and every day, remember to look out for describing words when you are focusing on understanding the setting in a book.**