

DRAFT

For Review Purposes Only

These draft materials are intended to provide teachers with insight into the content and structure of the Listening & Learning strand of Core Knowledge Language Arts materials.

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For more information on how to explore these materials, please see the Getting Started resources posted alongside these files on EnagageNY.org.



The Core Knowledge Language Arts Program

Grade 2

Listening & Learning Strand



Tell It Again! Read-Aloud Anthology

Charlotte's Web I

Version 2.0

Published by the Core Knowledge Foundation
www.coreknowledge.org

Pilot Edition
Version 2.0

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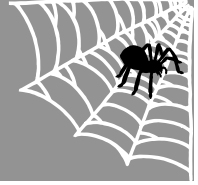
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Introduction to Charlotte's Web I



This introduction includes the necessary background information to be used in teaching the Charlotte's Web I domain. The *Tell It Again! Read-Aloud Anthology* for Charlotte's Web I contains eleven daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

In this domain, we have used an actual trade book as the read-aloud in all lessons. We have included page references as well as the end of the applicable sentence from the trade book in bold as the cue for when to use the Guided Listening Support prompts. In these cases, we especially recommend that you take a few minutes to see how the material is organized prior to your presentation of the read-aloud.

We have included two Pausing Points in this domain, one after Lesson 6, and another after Lesson 11. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to the Pausing Points. You should spend no more than fifteen days total on this domain.

Along with this anthology, you will need:

- *Tell It Again! Image Cards* for Charlotte's Web I
- *Tell It Again! Workbook* for Charlotte's Web I

The following trade book is used as the read-alouds:

- (If using multiple student copies) *Charlotte's Web*, by E. B. White (Scholastic Inc., 1974) ISBN 0590302715
- (If using single teacher copy) *Charlotte's Web*, by E. B. White (HarperCollins, 2006) ISBN 0060882611

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Student Choice/ Domain-Related Trade Book Extensions, Image Cards, Parent

Letters, Instructional Masters, and Assessments are also listed in the information below.

Important Note:

You will need to explain to students that you are going to be reading a chapter book titled *Charlotte’s Web* and that they will hear a chapter each day for the next few weeks. If they will each have their own book, explain that they are *not* expected to follow each word in the text as you read. Tell them that you wish for them to really *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class. You may wish to assign a rereading of each day’s chapter as homework for that day.

If you have students who have already read this book or who have seen the movie, you may wish to talk with them about not giving away the plot as you read so that students experiencing the book for the first time can fully enjoy it as they did. You may also wish to suggest that these students listen for new details they may not have discovered previously.

Also, in this particular domain, we have included more Guided Listening Supports (GLS) than usual. Depending on your class, some of the GLS may be necessary for student comprehension, while others may be used to provide background knowledge to the teacher regarding certain farm equipment and terminology in the event that students ask for explanations.

Why Charlotte’s Web I Is Important

This domain will introduce your students to the first half of a classic story that has been a favorite with children for generations. Your students will meet memorable characters like Fern, Wilbur, Charlotte, and Templeton, and learn about the theme of friendship. They will also make personal connections with some aspects of farm life, as well as with other elements of nature, including birds, spiders, plants, and various farm animals.

By listening carefully to and discussing the story, students will reinforce their understanding of the elements of this story, including character, setting, plot (problems and solutions), narration, dialogue, personification, and description.

As students are introduced to new vocabulary words, they will continue to develop an awareness of language that will help them become better readers and writers. They will also use the three steps of the formal writing process—plan, draft, edit—to write a descriptive paragraph together as a class.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1

The following Kindergarten and Grade 1 domains are particularly relevant to the read-alouds your students will hear in *Charlotte's Web I*:

- *Nursery Rhymes and Fables* (Kindergarten)
- *The Five Senses* (Kindergarten)
- *Stories* (Kindergarten)
- *Farms* (Kindergarten)
- *Seasons and Weather* (Kindergarten)
- *Fables and Stories* (Grade 1)

Listed below are the specific content objectives your students targeted in these domains. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy.

Students will:

- Explain how animals often act as people in fables (personification)
- Identify and demonstrate understanding of the five senses: sight, hearing, smell, taste, and touch
- Describe how the five senses help humans learn about the world
- Sequence the seasonal rhythm of planting, growing, and harvesting
- Identify buildings found on farms
- Identify machines and tools of farming
- Identify animals found on farms and the sounds they make

- Identify needs of farm animals: food, water, and space to live and grow
- Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics typical of each season
- Listen to and then demonstrate familiarity with stories, including the ideas they express
- Identify and describe the characters, plot, and setting of a particular story

Instructional Objectives for Charlotte's Web I

The following chart contains all of the Core Content Objectives and Language Arts Objectives for this domain, broken down by lesson.

Charlotte's Web I Overview											
Objectives	Lessons										
	1	2	3	4	5	6	7	8	9	10	11
Core Content											
Identify stories as one type of fiction	✓	✓									
Explain that fiction comes from the author's imagination	✓										
Explain why some stories are called <i>classics</i>	✓										
Identify character, plot, and setting as basic story elements	✓										
Describe the characters, plot, and setting of <i>Charlotte's Web</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe some aspects of life on a farm	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Define and identify the elements of narration and dialogue		✓	✓	✓							
Define and identify the element of description		✓	✓	✓			✓				
Define and identify the element of personification			✓	✓							
Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch				✓	✓	✓	✓	✓		✓	
Describe how an author sometimes gives the reader hints of things to come					✓		✓				

Objectives	Lessons										
	1	2	3	4	5	6	7	8	9	10	11
Core Content											
Explain why spiders are not insects					✓				✓		
Describe the seasons and the order in which they occur						✓	✓			✓	
Describe how seasons affect life on a farm							✓			✓	
Describe spiders and their anatomy									✓		
Language Arts											
Use agreed-upon rules for group discussions . . . (L.2.1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ask questions to clarify directions, exercises, and/or classroom routines (L.2.2)					✓						
Carry on and participate in a conversation . . . (L.2.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and express physical sensations . . . (L.2.4)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn common sayings and phrases such as “You can’t teach an old dog new tricks” and “Keep your fingers crossed” (L.2.9)						✓					✓
Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related . . . (L.2.10)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Listen to and understand a variety of texts . . . (L.2.11)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make predictions (orally or in writing) prior to and during a read-aloud . . . (L.2.12)	✓		✓	✓	✓	✓	✓	✓			✓
Describe illustrations (orally or in writing) (L.2.13)				✓	✓	✓					✓
Use pictures accompanying the read-aloud to check and support understanding . . . (L.2.14)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use word parts to determine meanings (L.2.16)	✓							✓			
Learn synonyms and antonyms (L.2.17)					✓		✓			✓	
Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud . . . (L.2.18)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Interpret information (orally or in writing) presented, and then ask questions to clarify . . . (L.2.19)				✓			✓				
Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions . . . (L.2.22)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Compare and contrast (orally or in writing) similarities and differences . . . (L.2.23)			✓							✓	

Objectives	Lessons										
	1	2	3	4	5	6	7	8	9	10	11
Core Content											
Make personal connections (orally or in writing) . . . (L.2.24)	✓			✓		✓			✓	✓	✓
Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)	✓	✓	✓	✓		✓					✓
Distinguish fantasy from realistic text (L.2.30)	✓	✓	✓								✓
Share writing with others (L.2.34)				✓	✓				✓		
Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events . . . (L.2.35)	✓	✓	✓		✓	✓	✓		✓	✓	✓
Demonstrate understanding (orally or in writing) of literary language, e.g., author, illustrator, characters . . . (L.2.37)			✓		✓		✓		✓	✓	✓

This domain gives students exposure to the Descriptive Writing genre.

Core Vocabulary for *Charlotte's Web I*

The following list contains all of the core vocabulary words in *Charlotte's Web I* in the forms in which they appear in the text. The inclusion of the words on this list *does not* mean that students are expected to immediately be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1	gnawing	rambled
blissful	stealthily	sharp
injustice	Lesson 5	vaguely
promptly	detested	Lesson 9
runt	exterior	delectable
untimely	inheritance	delicate
Lesson 2	loyal	neglected
adoring	objectionable	oblige
enchanted	Lesson 6	troupe
gaze	appalled	Lesson 10
manure	gratified	affectionately
vanished	jubilee	astride
Lesson 3	lair	descended
captivity	scruples	moodily
chuckled	Lesson 7	straddled
escape	campaign	Lesson 11
loft	conspiracy	bewilderment
rooting	hysterics	exertions
Lesson 4	loathed	miraculous
cunning	rigid	notions
dejected	Lesson 8	principal
glutton	lively	

Student Choice and Domain-Related Trade Book Extensions

In the *Tell It Again! Read-Aloud Anthology* for Charlotte’s Web I, Student Choice and Domain-Related Trade Book activities are suggested in both Pausing Points. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

Charlotte’s Web I Image Cards

There are twenty-four Image Cards for Charlotte’s Web I. These Image Cards include photographs and illustrations of animals and objects that are described in the trade book *Charlotte’s Web*. These Image Cards may be used to prompt responses to comprehension questions and/or to provide support to factual information presented during a chapter. In the *Tell It Again! Read-Aloud Anthology* for Charlotte’s Web I, Image Cards are referenced in both Pausing Points as well as in Lessons 1, 3–7, 9, and 11.

Instructional Masters and Parent Take-Home Letters

Blackline Instructional Masters and Parent Take-Home Letters are included in the *Tell It Again! Workbook*.

In the *Tell It Again! Read-Aloud Anthology* for Charlotte’s Web I, Instructional Masters are referenced in the Domain Assessment, both Pausing Points, and in Lessons 1B, 5B, 7B, and 8B. The Parent Letters are referenced in Lessons 1B and 7B.

Assessments

In the *Tell It Again! Read-Aloud Anthology* for Charlotte’s Web I, Instructional Masters DA-1, DA-2, and DA-3 are used for this purpose. To record this kind of Tens score, use the following *Tens Conversion Chart* to convert a raw score into a Tens score.

Tens Conversion Chart

		Number Correct																															
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
1	Number of Questions	0	1	10																													
2	Number of Questions	0	5	10																													
3	Number of Questions	0	3	7	10																												
4	Number of Questions	0	3	5	8	10																											
5	Number of Questions	0	2	4	6	8	10																										
6	Number of Questions	0	2	3	5	7	8	10																									
7	Number of Questions	0	1	3	4	6	7	9	10																								
8	Number of Questions	0	1	3	4	5	6	8	9	10																							
9	Number of Questions	0	1	2	3	4	6	7	8	9	10																						
10	Number of Questions	0	1	2	3	4	5	6	7	8	9	10																					
11	Number of Questions	0	1	2	3	4	5	5	6	7	8	9	10																				
12	Number of Questions	0	1	2	3	3	4	5	6	7	8	8	9	10																			
13	Number of Questions	0	1	2	2	3	4	5	5	6	7	8	8	9	10																		
14	Number of Questions	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10																	
15	Number of Questions	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10																
16	Number of Questions	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10															
17	Number of Questions	0	1	1	2	2	3	4	4	5	5	6	6	7	8	8	9	9	10														
18	Number of Questions	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10													
19	Number of Questions	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10												
20	Number of Questions	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10											
21	Number of Questions	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10										
22	Number of Questions	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10										
23	Number of Questions	0	0	1	1	2	2	3	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10									
24	Number of Questions	0	0	1	1	2	2	3	3	3	4	4	5	5	5	6	6	7	7	8	8	8	9	9	10	10							
25	Number of Questions	0	0	1	1	2	2	2	3	3	4	4	4	5	5	6	6	6	7	7	8	8	8	9	9	10	10						
26	Number of Questions	0	0	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	7	7	7	8	8	8	9	9	10	10				
27	Number of Questions	0	0	1	1	1	2	2	3	3	3	4	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	9	10	10			
28	Number of Questions	0	0	1	1	1	2	2	3	3	3	4	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	9	10	10		
29	Number of Questions	0	0	1	1	1	2	2	2	3	3	3	4	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10	
30	Number of Questions	0	0	1	1	1	2	2	2	3	3	3	4	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the *Tens Conversion Chart*, you can easily convert any raw score, from 0 to 30, into a Tens score. You may choose to use the Tens Recording Chart at the end of the appendix.

Recommended Trade Books for *Charlotte's Web I*

If you recommend that your students read each night for homework, you may suggest that they choose titles from this trade book list.

Used as a Domain Read-Aloud

1. (If using multiple student copies) *Charlotte's Web*, by E. B. White (Scholastic Inc., 1974) ISBN 0590302715
2. (If using single teacher copy) *Charlotte's Web*, by E. B. White (HarperCollins, 2006) ISBN 0060882611

Trade Book List*

3. *Baby Farm Animals*, by Garth Williams (Golden Books, 1981) ISBN 0307021755
4. *Backyard Bird Watching for Kids*, by George H. Harrison (Willow Creek Press, 1997) ISBN 1572230894
5. *Barnyard Banter*, by Denise Fleming (Henry Holt and Company, 2008) ISBN 0805087788
6. *Bateman's Backyard Birds*, by Robert Bateman (Barron's Educational Series, 2005) ISBN 0764158821
7. *Birds: A Golden Guide*, by Herbert S. Zim and Ira N. Gabrielson (St. Martin's Press, 2001) ISBN 1582381283
8. *Birds, Nests, and Eggs*, by Mel Boring and Linda Garrow (NorthWord Books, 1998) ISBN 155971624X
9. *Chicks & Chickens*, by Gail Gibbons (Holiday House, 2003) ISBN 0823419398
10. *A Day in the Life of a Farmer*, by Heather Adamson (Capstone Press, 2004) ISBN 0736846743
11. *Fantastic Farm Machines*, by Chris Peterson and David R. Lundquist (Boyd's Mills Press, 2006) ISBN 1590782712
12. *Farming*, by Gail Gibbons (Holiday House, 1990) ISBN 0823407977
13. *A Field Full of Horses*, by Peter Hansard and Kenneth Lilly (Candlewick Press, 2001) ISBN 0763614348

14. *Horses!*, by Gail Gibbons (Holiday House, 2003) ISBN 0823418758
15. *Life in a Pond*, by Carol K. Lindeen (Capstone Press, 2004) ISBN 0736834028
16. *Life on a Crop Farm (Life on a Farm)*, by Judy Wolfman and David Lorenz Winston (Carolrhoda Books, 2001) ISBN 157505518X
17. *The Milk Makers*, by Gail Gibbons (Aladdin Paperbacks, 1987) ISBN 0689711166
18. *Old MacDonald Had a Farm*, by Kathi Ember (Golden Books, 1997) ISBN 0307988065
19. *Our Animal Friends at Maple Hill Farm*, by Alice and Martin Provenson (Aladdin Paperbacks, 2001) ISBN 0689844999
20. *Pigs*, by Gail Gibbons (Holiday House, 2000) ISBN 0823415546
21. *The Reasons for Seasons*, by Gail Gibbons (Holiday House, 1996) ISBN 059097352
22. *The Rusty, Trusty Tractor*, by Joy Cowley and Olivier Dunrea (Boyd's Mills Press, 2000) ISBN 1563978733
23. *The Seasons of Arnold's Apple Tree*, by Gail Gibbons (Voyager Books, 1984) ISBN 0152712457
24. *Sheep*, by Rachael Bell (Heinemann, 2003) ISBN 1403440409
25. *Spiders*, by Gail Gibbons (Holiday House, 1993) ISBN 0823410811
26. *Spinning Spiders*, by Melvin Berger and S. D. Schindler (HarperCollins, 2003) ISBN 0064452077
27. *Stuart Little*, by E. B. White (HarperCollins, 1974) ISBN 0064400565
28. *Swallows in the Birdhouse*, by Stephen R. Swinburne and Robin Brickman (Boyd's Mills Press, 2005) ISBN 1590783298
29. *The Trumpet of the Swan*, by E. B. White (HarperCollins, 2000) ISBN 0064408671

30. *The Very Busy Spider*, by Eric Carle (Philomel Books, 1984)
ISBN 0399211667
31. *The Year at Maple Hill Farm*, by Alice and Martin Provensen
(Aladdin, 2001) ISBN 0689845006

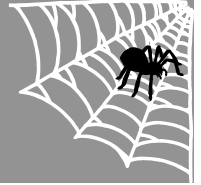
Teacher Resource

32. *The Annotated Charlotte's Web*, by E. B. White and Peter F. Neumeyer (HarperCollins, 1994) ISBN 0060243872

*Some of these titles may be put into the classroom book tub for various reading levels.

1

Before Breakfast



Lesson Objectives

Core Content Objectives

Students will:

- Identify stories as one type of fiction
- Explain that fiction comes from the author’s imagination
- Explain why some stories are called *classics*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *Charlotte’s Web*
- Describe some aspects of life on a farm

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)

- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Use word parts to determine meanings (L.2.16)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Distinguish fantasy from realistic text (L.2.30)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)

Core Vocabulary


Chapter I of *Charlotte’s Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

blissful, *adj.* (p. 7) Full of happiness

Example: After having a great time at her birthday party, Sasha went to bed feeling blissful.

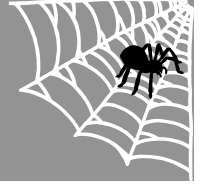
Variation(s): none

- injustice, n. (p. 3)** Unfair treatment of people or animals
Example: Max suffered injustice when his mom put him in a time-out for breaking the lamp that his younger brother actually broke.
Variation(s): injustices
- promptly, adv. (p. 5)** Quickly; without delay
Example: Once Sean realized he was late for school, he promptly put on his shoes and ran out the door.
Variation(s): none
- runt, n. (p. 1)** The smallest or weakest in a litter, or group of newborn animals
Example: When the puppies were born, the runt needed the most care because he was weaker than the other puppies.
Variation(s): runts
- untimely, adj. (p. 4)** Happening before the expected time or at an inconvenient time
Example: David’s untimely fever made it impossible for him to go to the party.
Variation(s): untimelier, untimeliest

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Domain Introduction		10
	Personal Connections		
	Essential Background Information or Terms		
	Sharing the Trade Book Cover		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Before Breakfast	<i>Charlotte’s Web</i> , by E. B. White, pp. 1–7 Image Card 1	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Injustice		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Story Map	Instructional Master 1B-1 chart paper, chalkboard, or whiteboard	20
	Creating Bookmarks	strip of white cardboard, ribbon for each student, hole puncher, art supplies	
<i>Take-Home Material</i>	Parent Letter	Instructional Masters 1B-2, 1B-3	

1A

Before Breakfast



Introducing the Read-Aloud

10 minutes

Domain Introduction

Explain to students that you are going to be reading a chapter book titled *Charlotte's Web* and that they will hear a chapter each day for the next few weeks. If they will each have their own book, explain that they are *not* expected to follow each word in the text as you read. Tell them that you wish for them to really *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

Note: If you have students who have read this book previously or who have seen the movie, you may wish to talk with them about not giving away the plot as you read, so that students experiencing the book for the first time can fully enjoy it as they did. You may also wish to suggest that these students listen for new details they may not have discovered previously.

Personal Connections

Tell students that the chapter book they are going to hear takes place in the country on a farm. Ask students to raise their hands if they have ever visited or lived on a farm. Ask what they know about the country, farms, farm animals, and the cycles of seasons and changes that affect life on a farm.

Note: You may wish to create a KWL (**K**now **W**onder **L**earn) chart to capture all of the information about farms in this story and add to it as students ask and answer questions. Because farm content is such an integral part of the setting, there is a related comprehension question in each lesson of this domain with the exception of Chapter VIII. The farm content and related comprehension questions continue in the following domain, *Charlotte's Web II*, so if you do begin a chart, make sure to keep it for future use.

Essential Background Information or Terms

Tell students that the story they are going to hear is fiction, and remind them that this means it was created from the author’s imagination. Tell them that this story was written by a man named E. B. White. Tell them that although White lived close to a city in New York, his family owned a farm in the country in Maine that he would visit every summer as a child. He even had a pet goose named Felicity. When he became an adult, he moved to the farm permanently, because he loved the country. Explain that the setting of the story of *Charlotte’s Web* is a farm in the northeastern part of the United States, just like the one where White spent many of his days.

Tell students that *Charlotte’s Web* was written in 1952—more than fifty years ago—and is considered one of the best children’s stories ever written. Tell students that because this story is of a high quality and has endured throughout the years, it is known as a *classic*. Encourage students to ask their parents and grandparents if they are familiar with the classic story of *Charlotte’s Web* or with White’s other classic children’s stories, *Stuart Little* and *The Trumpet of the Swan*.

Sharing the Trade Book Cover

Share with students the trade book cover of *Charlotte’s Web*, reading aloud the title, author, and illustrator. Ask students to predict who the main characters will be and what the story will be about.

Purpose for Listening

Tell students to listen to find out whether or not their predictions are correct.

Before Breakfast

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter I, “Before Breakfast,” starts on page 1 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

Page 1

- . . . **were born last night.**” A hog house is a shelter for pigs. It is also known as a pigpen or pigsty.
- . . . **is a runt.**” A **runt** is the smallest animal in a group of newborn animals.
- . . . **with her father.** *Sopping* means very wet, which describes Fern’s sneakers when she walked through the wet spring grass. What do you think Fern is going to say to her father?

Page 3

- **“Now run along!”** A litter is a group of baby animals born to the same mother at the same time. Why do you think the weakest, or weakest one of the litter, would make trouble?
- . . . **ever heard of.**” The word ***injustice*** means unfairness. What does Fern think is the most terrible case of injustice?
- . . . **a queer look . . .** or a strange look
- . . . **from the stove.** Pretend you are in the Arables’ kitchen. What do you smell? The author uses specific nouns to make you feel like you are there.

Page 4

- . . . **a white one.** (Show students Image Card 1 [piglet].) Piglets can be brown, black, white, or pink. Sometimes they also have spots or stripes.

- . . . **for this foolishness.**” The word *untimely* means happening before the expected time. Fern feels that the newborn pig should not die so soon after being born.
- **“He’s absolutely perfect.”** What does Fern think of the runt?

Page 5

- . . . **a white rat.**” A specimen is an example. What does Fern’s brother Avery think of the runt?
- . . . **out of bed promptly.** or quickly

Page 7

- . . . **charge of a pig.** The word *blissful* means full of joy. Why is Fern so blissful?
- . . . **could think of.** What name do you think Fern will choose for her pig? (Point to the picture of the pig on page 6.) What name would you choose?
- . . . **Fern blushed.** Why do you think Fern blushed?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. What characters did you meet in this chapter? (Fern, Avery, Mr. and Mrs. Arable, Wilbur) How old is Fern? (eight) How old is Avery? (ten) What color is Wilbur? (white)
3. What is the setting of this story? (a farm in the country in the 1950s) What season is it? (spring)

4. What is Mr. Arable going to do to the runt pig? (kill it) Why? (A runt causes trouble because it is too small to nurse, and the other animals can mistreat it.)
5. How does Fern feel about what her father is going to do? (angry, upset at the injustice, etc.) What does Fern do to save the pig? (begs her father to save it; tells him that it is unfair)
6. How does Mr. Arable solve the problem? (He gives the runt to Fern to care for it.) What does Fern have to do to take care of Wilbur? (feed him milk from a bottle)
7. Could the events in this chapter really happen? (yes) How do you know? (These events could really happen: pigs are born on farms; people eat breakfast; a pig can actually become a pet; etc.)
8. What did you learn about farms in this chapter? (Answers may vary but may include some of the following: Farms have pigs, and many of them are born in the spring; sometimes the runts cause trouble and are killed; sometimes pigs are pets; baby animals need food to live; etc.) **[Note:** If you decided to create a KWL chart to capture the farm information in this story, you may wish to update it here.]

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

9. *Think Pair Share:* Would you have done what Fern did? Why or why not? (Answers may vary.)

Word Work: Injustice

(5 minutes)

1. In the read-aloud, you heard Fern say, “This is the most terrible case of *injustice* I ever heard of.”
2. Say the word *injustice* with me.
3. Injustice is unfairness.
4. Martha couldn’t believe the injustice when her mom said she couldn’t go to the movie with her older brothers.
5. Have you ever experienced an injustice? Try to use the word *injustice* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I experienced an injustice when . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *injustice*?

Use a *Word Parts* activity for follow-up. Write the word *injustice* on the board. Ask students what word they see inside it. Prompt them to recognize the word *justice*, and remind them that this is called the *root word*. Tell them that *justice* means *fairness*. Explain that when you add the prefix *in-* or *un-* before a word, it means “not” and makes the root word mean the opposite of its original meaning. *Justice*, or *fairness*, is the opposite of *injustice*, or *unfairness*.

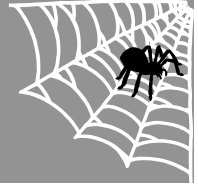
Ask students to share other words they know with the prefixes *in-* and *un-*, and help them point out the root words. Examples may include *invisible*, *indecent*, *unharmed*, *unhappy*, and *uncooked*.



Complete Remainder of the Lesson Later in the Day

1B

Before Breakfast



Extensions

20 minutes

Story Map (Instructional Master 1B-1)

Copy Instructional Master 1B-1 onto a large piece of chart paper, a chalkboard, or a whiteboard. (Be sure to make each section large enough to fit information from each read-aloud.) Tell students that together they are going to create a story map of the elements, or parts, of *Charlotte's Web*. Tell them that today you will begin to talk about the elements of character, setting, and plot.

Remind students that a character is a person or animal in the story, the setting is where and when the story takes place, and the plot is what happens in the story. Tell students that part of the plot of a story is made up of problems and their solutions. Ask students what the problem is in “Before Breakfast” and how it is resolved.

Fill in the characters, plot (problems and solutions), and setting sections. Tell students that they will add to this story map as they continue reading *Charlotte's Web*.

Note: You may wish to have students complete Instructional Master 1B-1 on their own to record the story elements at the end of a chapter. You may need to make additional copies if you have students complete the story map for multiple chapters.

Creating Bookmarks

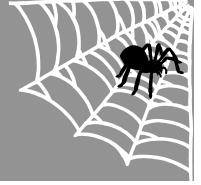
Give each student a strip of white cardboard. Tell them that they are going to make their own bookmarks to use with their copies of *Charlotte's Web*. (If you are using the single teacher copy instead of the student copies, you may wish to have students create the bookmarks to take home, or have them complete another drawing activity.) Have students decorate their bookmarks with whatever words, images, and designs they choose. Punch holes in the tops of the bookmarks and have students choose ribbons

to thread through the top. Have students put their names on their bookmarks so they will be able to distinguish which book is theirs.

Tell students that as they read and learn more about the story, they may wish to add to their bookmarks or create new ones to reflect scenes from the story. You may also encourage students to write down favorite words they find in the story on the back of their bookmarks. As students create, be sure to expand upon their ideas, encouraging the use of increasingly complex sentences and domain-related vocabulary.

Parent Letter

Send home Instructional Masters 1B-2 and 1B-3.



Lesson Objectives

Core Content Objectives

Students will:

- Identify stories as one type of fiction
- Describe the characters, plot, and setting of *Charlotte's Web*
- Define and identify the elements of narration and dialogue
- Define and identify the element of description
- Describe some aspects of life on a farm

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Distinguish fantasy from realistic text (L.2.30)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)

Core Vocabulary

Chapter II of *Charlotte’s Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

adoring, adj. (p. 8) Showing love and/or admiration; loving

Example: Sarah held her new baby sister and looked at her with adoring eyes.

Variation(s): none

enchanted, v. (p. 9) Delighted and captivated by something or someone, as if under a magic spell

Example: Every time Jill sings, her mother is enchanted by her beautiful voice.

Variation(s): enchant, enchants, enchanting

gaze, v. (p. 8) To look at something or someone for a long time

Example: On clear nights, Peter and his dad like to gaze at the stars.

Variation(s): gazes, gazed, gazing

manure, n. (p. 12) Bodily waste from farm animals, often used as fertilizer


Example: The pigs loved to roll around in the soft, warm manure.

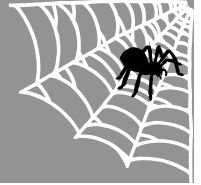
Variation(s): none

vanished, v. (p. 10) Went out of sight; disappeared

Example: The kids playing hide-and-seek with Tommy vanished as soon as he started counting.

Variation(s): vanish, vanishes, vanishing

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Essential Background Information or Terms		10
	What Have We Already Learned?		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Wilbur	<i>Charlotte's Web</i> , by E. B. White, pp. 8–12	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Enchanted	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Narration, Dialogue, and Description		20
	Story Map	Instructional Master 1B-1	



Introducing the Read-Aloud

10 minutes

Essential Background Information or Terms

Tell students that before you start today’s read-aloud, you would like for them to look at a passage from the first chapter. Have them turn to page 1. Ask for a student volunteer to read—or you may wish to read the passage yourself—starting at the last paragraph on page 1 and ending with the first line of page 2.

Ask students if they notice the difference between the text on page 1 and the first line of page 2. If students don’t pick up on the difference, ask them questions such as: “Is a character speaking on page 1?” Reread the last paragraph on page 1. Ask: “Is a character speaking now?” Reread the first line of page 2. Once students are aware of the dialogue, ask them what punctuation is used when a character is speaking on page 2. Write the first line of page 2 on the board. Tell students that the dialogue is the part of the story where the characters speak, and that this part always has quotation marks around it, as this sentence does. Ask one or two volunteers to find another example of dialogue in the first chapter. Say: “So whenever one of the characters in the story is speaking, we will see quotes around what they say to show dialogue.” Have students repeat the word *dialogue* after you and make the ‘quote sign’ with you with their fingers.

What Have We Already Learned?

Ask students what has happened so far in the story *Charlotte’s Web*. You may wish to prompt them with the following questions:

- What type of story is this?
- Who are the characters in the story?
- What is the setting?
- How did Fern end up with a pet pig named Wilbur?

Purpose for Listening

Tell students to listen for the dialogue in the story. Tell them to also listen to find out if the events in this chapter could really happen.

Note: You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

Wilbur

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter II, “Wilbur,” starts on page 8 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

Page 8

- . . . **with adoring eyes.** He would **gaze**, or look at her for a long time with loving eyes. Why do you think Wilbur adores Fern? Has there been any dialogue in this chapter so far?

Page 9

- . . . **as he pleased.** What season of the year is apple-blossom time? Why do you think the Arables moved Wilbur from place to place?
- . . . **and see what he does.”** Is this dialogue? How do you know? (If using the teacher edition, point out the quotation marks for students.)
- . . . **peered through the door.** or peeked through the door
- . . . **with his snout.** or his nose
- **Fern was enchanted.** The word *enchanted* means very delighted or pleased by something or someone, as if under a spell. Why do you think Fern is enchanted by Wilbur?

Page 10

- . . . **vanished around a turn.** or disappeared around a turn
- . . . **for a swim.** Who is Avery?

- . . . **broke down and wept.** Why is Fern weeping, or crying?
- . . . **got to be sold.**” So, why is Mr. Arable selling Wilbur?
- . . . **see what he says.**” What is a runt? Do you think Uncle Homer will buy Wilbur? Why or why not?
- . . . **cellar of Zuckerman’s barn.** The bodily waste from farm animals that is often used as fertilizer is called **manure**. A cellar, or basement, is the lowest level of a building that is completely or partly underground. So, where is Wilbur living now?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Where does Wilbur live for the first few days of his life? (in a box by the stove in the kitchen) Look at page 9; after being moved from the house to the woodshed, where on the Arable farm does Wilbur end up living? (under an apple tree in a large wooden box full of straw)
2. How does Fern spend her days with Wilbur? (feeds him; plays with him; is followed around by him; pushes him in a stroller with her doll; etc.)
3. How do Fern and Wilbur feel about each other? (They adore each other; they are both enchanted.) How would you feel about having a pet pig? (Answers may vary.)

4. What does Mr. Arable say when Wilbur turns five weeks old? (that he is too big to feed and must be sold) What is Mrs. Arable's suggestion? (to sell Wilbur to Fern's Uncle Homer, who lives down the road) Why do you think Mrs. Arable suggests this? (so Fern can still visit Wilbur)
5. Do you think you could buy a piglet today for six dollars? Why or why not? (Answers may vary.) [Remind students that this story was written in 1952, when things cost a lot less. Tell them that a piglet today, depending on its size, would cost about fifty dollars.]
6. Do you think Wilbur will be happy living at the Zuckermans' farm? Why or why not? (Answers may vary.)
7. Could the events in this chapter really happen? (yes) How do you know? (These events could really happen on a farm: a pig could really drink milk; a pig could really burrow in the straw; a pig could really be sold; etc.)
8. What did you learn about farms from this chapter? (Answers may vary but may include some of the following: Pigs are often sold when they get to be a certain size; some farms have cellar, or basement, barns; manure is used as fertilizer; etc.) [**Note:** If you decided to create a KWL chart to capture the farm information in this story, you may wish to update it here.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Think Pair Share:* Do you think it is fair for Fern's father to sell Wilbur, or do you think this is another case of injustice? (Answers may vary.)

Word Work: Enchanted

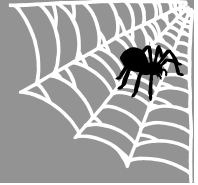
(5 minutes)

1. In the read-aloud, you heard that Fern was *enchanted* by Wilbur.
2. Say the word *enchanted* with me.
3. *Enchanted* means delighted or pleased by something or someone, as if under a magic spell.
4. Julie was enchanted by all of the swirling snow globes in the toy store.
5. Have you ever been enchanted by something or someone? Try to use the word *enchanted* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I was enchanted by . . .")
6. What's the word we've been talking about? What part of speech is the word *enchanted*?

Use a *Drawing* activity for follow up. Have students draw something they are enchanted by. You may wish to prompt them by asking, "Are you enchanted with it because it is very small, or young, or beautiful, or extraordinary?" Allow students to share their drawings with the class, encouraging them to use the word *enchanted*.



Complete Remainder of the Lesson Later in the Day

**Extensions****20** minutes**Narration, Dialogue, and Description**

Ask students what dialogue is and have them share an example from the chapter. Then ask students to go back and look at the last paragraph on page 1. Explain that the voice that is telling the story is called the *narrator* and that in *Charlotte's Web*, the narrator is not one of the characters in the story. Tell students that the *narration* is the part of the story that tells what is happening and that this part does not have quotation marks around it within the story. Explain that the narration helps the reader know what the characters are doing, as in this sentence: *Fern pushed a chair out of the way and ran outdoors*. Ask one or two volunteers to find another example of narration in the first chapter. Say: "So whenever one of the characters is not talking and the words are the part of the story that describes what is happening, it is called narration." Have students repeat the word *narration* after you.

Explain that narrative text also has most of the description of a story to help the reader imagine what is happening. Without good description, a reader cannot get a clear picture in his or her head. Now ask students to close their eyes and imagine what they see when you read these two sentences: *The grass was wet and the earth smelled of springtime. Fern's sneakers were sopping by the time she caught up with her father*. Ask students to describe what they imagined when they closed their eyes. Tell students that description is writing that has specific words and details to describe a person, place, or thing. Turn to page 10 and ask students to look at the bottom of the page when Fern and her brother Avery are swimming. Reread the last sentence on this page and ending on page 11. What are some examples of description in this sentence? (splashing water; The mud along the brook is described as warm, moist, sticky, and oozy.)

Ask students what the difference is between narration and dialogue. Go back and read pages 11 and 12 of the chapter, which have both narration and dialogue. Tell students to follow along in their books starting from the first full paragraph. Say: “If what I read is narration, say, ‘narration’ when I pause at the end of that section. If what I read is dialogue, say, ‘dialogue’ when I pause at the end of that section and make the quotation marks sign with your fingers.” (Model this for students.)

Story Map (Instructional Master 1B-1)

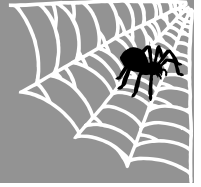
Add any new characters, settings, or plot events to the story map. For example, you may want to add Uncle Homer as a new character, Wilbur’s wooden shed under the apple blossom tree as a new setting, or Wilbur being sold as a new plot event. Be sure to include any problems and/or solutions.

Write “Narration,” “Dialogue,” and “Description” under the Other Elements section, reminding students that description is writing that has specific detail about people, places, and things. Tell students to listen for more description in the coming chapters.

Note: You may wish to have students complete Instructional Master 1B-1 on their own to record the story elements at the end of a chapter. You may need to make additional copies if you have students complete the story map for multiple chapters.

3

Escape



Lesson Objectives

Core Content Objectives

Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Define and identify the elements of narration and dialogue
- Define and identify the element of description
- Define and identify the element of personification
- Describe some aspects of life on a farm

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)

- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Distinguish fantasy from realistic text (L.2.30)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)
- Demonstrate understanding (orally or in writing) of literary language, e.g., author, illustrator, characters, setting, plot, dialogue, and personification, by using this language in retelling stories or creating their own stories (L.2.37)

Core Vocabulary

Chapter III of *Charlotte's Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

captivity, n. (p. 22) The state of being a prisoner, when a person or animal is kept in one place and not allowed to leave

Example: Lions are kept in captivity at the city zoo so that many people can come and observe them.

Variation(s): captivities

chuckled, v. (p. 17) Laughed softly; laughed to oneself

Example: Sally chuckled as she watched her younger brother trying to walk across the room with her mother's heels on.

Variation(s): chuckle, chuckles, chuckling

escape, n. (p. 19) The act of slipping away or getting away

Example: The knight's escape from the castle was difficult in the heavy rainstorm.

Variation(s): escapes

loft, n. (p. 13) A space at the top of a barn, usually used to store hay


Example: After coming home from school, the farmer's daughter liked to take her dolls up to the loft of the barn and play before dinner.

Variation(s): lofts

rooting, v. (p. 18) Poking or digging around, usually in the ground; looking for something by turning things over

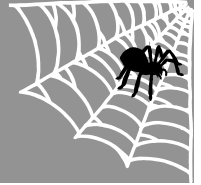
Example: When his mother came upstairs, Marcus was rooting through his toy chest, trying to find his favorite car.

Variation(s): root, roots, rooted

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Essential Background Information or Terms		
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Escape	<i>Charlotte's Web</i> , by E. B. White, pp. 13–24 Image Cards 2 and 3	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Image Cards 4–6	10
	Word Work: Captivity		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Story Map	Instructional Master 1B-1	20
	Drawing the Read-Aloud	drawing paper, drawing tools	

3A

Escape



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Ask students what has happened so far in the story *Charlotte's Web*. You may wish to prompt them with the following questions:

- How do Fern and Wilbur spend their days together?
- What are some descriptive words you can use to describe how Fern and Wilbur feel about each other?
- Where is Wilbur now? Why?
- What is narration? What is dialogue?

Essential Background Information or Terms

Tell students that before you start today's read-aloud, you want to ask them a question. Ask: "Can you think of a story you have previously heard where an animal talks like a person?" If students have trouble answering, you may wish to give them an example such as the wolf in *Little Red Riding Hood* or the flounder in *The Fisherman and His Wife*. Have them discuss how the animal character behaved like a person.

Say: "When an animal behaves like a person in a story, it is called *personification*. Repeat the word after me. What word do you hear inside the word *personification*?" Prompt students to recognize the word *person* and remind them that personification is when an animal is given the characteristics of a person, such as the talking wolf in *Little Red Riding Hood* or the talking flounder in *The Fisherman and His Wife*. Ask: "Could an animal talk using words in real life?"

Tell students that in today's chapter, they will hear some examples of personification.

Making Predictions About the Read-Aloud

Share the title of the chapter, “Escape.” Ask the students to share what it means to escape. Ask them to think about what has happened so far to predict who might escape and from where.

Purpose for Listening

Tell students to listen to find out if their predictions are correct. Tell them to also listen to find out if the events in this chapter could really happen.

Note: You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

Escape

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter III, “Escape,” starts on page 13 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

Note: Students who participated in the Core Knowledge Language Arts program in Kindergarten may be familiar with some of the farm terminology in this and other chapters, including *hayloft* and *scythe*, from the *Farms* domain.

Page 13

- . . . **smelled of manure.** What is manure? What is it used for?
- . . . **again in the world.** We are listening to the narrative text here, because no characters are talking. The author is using specific nouns and adjectives to describe the Zuckermans’ barn, like he did with the Arables’ kitchen, so that you feel like you are there. Listen to the rest of this description. Feel free to close your eyes to help you imagine this setting if you wish.
- . . . **of new rope.** (Show Image Card 2 [harness].) A harness is a set of straps put on a horse to control it and to attach it to something like a cart or wagon. Harness dressing and axle grease are both oils that have sharp, strong smells.
- . . . **and the sheep.** A **loft**, or hayloft, is an area at the top of the barn where hay is kept. Hay is dried grass and other types of plants that is used for both food and bedding for farm animals. Try to imagine the loft at the top of a barn like a second floor, and picture someone pitching hay down to the animals. (You may wish to show students the illustration on page 71.)
- . . . **for the cows,** . . . Tie-ups are stalls that have bars or ropes to hold the cows in place while they are being milked.

Page 14

- . . . **rusty rat traps.** Grindstones are stone wheels that rotate and grind, polish, or sharpen tools. (Show Image Card 3 [scythe].) Scythes (SITHES) are tools with long, curved blades used to cut down crops. The author is using this list to add detail to the setting. Can you imagine all these objects that are stored in the barn?
- . . . **the south side.** So, the barn has three levels: a loft where the hay is kept, a main floor where the horses and cows live, and a cellar, or basement, where the sheep and Wilbur live. (Point to the picture.) Here, Wilbur is in an outside yard by the cellar door.

Page 15

- . . . **had been discarded,** . . . or thrown away
- . . . **listening and watching Wilbur.** Remember, as a young boy, the author, E. B. White, used to sit and watch the animals on his family's farm just like Fern likes to do.
- . . . **with the sheep.** So, if the geese live with the sheep along with Wilbur, do they live on the main floor or in the cellar?

Page 16

- . . . **no rides, no swims.** So, which do you think Wilbur prefers: living with the Arables or living in the Zuckermans' barn? Why?
- . . . **overlooked at lunch.** A trough (TRAWF) is a long, narrow container that holds water or food for farm animals. (Turn back to page 14 and point to the trough.) Why is Wilbur looking into his trough?
- . . . **tired of living," he said.** Who is speaking? Is this the first time we've heard Wilbur talk? Can a pig speak words like you and me in real life? This is called *personification*.
- . . . **said a voice.** Who do you think is answering Wilbur?

Page 17

- . . . **and come on out!**” Which animal is speaking now? Do you think the goose is giving good advice? Why or why not?
- . . . **one board was loose.** What do you think is going to happen?
- **The goose chuckled.** or laughed softly to herself
- . . . **down through the orchard.** or down through the area planted with fruit trees

Page 18

- . . . **when you’re young.**” Why is the goose so excited?
- . . . **pushing, digging, and rooting.** The word **rooting** means poking or digging as if to find something. Wilbur is rooting around in the ground with his snout, or nose.
- . . . **in the woods.**” What is happening?
- . . . **join the chase.** The cocker spaniel, a kind of dog, hears lots of commotion, or noise. What is causing this commotion?

Page 19

- . . . **bucket of slops.**” Who is Lurvy? Why do you think Mr. Zuckerman is going to get a bucket of slops, or leftover food scraps?
- . . . **on the place.** The news of Wilbur’s **escape**, or getting away, is spreading among all the animals.
- . . . **in my own yard.**” How do you think Wilbur feels? What will he do next?

Page 20

- . . . **dodge about!**” **cried the goose.** To dodge is to move quickly from side to side to avoid being caught, like in a game of dodgeball. Should Wilbur listen to the goose’s advice? Why or why not?

Page 21

- . . . **yelled the gander.** A gander is a male goose.

Page 22

- . . . **by this hullabaloo.** *Hullabaloo*, like *commotion*, means noise. What is causing the hullabaloo?
- . . . **from the Zuckermans' breakfast.** Middlings are pieces of wheat leftover when making flour. A popover is a light, hollow muffin. What do you think Wilbur is going to do?
- . . . **to your stomach.**” Mr. Zuckerman is trying to lure, or tempt, Wilbur with the food back into captivity. The word ***captivity*** means the state of being a prisoner, when Wilbur was locked up and not allowed to leave.

Page 23

- . . . **cried the goose.** To reconsider is to think again about something. What does the goose want Wilbur to reconsider?

Page 24

- . . . **as he lay down.** Do you think Wilbur will ever try to escape again? Why or why not?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. Could all of the events in this chapter really happen? (no) Which events could happen? (a pig escaping; animals making a lot of noise) Which could not? (animals speaking words and acting like people)

3. Which animals are personified in this chapter? That is, which of the characters in this chapter are not human but are given human characteristics? (Wilbur and most of the animals in the barn) Which animals are not given human characteristics? (the cat and dog)
4. How is this chapter different from the previous two chapters? (The first two chapters had realistic events that could really happen, but this chapter has events that could not really happen.)
5. What is a cellar? (the lowest level of a house or barn) Why is the cellar a good shelter for Wilbur? (It is warm and comfortable.) Who lives near Wilbur in the cellar? (sheep, geese)
6. What do you think Fern thinks about while she's sitting on the milking stool watching Wilbur and the other animals? (Answers may vary.) Do you think you would like to sit in a barn and watch animals? Why or why not? (Answers may vary.)
7. Is Wilbur happy living in the Zuckermans' barn cellar? Why or why not? (No, because he doesn't have fun like he did on the Arables' farm.)
8. Who encourages Wilbur to escape? (the goose) Why does Wilbur choose to listen to the goose's advice? (He is bored.)
9. What are some of the crops, or plants grown for food, that the Zuckermans grow on their farm? [Show students Image Cards 4 (radishes), 5 (corn), and 6 (asparagus) and prompt students to recall these crops. Ask students if they have ever eaten any of these foods. Tell them to listen for more crops in future chapters.]
10. What did you learn about farms in this chapter? (Answers may vary but may include some of the following: Farms have crops; animals need to be penned up so they don't escape; a barn has many tools; etc.) **[Note: If you decided to create a KWL chart to capture the farm information in this story, you may wish to update it here.]**

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

11. *Think Pair Share:* What do you think Fern would have done if she had been at the Zuckermans' farm when Wilbur tried to escape? (Answers may vary.)

Word Work: Captivity

(5 minutes)

1. In the read-aloud, you heard the goose say that Mr. Zuckerman is trying to lure Wilbur back into *captivity*.
2. Say the word *captivity* with me.
3. Captivity is the state of being a prisoner.
4. After the caterpillar changed into a moth through metamorphosis, Brian set it free from its captivity in the jar.
5. Have you ever seen or kept something in captivity? Try to use the word *captivity* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I saw/kept _____ in captivity once when . . .")
6. What's the word we've been talking about? What part of speech is the word *captivity*?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some animals. If the animal I describe lives in captivity, say, "in captivity." If the animal I describe does not live in captivity, say, "not in captivity."

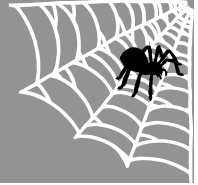
1. a toad in a jar (in captivity)
2. an eagle flying high in the sky (not in captivity)
3. a goldfish in a bowl (in captivity)
4. ants in a man-made ant farm (in captivity)
5. a cat roaming freely in the neighborhood (not in captivity)



Complete Remainder of the Lesson Later in the Day

3B

Escape



Extensions

20 minutes

Story Map (Instructional Master 1B-1)

Add any new characters, settings, or plot events to the story map. Be sure to include any problems and/or solutions.

Write “Personification” under the Other Elements section, reminding students that this is when animals or objects are given human characteristics. Write a ‘P’ next to the animals that are examples of personification. Ask students which animals are not personified in this chapter. Prompt them to remember that the cat and dog are not given human characteristics in this story, but rather they act like animals. (The dog chases Wilbur around and tries to bite him; the cat is only mentioned for the fish-heads that it eats.)

Write “Fantasy” beneath the title and author, telling students that this means this story has parts in it that could not really happen in real life. Remind them that the first two chapters had realistic text—that is, the events could happen in real life—but that in this chapter, the events have started to become unrealistic, such as animals talking. Tell them to look for more unrealistic things to come in this fantasy story.

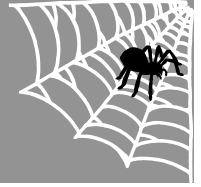
Drawing the Read-Aloud

Tell students that they are going to draw the Zuckermans' barn to help them clearly understand the setting. Tell them to turn to page 83 to see what a cellar of a barn looks like. (Don't let them peek at anything else!) Explain that a cellar, or basement, barn is often built on the side of a hill so that both the upper and lower levels can open onto level ground. Explain that the lower part of the barn, which is partly underground, is where Wilbur, the geese, and the sheep live. They have both an indoor and outdoor pen. Tell students that the upper ground level, which is around the corner, is where the horses and cows live and that their door opens out onto the pasture. Remind students that the hayloft is above the upper ground level.

Give each student a piece of paper and have them draw their own picture of the Zuckermans' barn. Remind them of the list on page 14 of all the specific things that are in the barn. Encourage them to include all of the animals and where they live. They may wish to add other surrounding elements, such as some crops, tools in the barn, etc.

4

Loneliness



Lesson Objectives

Core Content Objectives

Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Describe the elements of characters, setting, plot, narration, dialogue, description, and personification
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Describe some aspects of life on a farm

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)

- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Interpret information (orally or in writing) presented and then ask questions to clarify information or the topic in a read-aloud (L.2.19)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Share writing with others (L.2.34)

Core Vocabulary

Chapter IV of *Charlotte’s Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

cunning, n. (p. 30) The skill of being crafty and clever to get what you want, often by using dishonest tricks

Example: The fox’s cunning helped him escape from the hunter who was trying to capture him.

Variation(s): none

dejected, adj. (p. 30) Very unhappy and disappointed; low in spirits
Example: Jerome felt lonely and dejected when the other kids in the park did not want to play with him.

Variation(s): none

glutton, n. (p. 29) A person who frequently eats and drinks too much
Example: Sam always had a stomachache because he ate like a glutton, taking two or three helpings at every meal.

Variation(s): gluttons

gnawing, v. (p. 29) Chewing or biting something repeatedly, often creating a hole in it or slowly destroying it


Example: While the family ate dinner, the dog sat under the table gnawing on a bone.

Variation(s): gnaw, gnaws, gnawed

stealthily, adv. (p. 30) Quietly and sneakily in order not to be noticed

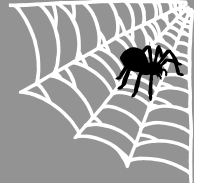
Example: Lucy crept stealthily down the stairs so her parents would not know she had gotten out of bed.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Essential Background Information or Terms		
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Loneliness	<i>Charlotte’s Web,</i> by E. B. White, pp. 25–31 Image Cards 7–9	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Dejected		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Story Map	Instructional Master 1B-1	20
	Writing Prompt: Description		

4A

Loneliness



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Ask students what has happened so far in the story *Charlotte's Web*. Have students page through the first three chapters to reference the illustrations as a reminder of the plot thus far. You may wish to prompt them with the following questions about the last read-aloud:

- Why is the previous chapter called “Escape”?
- Can you describe the Zuckermans’ barn?
- Can you find an example of personification in Chapter III, where an animal is acting like a person? Which animals have been personified thus far?
- Can you find an example of dialogue in Chapter III, where a character is talking? What punctuation is used to show dialogue?
- Can you find an example of narration in Chapter III, where there are no specific characters talking and where the narrator is painting a picture of what is happening in the story using descriptive words?
- Is *Charlotte's Web* realistic or fantasy? How do you know?

Essential Background Information or Terms

Remind students that they have heard the author of *Charlotte's Web* use the element of description to tell about several things including: the Arables’ kitchen, the Zuckermans’ barn, Fern’s days with Wilbur, and the spring season.

Tell students that the author uses descriptive words or phrases to appeal to, or ask attention from, their five senses. Ask: “What are the five senses?” Prompt students to realize that they are

using their senses of sight, smell, hearing, taste, and touch when they imagine the Arables' kitchen, the Zuckermans' barn, and the spring season on the farm. Tell students to listen to this chapter for more description that appeals to their senses and helps them picture what is happening.

Making Predictions About the Read-Aloud

Read the title of the chapter, "Loneliness." Ask the students who has been lonely thus far in the story and what problem this character's loneliness or boredom caused. Ask students to predict whether or not there will be more problems because Wilbur is lonely and bored, and if so, what kinds of problems.

Purpose for Listening

Tell students to listen for more descriptions that appeal to their senses and to find out if their predictions are correct.

Note: You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

Loneliness

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter IV, “Loneliness,” starts on page 25 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

Page 25

- . . . **from the eaves.** or from the overhanging edge of the roof
- . . . **thistles and pigweed grew.** (Show Image Card 7 [thistle].) Thistles are prickly plants with purple flowers. (Show Image Card 8 [pigweed].) Pigweed is also a plant that can grow quickly and harm crops; farmers often pull these weeds and mix them in with the food for the pigs.
- **Rain upset Wilbur’s plans.** Here, *upset* means ruined or spoiled. How do you think Wilbur feels now that the rain has upset or ruined his plans? Has the rain ever upset your plans to do something?
- . . . **bits of Shredded Wheat.** Here is another list the author uses to describe something: the contents of Wilbur’s trough. Pay attention to how much Wilbur plans his days around his meals.

Page 26

- . . . **better than nothing.** Who is the new character who has just been introduced?
- . . . **in the air.** (Show students Image Card 9 [clover].) Clover is a plant with small red, purple, white, or yellow flowers that has a sweet smell and is often eaten by animals. Have you ever smelled this flower?

- . . . **package of cheese.** Hominy is dried, ground kernels of corn. Why do you think Wilbur gets the stale, or dried-out, hominy? Instead of throwing leftover food away, people often feed scraps to animals as a form of recycling.
- . . . **scrap of upsidedown cake.** Provender is dry food, like hay or oats. Marmalade is jelly with pieces of fruit, pulp, or rind. Can you taste the jelly? Does this sound like a fun day for a pig? Why or why not?

Page 27

- . . . **time in two days.** Why is Wilbur crying again?
- **Wilbur did not budge.** Wilbur does not move when Lurvy calls him to eat. Do you think this is normal for Wilbur?
- . . . **play with him.** Do you think Wilbur will find a friend? Who might this friend be?

Page 28

- . . . **I'm expecting goslings.** Is this dialogue or narration? Goslings are newborn geese. Why can't the goose play with Wilbur?
- . . . **said Wilbur, bitterly.** Wilbur is joking in an angry way. Why is Wilbur feeling hurt and upset?
- . . . **I don't play with pigs.** After the goose says no, whom does Wilbur ask to play? Why won't the lamb play with Wilbur? How do you think Wilbur feels about the lamb's answer? Is it mean to call someone "less than nothing"?

Page 29

- . . . **not a merrymaker.** The word **gnawing** means chewing or biting something over and over. A **glutton** is someone who frequently eats or drinks more than they should. Can you see or picture in your mind the rat named Templeton, who likes to chew things and eats too much?

Page 30

- . . . **in Wilbur’s yard.** Templeton is creeping **stealthily**, or sneakily, to Wilbur’s trough to steal some food. Does Templeton sound like a pleasant animal to be around?
- . . . **his skill and cunning.** or cleverness, often in being tricky or sneaky
- . . . **in the manure and sobbed.** (Point to the picture on page 31.) The word **dejected** means depressed or very miserable. Why is Wilbur feeling dejected?

Page 31

- . . . **said Mr. Zuckerman.** The combination of sulphur and molasses is an old-fashioned medicine that was usually given in the spring to strengthen the body. Does Wilbur need medicine?
- . . . **and I like you.”** How do you think Wilbur feels now? Who do you think is speaking? What do you think is going to happen?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. What things does the author describe in this chapter that appeal to your senses? (the rain, the flowers, Wilbur’s food, Templeton, etc.) Which senses did you use while imagining these things? (all of them: sight, hearing, smell, taste, touch)

3. What happens to ruin Wilbur's plans for the day? (rain) How do you think the farmers feel about the rain? (glad to have it to water the crops) [Prompt students to remember that living things need water in addition to light and food.]
4. What is the name of the character that lives in a tunnel under Wilbur's trough? (Templeton) Describe Templeton. (rat, cunning, crafty, sneaky, selfish, steals Wilbur's food, etc.)
5. Why doesn't Wilbur want to eat? (He is feeling lonely; he doesn't want food—he wants love.)
6. Whom does Wilbur ask to play with him? (the goose, the lamb, Templeton) Do any of them oblige, or agree? (no) Why not? (The goose is sitting on her eggs; the lamb doesn't like to play with pigs; Templeton doesn't play.)
7. What do you think Wilbur goes to sleep thinking about? (meeting his new friend)
8. What did you learn about farms in this chapter? (Answers may vary but may include some of the following: Animals are fed scraps; the contents of a pig's trough; geese have goslings; rats have tunnels underground; etc.) **[Note: If you decided to create a KWL chart to capture the farm information in this story, you may wish to update it here.]**
9. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, "Who were the characters in today's read-aloud?" Turn to your neighbor and ask your *who* question. Listen to your neighbor's response. Then your neighbor will ask a new "who" question and you will get a chance to respond. I will call on several of you to share your questions with the class.

Word Work: Dejected

(5 minutes)

1. In the read-aloud, you heard that Wilbur felt “friendless, *dejected*, and hungry . . .”
2. Say the word *dejected* with me.
3. If you feel dejected, you feel sad and miserable.
4. When his dog Bo ran away, Jeremiah felt dejected for two days until his return.
5. Have you ever felt dejected? Try to use the word *dejected* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I felt dejected once when . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *dejected*?

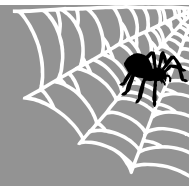
For follow up, have students talk about times they have felt dejected, including perhaps the outcome or what they did to feel better. Explain that sometimes rainy or cold weather can make us feel more dejected than usual. As students share, encourage them to use the word *dejected*. Ask students if any of the other characters in *Charlotte’s Web* have felt dejected. Prompt them to recall that Fern feels dejected when she is forced to give up her pet Wilbur.



Complete Remainder of the Lesson Later in the Day

4B

Loneliness



Extensions

20 minutes

Story Map (Instructional Master 1B-1)

Add any new characters, settings, or plot events to the story map. Be sure to include any problems and/or solutions. Write a 'P' next to the animals that are examples of personification.

Writing Prompt: Description

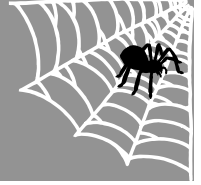
Have students look back at the illustrations in Chapters I–IV. Have students choose an illustration to write one to two descriptive sentences about. Tell students not to tell each other which illustrations they have chosen.

As they write, remind students to use one or two of their senses to help describe the picture. For example, for the illustration on page 31, students could write “Wilbur looks so sad” or “I feel sad when I look at this picture of Wilbur crying.” For the illustration on page 15, they could write “Fern looks interested in what is going on” or “Everyone feels peaceful and calm.”

As students share their descriptive sentences with the class, allow the other students to guess which illustration is being described. Tell students that you are going to write a descriptive paragraph together in another lesson.

5

Charlotte



Lesson Objectives

Core Content Objectives

Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Describe some aspects of life on a farm
- Describe how an author sometimes gives the reader hints of things to come
- Explain why spiders are not insects

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Ask questions to clarify directions, exercises, and/or classroom routines (L.2.2)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Learn synonyms and antonyms (L.2.17)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Share writing with others (L.2.34)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)
- Demonstrate understanding (orally or in writing) of literary language, e.g., author, illustrator, characters, setting, plot, dialogue, and personification, by using this language in retelling stories or creating their own stories (L.2.37)

Core Vocabulary

Chapter V of *Charlotte's Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

detested, v. (p. 38) Disliked something or someone very strongly; hated
Example: Mary detested giving her dog a bath after he rolled around in the mud.

Variation(s): detest, detests, detesting

exterior, n. (p. 41) The outside surface of someone or something
Example: The exterior of the building is brown, but the inside walls are painted many bright colors.

Variation(s): exteriors

inheritance, n. (p. 39) Objects or traits passed down in a family
Example: The hundred-year-old farmhouse was part of John's inheritance after his grandfather died.

Variation(s): inheritances


loyal, adj. (p. 41) Faithful; true to one's word

Example: The loyal supporters of the baseball team stayed to watch the game, even after the rain started to pour down.

Variation(s): none

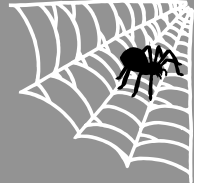
objectionable, adj. (p. 35) Obnoxious; disagreeable
Example: The teacher sent the students to the office for their objectionable behavior.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Essential Background Information or Terms		
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Charlotte	<i>Charlotte's Web</i> , by E. B. White, pp. 32–41 Image Card 10 gumdrop	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Exterior		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Character Description	Instructional Master 5B-1	20
	Word Web	chart paper, chalkboard, or whiteboard index card	
	Retelling the Read-Alouds		

5A

Charlotte



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Ask students what has happened so far in the story *Charlotte's Web*. You may wish to prompt them with the following questions:

- How was Wilbur planning to spend his day before it rained?
- Why wouldn't Wilbur eat?
- Who is Wilbur waiting to meet when he wakes?
- Can you find an example of personification in Chapter IV, where an animal is acting like a person?
- Can you find an example of dialogue in Chapter IV, where a character is talking? What punctuation is used to show dialogue?
- Can you find an example of narration in Chapter IV, where there are no specific characters talking and where the narrator is painting a picture of what is happening in the story using descriptive words?
- What descriptive words and phrases appealed to your senses?
- Is *Charlotte's Web* realistic or fantasy? How do you know?

Essential Background Information or Terms

Tell students that sometimes an author will give the reader hints, or clues, about things that are going to happen. For example, in *The Tale of Peter Rabbit*, the mother tells her children not to go into Mr. McGregor's garden. She then tells them not to get into mischief, or trouble. At this point, the reader has a clue that this is exactly what is going to happen.

Tell students that another example is the way the author of *Charlotte's Web* titles his chapters. Explain that just from the title, the reader often has a hint of what the chapter will be about or what may happen. Have students look at the table of contents and discuss which chapter titles so far have given them hints and which have not.

Tell students that these and other hints help the reader make predictions. Ask students to listen for any hints the author may give in this chapter and in the titles of future chapters.

Making Predictions About the Read-Aloud

Share the title of this chapter, "Charlotte," and ask the students if they have already met a character named Charlotte in the story. Ask students to predict who Charlotte may be.

Purpose for Listening

Tell students to listen carefully for hints of things to come and to find out if their predictions are correct.

Note: You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

Charlotte

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter V, “Charlotte,” starts on page 32 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

Page 32

- . . . **it’s always hard to sleep.** What does it mean when your mind is full? Wilbur is hungry and has a lot on his mind so he can’t sleep.
- . . . **usually something stirring.** or moving about
- . . . **a hole in the grain bin.** What does *gnawing* mean?
- . . . **quite a racket.** or noise
- . . . **destroying people’s property?”** The author uses the word *clashers* to describe Templeton’s teeth.
- . . . **and chuckling to herself.** Can you show me how you chuckle?

Page 33

- . . . **on my mind,” said Wilbur.** What do you think Wilbur is thinking about?
- . . . **under my behind.”** What does the goose have under her behind?
- . . . **swung back and forth.** (Show students Image Card 10 [weathervane].) A weathervane is a metal device attached to the roof that spins around and shows the direction of the wind. Which senses do you use to detect a weathervane?
- . . . **a faint gleam appeared.** A little bit of light appeared. It must be close to sunrise. What do you think Wilbur is waiting for?

Page 34

- . . . **sign or signal!**” The party Wilbur is talking about is different from a birthday party or other celebration. The word *party* can also mean one person or people together in a group. Wilbur is asking the person (animal) or party who talked to him last night to tell him where he or she is.
- . . . **other in disgust.** The word *disgust* means extreme disapproval. The author uses this word a lot in this story. Why do you think the sheep are looking at each other in disgust?

Page 35

- . . . **to be objectionable.**” Wilbur doesn’t mean to be obnoxious, or bothersome, to the other animals. He just wants to find his new friend.
- . . . **lay down meekly . . .** or patiently and humbly
- **“Salutations!” said the voice.** How do you think Wilbur feels now that his friend has spoken? How would you feel?

Page 36

- . . . **Look, I’m waving!**” (Point to the picture.) Can you see a new character in this picture? Were your predictions correct? Why or why not? What does *salutations* mean?

Page 37

- . . . **size of a gumdrop.** (Show students the gumdrop you brought into the classroom.)
- . . . **dreadfully near-sighted.** When someone is nearsighted, they can see things clearly that are near, but they cannot see things clearly that are far away. Why can’t Charlotte see Wilbur well?
- . . . **flown up and blundered . . .** or moved blindly

Page 38

- . . . **sorry for this one.** The word **detested** means hated. Wilbur hates flies, so why is he sorry for this one?
- . . . **now,” she remarked.** When Charlotte bites the insects she catches, she injects a liquid into them that makes them numb. Why do you think Charlotte is catching the fly?

Page 39

- . . . **things like that!”** Why do you think Wilbur doesn’t want Charlotte to talk about blood?
- . . . **was so bloodthirsty.** An **inheritance** is something that is passed down from generation to generation. What is Charlotte’s inheritance? The word *bloodthirsty* literally means “thirsty for blood.”

Page 40

- . . . **live by my wits.** Charlotte lives by her quick intelligence and clever abilities. What does Wilbur live by?
- . . . **chuckling to herself.** Why do you think the goose is chuckling?
- . . . **to him around Christmastime.** What do you think is going to happen to Wilbur? Does this sound like a hint of things to come?
- . . . **plotting to kill him.”** Were your predictions correct? Why do you think Mr. Zuckerman and Lurvy are planning to kill Wilbur?

Page 41

- . . . **of course, clever?”** A gamble is a risk. Wilbur is saying that friendship is a risk.
- . . . **true to the very end.** The **exterior** is the outside of something. When the author tells the reader ahead of time that Charlotte is going to prove to be **loyal**, or faithful, to the very end, this is another hint of what will happen.

Comprehension Questions

(10 minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. What are some hints that the author gives of things to come? (Wilbur being killed at Christmastime; Charlotte being a loyal friend to the very end)
3. At the beginning of the chapter, why is Wilbur having a hard time sleeping? (He hears noises; he's excited to meet the creature who says she will be his friend.)
4. As soon as the first light appears, what does Wilbur do? (He calls out to the party who addressed, or talked to, him the night before.) How do the other animals react? (They tell him to be quiet; his new friend doesn't respond because she is still sleeping.)
5. What is the first word Wilbur's new friend says? (Salutations!) What does it mean? (Greetings! or Hello!)
6. What kind of creature is Charlotte? (a spider) What does Wilbur think about Charlotte when he first sees her? (He thinks she is beautiful.) What does he think after he sees her catch a fly and wrap him up? (He feels sorry for the fly and is horrified at how bloodthirsty Charlotte is.)
7. What kinds of insects does Charlotte trap in her web? (grasshoppers, beetles, moths, etc.) Is Charlotte an insect? Why or why not? (No, she has eight legs, and insects have six legs.)

8. How does Charlotte explain what she does? (She says she has no choice; she must survive.) How are Charlotte and Wilbur different when it comes to getting their food? (Charlotte must use her wits or intelligence to catch food; Wilbur has his food brought to him.)
9. What did you learn about farms in this chapter? (Answers may vary but may include some of the following: All animals need food to live; some animals are fed by farmers and some have to feed themselves; farms have spiders because of the many flies; farms have weathervanes; etc.) **[Note: If you decided to create a KWL chart to capture the farm information in this story, you may wish to update it here.]**

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Think Pair Share:* Have you, like Wilbur, ever suffered the doubts and fears that go along with finding a new friend? (Answers may vary.)

Word Work: Exterior

(5 minutes)

1. In the read-aloud, you heard, “Underneath [Charlotte’s] bold and cruel *exterior*, she had a kind heart . . .”
2. Say the word *exterior* with me.
3. The *exterior* of something is its outside surface or the area outside of something.
4. On the exterior, my friend seemed all right, but I knew she was feeling sad on the inside.
5. Can you describe the exterior of something? Try to use the word *exterior* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The exterior of _____ is . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *exterior*?

Use a *Synonyms and Antonyms* activity for follow-up. Tell students that the opposite of the word *exterior* is *interior*. Ask them what they think this word means. Tell them that the interior is the inside of something. Directions: I am going to read a list of several things to you. If what I read is the exterior of something, say, “exterior.” If what I read is the interior of something, say, “interior.”

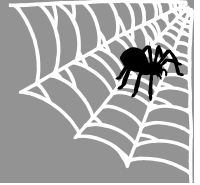
1. the skin of an orange (exterior)
2. the apple seeds inside an apple (interior)
3. the outside walls of your house (exterior)
4. the inside walls of your bedroom (interior)
5. your skin (exterior)



Complete Remainder of the Lesson Later in the Day

5B

Charlotte



Extensions

20 minutes

Character Description (Instructional Master 5B-1)

Copy Instructional Master 5B-1 onto chart paper, a chalkboard, or a whiteboard. Tell students that together you are going to write one descriptive word or phrase on each of the spider's eight legs to describe the character Charlotte. Words may include *bloodthirsty, near-sighted, size of a gumdrop, grey, pretty, fierce, brutal, clever, scheming, kind-hearted, loyal, etc.*

Note: You may wish to have some students use Instructional Master 5B-1 to complete this exercise on their own.

Word Web

Ask students what word Charlotte teaches Wilbur in this chapter. Tell students that they are going to create a Word Web to capture all of the words that Charlotte teaches Wilbur in the story. Write the word *salutations* on an index card. Beneath the word, write a short definition: "greetings." Stick the card onto a previously created web on the whiteboard or classroom wall. Tell students to listen for more of Charlotte's words for their Word Web.

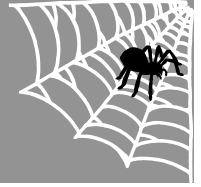
Tell students that in addition to teaching Wilbur new words, Charlotte also explains things to Wilbur that he doesn't understand, like what *nearsighted* means. Ask students who they can ask if they don't understand something in this story. (Prompt them to realize that they can ask you, the teacher, or a fellow classmate.) Tell students to listen for more examples of when Charlotte explains things to Wilbur.

Retelling the Read-Alouds

Show students the illustrations from Chapters I–V. (Have them follow along in their books if they have their own copies.) Ask students to retell the story thus far in the correct order, using the illustrations to help them.

6

Summer Days



Lesson Objectives

Core Content Objectives

Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Describe some aspects of life on a farm
- Describe the seasons and the order in which they occur

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Learn common sayings and phrases such as “You can’t teach an old dog new tricks” (L.2.9)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)

Core Vocabulary

Chapter VI of *Charlotte’s Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

appalled, v. (p. 47) Overcome with negative feelings of shock and disapproval

Example: When Olivia came home to torn curtains and scratched walls, she was appalled at her cat’s behavior.

Variation(s): appall, appalls, appalling

gratified, v. (p. 44) Pleased by someone or something; to have a wish or need satisfied

Example: After days of studying for his science test, John was gratified to see he had received a good grade.

Variation(s): gratify, gratifies, gratifying

jubilee, n. (p. 43) A joyful celebration

Example: The county fair was a jubilee of food, music, and rides for Jake and his sister.

Variation(s): jubilees

lair, n. (p. 47) A place where a wild animal lives, often underground; a den


Example: After rooting through the garbage, the raccoon scurried back to its lair with some food.

Variation(s): lairs

scruples, n. (p. 46) Sense of right and wrong

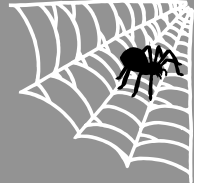
Example: Whoever stole my bike last night has no scruples!

Variation(s): scruple

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?		10
	Personal Connections		
	Purpose for Listening		
Presenting the Read-Aloud	Summer Days	<i>Charlotte's Web</i> , by E. B. White, pp. 42–47 Image Cards 11–18 recording of bird songs (optional)	15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Appalled		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Sayings and Phrases: You Can't Teach an Old Dog New Tricks		20
	Word Web	index card	
	Creating Image Cards	large index cards, drawing tools	

6A

Summer Days



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

As you greet students today, you may wish to say, “Salutations!” Ask students what has happened so far in the story *Charlotte’s Web*. You may wish to prompt them with the following questions:

- What is one example of the author giving you a hint ahead of time of something that is going to happen?
- Why couldn’t Wilbur sleep?
- Who is Wilbur’s new friend? What is Charlotte like?
- Can you find an example of personification in Chapter V, where an animal is acting like a person?
- Can you find an example of dialogue in Chapter V, where a character is talking? What punctuation is used to show dialogue?
- Can you find an example of narration in Chapter V, where there are no specific characters talking and where the narrator is painting a picture of what is happening in the story using descriptive words?
- What descriptive words and phrases appealed to your senses?
- Is *Charlotte’s Web* realistic or fantasy? How do you know?

Personal Connections

Share the title of this chapter, “Summer Days,” and ask students how they like to spend their summer days. Ask them to list the four seasons in order and to share their favorite season. Ask students what season it was when this story began.

Note: A writing prompt is also provided in Pausing Point 1 for this connection.

Purpose for Listening

Tell students to listen to find out the wonderful event that Fern is able to witness during these first summer days.

Note: You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

Summer Days

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter VI, “Summer Days,” starts on page 42 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

Note: Because this chapter is shorter than a typical read-aloud, you may wish to use some of the allocated time for the Writing Extension. You may also wish to play a recording of different bird songs as you read about the many birds E. B. White describes.

Page 42

- . . . **as an equal.** Why do you think the animals feel that Fern is one of them?
- . . . **in long green swathes.** Swathes (SWOTHs) are the ridges, or lines, of grass that are made when they are cut down by a mower. You may wish to close your eyes and imagine what Mr. Zuckerman’s grass looked like as he was riding over it with his mower.

Page 43

- . . . **would be hoisted** . . . or lifted
- . . . **timothy and clover.** (Show Image Card 11 [timothy grass].) Timothy is a coarse, or rough, grass that is cut and rolled into bales of hay. (Show Image Card 12 [hay bale].) Can you guess how much this hay bale weighs? (500 pounds!)
- . . . **jubilee time for birds.** A **jubilee** is a celebration. Why do you think the birds are celebrating?
- . . . **Peabody, Peabody, Peabody!** Have you ever noticed that some birds seem to be saying words in their songs? (Show Image Card 13 [peabody].) The white-throated sparrow is also called a peabody, because some people hear the word *peabody* in its song.

- . . . **and says, “Phoebe, phoe-bee!”** (Show Image Card 14 [phoebe].) This bird’s name also sounds like its song.
- . . . **sweet, sweet interlude.”** (Show Image Card 15 [song sparrows].) An interlude is a short pause between two things. Perhaps the author hears the song sparrow’s song as an enjoyment of a brief moment between the seasons before it passes.
- **“Cheeky, cheeky!” they say.** (Show Image Card 16 [barn swallow].) Do you remember the swallow? This bird is called a barn swallow. How do you think the barn swallow got its nickname?
- . . . **ice-cold drinks.** What do you think the Frigidaire is? Back when this book was written, the Frigidaire was the very first refrigerator. Today, Frigidaire® is a brand name of many different kinds of appliances.

Page 44

- . . . **eggs of the potato bug.** (Show Image Card 17 [potato crop].) Here is another crop that the Zuckermans grow: potatoes. Have you noticed how often Wilbur gets potato scraps in his trough?
- . . . **break through and get out.** *Anxious* means distressed or nervously eager. Why are the goslings anxious?
- . . . **my sincere congratulations!”** The word **gratified** means pleased or satisfied. *Unremitting* means never-ending. Charlotte is saying that after the goose’s never-ending, or unremitting, effort and patience, everyone in the barn is pleased, or gratified, to see the goslings arrive. (Show Image Card 18 [geese and gosling] and point to the white goose, gray gander, and gosling.)

Page 45

- . . . **not well liked, not trusted.** Why don’t the animals like or trust Templeton?
- **He saved everything.)** Do you think it is a good idea for Templeton to save the egg that didn’t hatch? Why or why not?

Page 46

- . . . **no scruples**, . . . or sense of right and wrong
- . . . **no compunctions**, . . . or regrets
- **Everybody knew it.** (Point to the picture of Templeton in the picture.) Is this how you imagined Templeton to look after hearing the author’s description in previous chapters? Do you think Fern can hear the animals talking?

Page 47

- . . . **anything, was appalled.** Wilbur is overcome with feelings of shock and disapproval at the thought of Templeton keeping the rotten egg.
- . . . **will be untenable.**” What do you think *untenable* means? That’s right: unable to be lived in. We will add this word to our Word Web later.
- . . . **under the trough.** A **lair** is like a den where an animal lives and keeps its food. Do you think the rotten egg will break?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. What season is the author describing in the beginning of the chapter? (early summer) Describe this time of year. (school ending; children playing and exploring; grass being mowed; hay being stored; birds singing; baby animals being born) Is this what your summers are like? (Answers may vary.)
2. This story begins in the spring. What is the order of the seasons that follow? (summer, fall, winter)
3. Do you remember any of the birds the author describes? (sparrow, swallow, peabody, phoebe) [Tell students they do not have to remember all of the names of these birds, but that you want them to understand the author uses the names to add more specific description to the story.]

4. Which senses do you use to imagine this time of year and all of the things described? (all of them) What are some examples? (smelling the grass and flowers, hearing the birds, tasting the berries and dandelion stalks, seeing the baby animals being born, etc.)
5. How do you think Fern and Avery feel now that it is summer? (Answers may vary.)
6. What important event occurs in the barn cellar that Fern is able to witness? (The goslings hatch.) How many goslings hatch? (seven) How many eggs were there? (eight)
7. What happens to the one egg that does not hatch? (Templeton asks to have it for his collection.) What other types of things do you think are in Templeton's collection? (Answers may vary.)
8. How does the author describe Templeton? (without morals or scruples, conscience, decency; not trustworthy; etc.) Is this how you imagined him? Why or why not? (Answers may vary.)
9. Why is everyone worried about the rotten egg breaking? (the smell) What word does Charlotte teach Wilbur to describe how the barn will be if the rotten egg breaks? [If no one recalls, ask a student volunteer to reread starting at the second paragraph of page 47 stopping at the paragraph where the word is defined.] (untenable)
10. What did you learn about farms in this chapter? (Answers may vary but may include some of the following: Farmers make hay into bales from grass; some farms have brooks with trout; snakes like to hide in hay; farms have many fun things for children to do; etc.) **[Note:** If you decided to create a KWL chart to capture the farm information in this story, you may wish to update it here.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

11. *Think Pair Share:* Do you have a collection, like Templeton, of things that you store away in a safe place? (Answers may vary.)

Word Work: Appalled

(5 minutes)

1. In the read-aloud, when Templeton wanted to keep the rotten egg, you heard, “Even Wilbur, who could eat almost anything, was *appalled*.”
2. Say the word *appalled* with me.
3. If you are appalled, you are overcome with strong negative feelings of shock or disapproval.
4. I was appalled at my sister for stealing my baby brother’s cookie when my mom wasn’t looking.
5. Have you ever been appalled? Try to use the word *appalled* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I was appalled once when . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *appalled*?

Use a *Making Choices* activity for follow-up. Directions: I am going to say some scenarios. If you would be appalled by what I describe, say, “appalled,” and made a shocked, frowning expression. If you would not be appalled, remain silent.

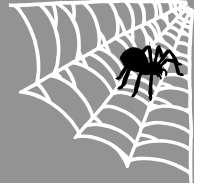
1. someone eating their lunch
2. someone throwing their lunch all over the floor (appalled)
3. someone reading a book
4. someone scribbling all over a book (appalled)
5. someone tearing up your artwork (appalled)



Complete Remainder of the Lesson Later in the Day

6B

Summer Days



Extensions

20 minutes

Sayings and Phrases:

You Can't Teach an Old Dog New Tricks

(5 minutes)

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard anyone say, “You can’t teach an old dog new tricks.” Have the students repeat the proverb. Tell students that the literal meaning of this proverb is that an older dog, unlike a young puppy, has a hard time learning new tricks. Explain that the implied or figurative meaning of this proverb is that people get used to doing things a certain way as they grow older, and it becomes harder for them to change their ways or try new things.

Tell students that Templeton the rat’s behavior is an example of this saying. All of the animals know that Templeton is greedy, sneaky, and without conscience. He has always been this way, and they believe he will always be this way. When Templeton wants the rotten goose egg for his collection, Wilbur is disgusted and can’t believe it, but Charlotte says, “A rat is a rat.” In other words, Templeton isn’t going to change; he is what he is. He’s like an old dog that can’t—or doesn’t want to—change his habits or learn anything new.

Ask students if they think this proverb is always right. Ask: “Do you think Templeton is learning or can learn to be different? Why or why not?” Expand upon their responses with more complex vocabulary. Ask students to predict whether Templeton will change by the end of the story.

Word Web

Ask students what new word Charlotte teaches Wilbur in this chapter. Write the word *untenable* on an index card. Write a short definition below the word: “unable to be lived in.” Stick the index card onto the Word Web. Reiterate that if the rotten egg breaks, the barn will be untenable because of the smell.

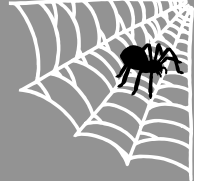
Creating Image Cards

Tell students that they are going to create their own image cards. Assign one chapter (from Chapters I–VI) to a group of three or four students. Have students look through their assigned chapter and choose one scene each to draw on a large index card. Tell students they may draw their own version of an existing illustration, or they may create their own illustrations using the description in the chapter. Explain to students that each member in the group needs to draw a different image from the others in their group so that the class will have the greatest variety and coverage of images possible for each chapter.

Once each group has completed its drawings, have the students in each group put their cards in order. Once all of the groups are finished, have students help you put all of the cards in order, displaying them on the wall or board in the correct sequence.

PP1

Pausing Point 1



Note to Teacher

Your students have now heard the first six chapters of the trade book *Charlotte's Web*, by E. B. White. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- Identify stories as one type of fiction
- Explain that fiction comes from the author's imagination
- Explain why some stories are called *classics*
- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of *Charlotte's Web*
- Define and identify the elements of narration, dialogue, description, and personification
- Describe some aspects of life on a farm
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Describe how an author sometimes gives the reader hints of things to come
- Explain why spiders are not insects

Activities

Class Book: Charlotte's Web I

Materials: Drawing paper, drawing tools

Tell the class that they are going to make a class book to help them remember what they have learned thus far in this domain. You may wish to include the drawings students completed in Lesson 3, the image cards students created in Lesson 6, and other activities completed in the lessons and in this Pausing Point.

Tell students that you will continue to add to this class book as you read the rest of *Charlotte's Web*. Tell students that you will bind the pages upon completion of the trade book and that you will put the class book in the library for students to read again and again.

On Stage

Have students act out a scene from the story while the rest of the class tries to guess which scene it is. You may wish to assign a scene or have students choose one on their own. As students act out the scene, encourage them to use rich vocabulary, including, if possible, any domain-related vocabulary.

Riddles for Core Content

Ask the students riddles such as the following to review core content:

- I am a smart animal that has been on the farm for a while, and I am proud of my goslings. Who am I? (goose)
- My favorite things to do are eat and collect things to hide in my lair. Who am I? (Templeton)
- I was persuaded by my daughter to save the runt. Who am I? (Mr. Arable)
- It was my idea to sell Wilbur to Fern's uncle so the pig could still be close by. Who am I? (Mrs. Arable)
- I love to spend time in the barn with the animals, and they don't seem to mind my being there. Who am I? (Fern)

- I bought Wilbur and help take care of him. Who am I? (Mr. Zuckerman)

A Web of Your Own

Materials: Talcum powder, dark construction paper, spray adhesive

Note: You may do the following activity together as a class or give students directions to do this at home.

Have students find—or help you find—a web on a plant, bush, doorway, or window. Tell them to be sure there isn't a spider in it! (And tell them not to worry about taking the web—spiders spin new webs every day.)

Sprinkle the web with powder. Hold the construction paper flat behind the web and slowly and carefully lift the paper so the web sticks to it. Hold the spray adhesive can eight inches from the paper and spray the web. Allow the paper to dry.

Have students write a couple of sentences to tell how the web is important in the story of *Charlotte's Web*. Attach the students' sentences below the web and hang on the wall.

Note: This activity may be found in the recommended trade book *Spinning Spiders*, by Melvin Berger and S. D. Schindler.

Creating Characters

Materials: Drawing paper, drawing tools

Ask students to think of a character they would like to add to *Charlotte's Web*. Have students work individually or in groups to draw their character and write a couple of sentences about the character's personality and role in the story. Have students decide whether the character would be a person or animal, and if the animal would be personified. Allow students to share their characters with the class. You may wish to have students try to persuade the class why their character would be the best addition.

Word Web

Materials: Drawing paper, drawing tools

Review the words *salutations* and *untenable* from the Word Web, reviewing the definitions and giving an example sentence for each. Have students choose one of the words and draw a picture depicting the word or write a sentence using the word. Allow students to share their pictures and sentences.

Somebody Wanted But So Then

Materials: Instructional Master PP1-1

The Somebody Wanted But So Then chart may be used to summarize the story of *Charlotte's Web* thus far.

Quotes and Statements

Materials: Drawing paper, drawing tools

Read the following character quotes and narrator statements, and have students choose their favorite to respond to with a drawing and a couple of sentences. Allow students to share their responses. You may also wish to have students try to identify the speaker, the surrounding situation, and whether the sentence is a part of a quotation or of the narration. You may wish to remind students that although the narrator is not a character acting in this story, there are many important statements made by the narrator that add to this story.

- “No, I only distribute pigs to early risers.” (Mr. Arable, p. 5)
- “It [The barn] often had a sort of peaceful smell—as though nothing bad could happen ever again in the world.”
(narrator, p. 13)
- “I’m less than two months old, and I’m tired of living.”
(Wilbur, p. 16)
- “The world is a wonderful place when you’re young.”
(goose, p. 18)
- “Pigs mean less than nothing to me.” (lamb, p. 23)
- “I’m really too young to go out into the world alone.” (Wilbur, p. 24)
- “Play? I hardly know the meaning of the word.” (Templeton, p. 29)

- “When your stomach is empty and your mind is full, it’s always hard to sleep.” (narrator, p. 32)
- “It’s true, and I have to say what is true.” (Charlotte, p. 39)
- “Do you realize that if I didn’t catch bugs and eat them, bugs would increase and multiply and get so numerous that they’d destroy the earth, wipe out everything?” (Charlotte, p. 40)
- “But what a gamble friendship is!” (Wilbur, p. 41)

Which Happened First?

Materials: Sentence strips or chart paper, chalkboard, or whiteboard

Tell students that you are going to play a game called “First” and “Then.” You will read a pair of sentences that you have written on chart paper or sentence strips. Each sentence begins with a blank. One volunteer will choose which sentence happened first in the story and write the word *First* on the blank before that sentence. Then, another volunteer will write the word *Then* on the blank before the sentence that happens second in the story.

1. _____, Mr. Arable puts the pig in a carton and gives it to Fern. (Then)

_____ , Fern tries to grab the ax from her father’s hands. (First)
2. _____, Wilbur lives in a box near the stove in the kitchen. (First)

_____ , Wilbur lives in a large box outside under the apple tree. (Then)
3. _____, Fern and Wilbur play together and feel enchanted with each other. (First)

_____ , Wilbur is sold to Fern’s uncle, Mr. Zuckerman. (Then)
4. _____, the goose tells Wilbur about the loose board in the fence. (First)

_____ , Wilbur escapes from his pen and runs around. (Then)

5. _____, Wilbur hears someone telling him that she wants to be his friend. (Then)
_____, rain upsets Wilbur’s plans and he cries from loneliness. (First)
6. _____, Charlotte says “Salutations” and introduces herself. (First)
_____, Charlotte shows Wilbur how she catches a fly and wraps it up. (Then)
7. _____, the goslings are born. (First)
_____, Charlotte teaches Wilbur the word *untenable*. (Then)

Writing Lists

Tell students that they have heard the author of *Charlotte’s Web* use several lists as part of his description to tell about places and things. Reread the list of the contents of the barn on page 14 or the list of the contents of Wilbur’s trough on page 25.

Ask students what kinds of descriptive lists they could create, and write down their ideas on the board. For example, they could write lists of the contents of their lunchboxes, desks, the cafeteria, the classroom, their bedrooms, etc.

Next, tell students that they are going to write their own lists. Give each student a piece of paper. Have students write one to three sentences, remembering to use commas between each item in their lists. Encourage them to be as specific as possible in their lists, using exact nouns and adjectives to put specific images, or pictures, in the reader’s mind. For example, if they are listing the contents of their bedroom, they should write “pink ballet slippers” instead of “shoes” or “bumpy, spotted American toad” instead of “toad.”

Allow students to share their lists with the class.

Birds and Their Songs

Materials: Image Cards 13–16; recordings of bird songs; bird field guides

Ask students which birds they have heard about in this story. Prompt them to recall the peabody, or white-throated sparrow; the phoebe; the swallow; and the song sparrow. Ask students what they remember about the swallow. Prompt them to remember that swallows like to make nests in man-made buildings.

Tell students that the swallows that make nests under the eaves of barn roofs are called barn swallows.

Show students Image Cards 13–16. Have students pass the cards around as they share what they know about birds, what they have learned, and what they would still like to know. Have students listen to recordings of these birds as they share. You may wish to reference a bird guide or a related title from the Recommended Trade Book list for more information.

Shadow Box

Materials: Shoe boxes, cardboard, art supplies, scissors, string

Have students work individually or in a group to create a shadow box of a particular scene from the story, including at least one character and one important event. As students create and share their shadow boxes, have them talk about the related elements of that scene, including character, setting, plot, and personification.

Domain-Related Trade Books or Student Choice

Materials: Trade book

Read an additional trade book to review a particular animal or concept; refer to the trade books listed in the domain introduction. You may also choose to have the students select a chapter from *Charlotte's Web* to hear again.

Book Tub/Research

Materials: Trade books from the Recommended Trade Book List

Have students look through the book tub and choose a book about an animal or other topic from *Charlotte's Web* that they would like to learn more about. You may wish to group students together by chosen topic. After reading, allow students to share what they already knew, what they learned, and what they still want to know about their topic. If you decided to create a KWL chart to capture all of the farm information in this story, you may wish to research some of the students' questions and update the chart. If time allows, you may wish to create a new KWL chart about another topic. You may also wish to read a favorite book aloud to the class.

Image Card Review

Materials: Image Cards 1–18; image cards students created

Show students Image Cards 1–18. Ask them to recall the animal or object depicted and how it fits into the story of *Charlotte's Web*. Review the images, allowing students to share what they know, what they have learned, and what they would still like to know about the images. You may wish to pass the image cards around and have students discuss them in groups.

You may also wish to review the image cards students created from Chapters I–VI. Review the characters, setting, and plot in each image, as well as the sequence of all of the cards.

Venn Diagram

Materials: Instructional Master PP1-2; chart paper, chalkboard, or whiteboard

Tell students that there are many things to compare and contrast in the read-alouds they have heard so far. Remind students that to compare means to tell how things or people are similar, and to contrast is to tell how things or people are different.

Have students choose a topic from the following list to compare/contrast on a Venn diagram. You may do this individually or as a class.

- the Arable and Zuckerman farms
- Templeton and the goose
- Fern and Avery
- Charlotte and Fern
- Wilbur and the goslings

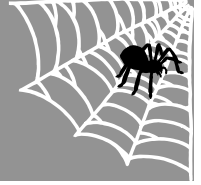
Allow students to share their diagrams with the class and to ask each other questions. Remember to expand on each student's response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Writing Prompts

- My favorite way to spend my summer days is . . .
- One thing I have learned about farms is . . .
- One of my favorite characters in this story who is given human characteristics through personification is . . .

7

Bad News



Lesson Objectives

Core Content Objectives

Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Define and identify the element of description
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Describe some aspects of life on a farm
- Describe how an author sometimes gives the reader hints of things to come
- Describe the seasons and the order in which they occur
- Describe how seasons affect life on a farm

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Learn synonyms and antonyms (L.2.17)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Interpret information (orally or in writing) presented, and then ask questions to clarify information or the topic in a read-aloud (L.2.19)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)
- Demonstrate understanding (orally or in writing) of literary language, e.g., author, illustrator, characters, setting, plot, dialogue, and personification, by using this language in retelling stories or creating their own stories (L.2.37)

Core Vocabulary

Chapter VII of *Charlotte's Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

campaign, n. (p. 48) A detailed plan of action designed to reach a specific goal

Example: The town's campaign against tearing down Shamrock Park was successful—the park was kept open!

Variation(s): campaigns

conspiracy, n. (p. 49) A secret plan that people have to do something bad or illegal

Example: Luckily, the thieves involved in the conspiracy to rob the bank were caught.

Variation(s): conspiracies

hysterics, n. (p. 51) A fit of uncontrollable crying or laughter

Example: The dancing circus clowns throwing pies at each other had the audience in hysterics.

Variation(s): none

loathed, v. (p. 48) Hated someone or something


Example: Holly loathed the thought of giving an oral presentation to her class, but her teacher assured her that it would get easier each time.

Variation(s): loathe, loathes, loathing

rigid, adj. (p. 49) Stiff; not able to be bent or moved

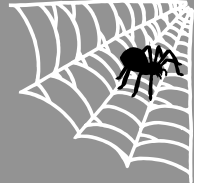
Example: The bristles of Jared's paintbrush became rigid because he forgot to clean them when he finished painting his room.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Bad News	<i>Charlotte's Web</i> , by E. B. White, pp. 48–51	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Image Cards 1 and 19	10
	Word Work: Loathed		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Story Map	Instructional Master 1B-1	20
	Descriptive Paragraph: Plan	Instructional Master 7B-1 chart paper, chalkboard, or whiteboard	
<i>Take-Home Material</i>	Parent Letter	Instructional Master 7B-2	

7A

Bad News



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Ask students what has happened so far in the story *Charlotte's Web*. You may wish to prompt them with the following questions:

- What important event has just happened in the barn?
- What does the saying “You can’t teach an old dog new tricks” mean?
- Can you find an example of personification in Chapter VI, where an animal is acting like a person?
- Can you find an example of dialogue in Chapter VI, where a character is talking? What punctuation is used to show dialogue?
- Can you find an example of narration in Chapter VI, where there are no specific characters talking and where the narrator is painting a picture of what is happening in the story using descriptive words?
- What descriptive words and phrases appealed to your senses?
- Is *Charlotte's Web* realistic or fantasy? How do you know?

Making Predictions About the Read-Aloud

Ask students to predict why this chapter is called “Bad News.”

Purpose for Listening

Tell students to listen to find out if their predictions are correct.

Note: You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

Bad News

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter VII, “Bad News,” starts on page 48 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

Note: Because this chapter is shorter than a typical read-aloud, you may wish to use some of the allocated time for the Writing Extension.

Page 48

- . . . **sensible and useful.** A **campaign** is a detailed plan of action designed to reach a specific goal. Charlotte’s campaign to catch flies is sensible—or showing good sense—and useful. How is Charlotte’s act of catching flies useful to her and to the other animals?
- **The sheep loathed them.** The word **loathed** is similar to the word *detested*; it means hated. How is Charlotte’s campaign against flies useful to the other animals?
- . . . **I throw in.”** The anesthetic Charlotte gives the insects when she bites them is the special liquid that numbs them. Sometimes the doctor or dentist will give you an anesthetic, a special liquid to numb you so you won’t feel any pain while they are helping you feel better.

Page 49

- **“No,” said Wilbur.** Do *you* know why they are fattening Wilbur up? What do you think is going to happen?
- . . . **grew rigid on her stool.** The word **rigid** means stiff, sometimes with fear. Why is Fern rigid with fear?

- . . . **even John Arable.**” A **conspiracy** is a secret plan to do something bad. The sheep is saying that Lurvy, Mr. Zuckerman, and Mr. Arable are all in on the plot, or conspiracy, to kill Wilbur.
- . . . **to be butchered**, . . . or killed for food

Page 51

- . . . **said Charlotte, briskly.** or quickly and energetically
- . . . **to save me?”** Who do you think is going to save Wilbur?
- . . . **can’t stand hysterics.**” The word ***hysterics*** means a fit of uncontrollable crying or laughter. Is Wilbur crying or laughing? Were your predictions correct about who is going to save Wilbur?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. Why would Mr. Zuckerman kill Wilbur? (to have ham and bacon) Why do you think he would wait through the seasons of summer and fall and not kill Wilbur until winter? [Show Image Cards 1 (piglet) and 19 (pig) and explain that Wilbur will be fatter by the winter; prompt students to understand that just as the planting and harvesting of crops follow the seasons, the fattening of animals such as cows, pigs, and turkeys for eating also follows a seasonal pattern.]
3. Why do you think the old sheep tells Wilbur this? (Answers may vary.) How does it make Wilbur feel? (scared, hysterical, etc.)
4. Why do you think the goose didn’t tell Wilbur the bad news? (Answers may vary.)
5. How does Charlotte react to this news? (She is calm and tells Wilbur to calm down. She assures him that she will not let them kill him.)

6. How does Fern react to this news? (She is rigid with fear.)
[Prompt students to realize that this is the first time we know for sure that Fern can hear the animals talking.]
7. What do you think about this bad news? (Answers may vary.)
8. How are Wilbur's feelings changing toward Charlotte? (He likes her more and more each day; he isn't as horrified by her fly-catching and eating habits.)
9. What did you learn about farms in this chapter? (Answers may vary but may include some of the following: Farmers' schedules follow the seasons; pigs and other animals are fattened up to eat; etc.) **[Note:** If you decided to create a KWL chart to capture the farm information in this story, you may wish to update it here.]
10. *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask about the plot, "What events do you remember from today's story?" Turn to your neighbor and ask your "what" question. Listen to your neighbor's response. Then your neighbor will ask a new "what" question, and you will get a chance to respond. I will call on several of you to share your questions with the class.

Word Work: Loathed

(5 minutes)

1. In the read-aloud, you heard that the sheep *loathed* flies.
2. Say the word *loathed* with me.
3. The word *loathed* means hated.
4. Sharon loathed getting up early on Saturday mornings.
5. Have you ever loathed something? Try to use the word *loathed* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I have loathed . . .")
6. What's the word we've been talking about? What part of speech is the word *loathed*?

Use a *Making Choices/Antonym* activity for follow-up. Tell students that the opposite, or antonym, of the word *loathed* is the word *loved*. Directions: I am going to read you several sentences. If what I read is an example of loathed, say, “loathed.” If what I read is an example of loved, say, “loved.”

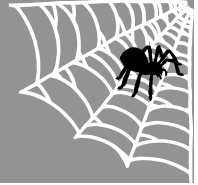
1. Because Fern felt strong attachment to Wilbur, it was hard to say goodbye every day when she went to school. (loved)
2. Mandy would never eat mustard on her sandwich. (loathed)
3. My mother has always hated spiders. (loathed)
4. Chip was sorry to miss his favorite class—science! (loved)
5. Diana was so excited to see the ballet performance. (loved)



Complete Remainder of the Lesson Later in the Day

7B

Bad News



Extensions

20 minutes

Story Map (Instructional Master 1B-1)

Add any new characters, settings, or plot events for Chapters V, VI and VII to the story map. Be sure to include any problems and/or solutions. Write a 'P' next to the animals that are examples of personification.

Descriptive Paragraph: Plan (Instructional Master 7B-1)

Tell students that they have heard the author of *Charlotte's Web* use a lot of description to tell about people, places, and things. Ask students what part of speech these words are. Tell students that they are going to write a descriptive paragraph together as a class to tell about a noun (person, place, or thing). Remind them of the three steps of the writing process—plan, draft, and edit—and tell them that today they will complete the first step: plan.

Have students brainstorm together all the nouns (people, places, and things) they can think of. Remind students of some of the nouns the author of *Charlotte's Web* has described: meals, rooms, seasons, events, etc. You may choose to use nouns from the story or allow students to think of other nouns. Write these on chart paper, a chalkboard, or a whiteboard. Have students vote to choose a noun from the list to write the descriptive paragraph about. Copy Instructional Master 7B-1 onto chart paper, a chalkboard, or a whiteboard, and have students share words and/or phrases for each row, describing the noun with each applicable sense.

Tell students that they will complete the draft stage the next time you meet.

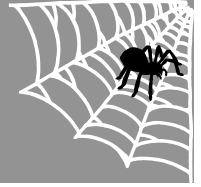
Note: You may wish to use Instructional Master 7B-1 to have some students complete this exercise on their own. You may also wish to use this Instructional Master with other lessons that lend themselves to descriptive writing. This is also suggested in Pausing Point 2.

Parent Letter

Send home Instructional Master 7B-2.

8

A Talk at Home



Lesson Objectives

Core Content Objectives

Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Use word parts to determine meanings (L.2.16)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)

Core Vocabulary

Chapter VIII of *Charlotte’s Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

lively, *adj.* (p. 54) Full of life; having or showing a lot of energy

Example: Mitch’s lively cat is always playing around the house.

Variation(s): livelier, liveliest

rambled, *v.* (p. 54) Talked on and on or wrote for a long time; strayed away from the main topic at hand

Example: Yesterday, my little sister Sally rambled on and on about how much she wanted to take her dolls fishing.

Variation(s): ramble, rambles, rambling

sharp, *adj.* (p. 54) Sensitive, responsive


Example: Rick has very sharp eyes and can see things that are far away without glasses.

Variation(s): sharper, sharpest

vaguely, *adv.* (p. 53) Distantly; without full understanding or remembrance of the specifics

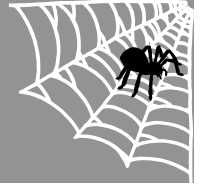
Example: I can’t be certain, but I vaguely remember seeing him at my birthday party last year.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	A Talk at Home	<i>Charlotte's Web</i> , by E. B. White, pp. 52–54	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Lively		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Venn Diagram	Instructional Master 8B-1 chart paper, chalkboard, or whiteboard	20
	Descriptive Paragraph: Draft	Instructional Masters 7B-1 and 8B-2 chart paper, chalkboard, or whiteboard	

8A

A Talk at Home



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Ask students what has happened so far in the story *Charlotte's Web*. You may wish to prompt them with the following questions:

- What bad news did Wilbur just learn?
- Who said she was going to save him?
- Can you find an example of personification in Chapter VII, where an animal is acting like a person?
- Can you find an example of dialogue in Chapter VII, where a character is talking? What punctuation is used to show dialogue?
- Can you find an example of narration in Chapter VII, where there are no specific characters talking and where the narrator is painting a picture of what is happening in the story using descriptive words?
- What descriptive words and phrases appealed to your senses?
- Is *Charlotte's Web* realistic or fantasy? How do you know?

Making Predictions About the Read-Aloud

Tell students that in this chapter, Fern is going to tell her parents about the animals and events that she has been observing in the barn. Ask them to predict how her parents are going to react when Fern tells them she has been communicating with the animals.

Purpose for Listening

Tell students to listen to see if their predictions are correct.

Note: You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

A Talk At Home

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter VIII, “A Talk At Home,” starts on page 52 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt.

Note: Because there are no illustrations in this chapter, you may wish to have students draw their own or show you the facial expressions they think Mr. and Mrs. Arable may be making as Fern shares her news.

Page 52

- . . . **took it away.**” How does Fern know this? Were you correct about Fern being able to hear the animals talking?
- . . . **queer, worried look.** Mrs. Arable is looking at Fern with a strange, worried look. Why do you think Mrs. Arable is worried?

Page 53

- . . . **Mrs. Arable, rather vaguely.** or distantly, without full understanding
- . . . **the faintest idea,**” . . . or even the beginning of an idea

Page 54

- . . . **pretending that they talked?”** The word *rambled* means talked on and on about something. Why does Mrs. Arable say that Fern is pretending?
- . . . **all sorts of things.**” The word *lively* means full of life. Mr. Arable is saying that Fern has an active imagination, or ability to form images and ideas in her head. Does Mr. Arable seem to be as worried as Mrs. Arable is?
- . . . **how queerly she is acting . . .** or how strangely she is acting

- . . . as Fern’s,” he said. Mr. Arable is saying that maybe their ears aren’t as sensitive as Fern’s. Do you think Mr. Arable really thinks Fern hears animals talking, or is he just trying to make Mrs. Arable less worried?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. What does Fern share with her parents at the beginning of this chapter? (She tells them about the barn, the animals, the goslings, etc.)
2. How do her parents react? (Mrs. Arable is worried; Mr. Arable thinks Fern is just using her imagination.) So, were your predictions correct? Why or why not? (Answers may vary.)
3. If you were Fern, would you tell your parents about your experiences at the barn? Why or why not? (Answers may vary.)
4. How often is Fern at Mr. Zuckerman’s barn? (almost every day)
5. Whom does Mrs. Arable say she is going to talk to about Fern? Why? (Dr. Dorian, the family doctor; because she is worried about her talking to the animals)

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

6. *Think Pair Share:* Would you believe Fern’s stories about the animals? Why or why not? (Answers may vary.)

Word Work: Lively

(5 minutes)

1. In the read-aloud, you heard Mr. Arable say of Fern, “. . . she’s just got a *lively* imagination.”
2. Say the word *lively* with me.
3. *Lively* means full of life or energy.
4. The volleyball team did a lively cheer before going back on the court.
5. Have you ever felt lively or seen something or someone that is lively? What kinds of things cause you to feel lively? Try to use the word *lively* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “_____ was lively when . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *lively*?

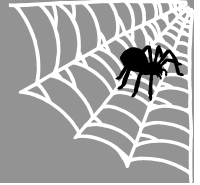
Use a *Word Parts* activity for follow-up. Write the word *lively* on the board. Ask students what word they see inside the word. Tell them that the word *live* is an adjective and is the root word. Remind them that the word *lively* means “live” as in “alive” or “full of life.” Explain that the suffix *-ly* is often added to a root word to turn an adjective into an adverb. Ask students to share other words they know of that have the *-ly* suffix, such as *slowly*, *quickly*, *blindly*, etc., and help them point out the root words. You may wish to have students act out the word *lively*.



Complete Remainder of the Lesson Later in the Day

8B

A Talk at Home



Extensions

20 minutes

Venn Diagram (Instructional Master 8B-1)

Tell students that they are going to compare and contrast the characters of Wilbur and Charlotte. Remind students that *compare* means to tell how things are alike, and *contrast* means to tell how things are different. Explain that comparing and contrasting helps us to learn more about the characters.

Copy Instructional Master 8B-1 onto chart paper, a chalkboard, or a whiteboard. Fill in the diagram together, writing the characteristics that only Charlotte has in the circle with her name and the characteristics that only Wilbur has in the circle with his name. In the overlapping middle section, write the characteristics that Charlotte and Wilbur have in common.

You may wish to discuss at this time how Wilbur felt about Charlotte when he first met her (unsure, horrified about her fly-catching techniques) and how his feelings have changed toward her over time. You may also wish to draw this contrast with Charlotte's feeling when she first met Wilbur. (She liked him from the beginning.)

Note: You may wish to have students use Instructional Master 8B-1 to complete this diagram on their own.

Descriptive Paragraph: Draft (Instructional Masters 7B-1, 8B-2)

Tell students they are going to work on the draft step of the descriptive paragraph they began in the previous lesson. Remind them that the writing process has three steps—plan, draft, edit—and that they have already completed the plan step.

Display Instructional Master 7B-1 that you completed together. Copy Instructional Master 8B-2 onto chart paper, a chalkboard, or a whiteboard. Tell students that today they are going to use their words and phrases from their planning step to create five good sentences.

First, tell students that you are going to write an introduction sentence in the first rectangle. Remind them that an introduction sentence tells the reader what the writer is going to talk about.

Second, tell students that you are going to write three good descriptive sentences in the next rectangles, using the words and phrases from Instructional Master 7B-1 for ideas of how to describe your noun using the five senses. As you write, tell students that you are using commas between things in a list, capital letters at the beginning of your sentences, and punctuation at the end. You may wish to intentionally make some mistakes to correct in the editing stage.

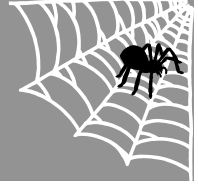
Finally, tell students that the last rectangle is for the conclusion sentence, the sentence that wraps up, or concludes, the paragraph. As you write your sentence, remind students that this sentence lets the reader know when the writer is finished, and that it does not introduce any new supporting information.

Tell students that you will complete the edit step the next time you meet.

Note: You may wish to use Instructional Master 8B-2 to have some students complete this exercise on their own.

9

Wilbur's Boast



Lesson Objectives

Core Content Objectives

Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Explain why spiders are not insects
- Describe spiders and their anatomy
- Describe some aspects of life on a farm

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)

- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Share writing with others (L.2.34)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)
- Demonstrate understanding (orally or in writing) of literary language, e.g., author, illustrator, characters, setting, plot, dialogue, and personification, by using this language in retelling stories or creating their own stories (L.2.37)

Core Vocabulary

Chapter IX of *Charlotte’s Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

delectable, *adj.* (p. 61) Delicious; highly pleasing

Example: Grandma’s delectable apple pie wins “Best Pie” at the county fair every year.

Variation(s): none

delicate, *adj.* (p. 55) Needing careful treatment; easily damaged

Example: My mother’s china doll is so delicate that she does not let me play with it.

Variation(s): none

neglected, v. (p. 58) Forgot; did not give enough attention to something or someone

Example: Susie’s plants died because she neglected to ask her neighbor to water them while she was on vacation.

Variation(s): neglect, neglects, neglecting

oblige, v. (p. 57) To please by helping or agreeing do something as a favor for someone


Example: I did not have time to walk my dog before school, but my neighbor was happy to oblige.

Variation(s): obliges, obliged, obliging

troupe, n. (p. 63) A group of performers who work and travel together

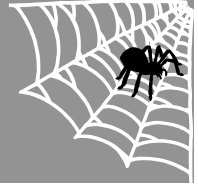
Example: The dance troupe comes to town twice a year to perform with the children at the ballet school.

Variation(s): troupes

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?		10
	Personal Connections	Image Cards 20 and 21	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	Wilbur’s Boast	<i>Charlotte’s Web</i> , by E. B. White, pp. 55–65 Image Cards 22 and 23	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Image Card 22	10
	Word Work: Delectable	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Story Map	Instructional Master 1B-1	20
	Word Web	index card	
	Descriptive Paragraph: Edit	Instructional Masters 7B-1, 8B-2 Editing Checklist (Note: You will need to prepare this prior to the lesson.)	

9A

Wilbur's Boast



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Ask students what has happened so far in the story *Charlotte's Web*. You may wish to prompt them with the following questions:

- What did Fern just tell her parents?
- How did her parents react?
- Can you find an example of personification in Chapter VIII, where an animal is acting like a person? (Note: There are no animals talking in this chapter, although Fern is talking about hearing the animals talk.)
- Can you find an example of dialogue in Chapter VIII, where a character is talking? What punctuation is used to show dialogue?
- Can you find an example of narration in Chapter VIII, where there are no specific characters talking and where the narrator is painting a picture of what is happening in the story using descriptive words?
- What descriptive words and phrases appealed to your senses?

Personal Connections

Ask students what they know about spiders. Ask them if they have ever had a spider as a pet or if they know anyone who has had a spider as a pet. Ask students what they have learned about spiders from this story that they did not know previously. Ask them what they would like to know. You may wish to create a KWL (Know-Wonder-Learn) chart if time allows.

Show students Image Card 20 (barn spider) and tell them that Charlotte is a barn spider like the one shown in the picture. Ask students why they think this spider is called a barn spider. Prompt

them to realize that, like the barn swallow, the barn spider gets its nickname from spending so much time in the favorable habitat of barns.

Remind students that because Charlotte has eight legs instead of six legs, and two body parts instead of three, she is not an insect. (If you are following the recommended sequence of domains, students should be familiar with these characteristics of insects from the *Insects* domain.) Tell them that she is called an *arachnid*, along with other eight-legged creatures: scorpions, mites, ticks, and daddy longlegs. Tell students that other characteristics of arachnids are that they are carnivores and they have no wings or antennae.

Explain that *arachnid* means “jointed feet” in Greek. Show students Image Card 21 (spider anatomy) and point to the seven joints of a leg. Tell students that they don’t have to worry about remembering the names of the parts, but that they are included in the story as another specific description to help the reader picture Charlotte in their minds. Point to the spinnerets and explain that a spider’s silk is made in these organs.

Making Predictions

Share with students the title of this chapter, “Wilbur’s Boast,” and ask them what the word *boast* means. Ask them to predict what Wilbur is boasting that he can do.

Note: Students who participated in the Core Knowledge Language Arts program during Kindergarten and Grade 1 will have already been exposed to this vocabulary word.

Purpose for Listening

Tell students to listen to learn more about spiders and also to see if their predictions are correct.

Note: You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

Wilbur's Boast

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter IX, "Wilbur's Boast," starts on page 55 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

Page 55

- . . . **not easily broken.** Each strand, or thread of silk, is thin and easily damaged or **delicate**, but when they are wound together, the connected strands are very strong.
- . . . **and the tarsus.**" Why do you think Charlotte's legs are hairy? Hint: It has to do with her nearsightedness. (Prompt students to realize that the hairs on Charlotte's legs help her sense movements in her web, because she can't see insects from a distance.)

Page 56

- . . . **just never tried.**" Do you think Wilbur can really spin a web? Why or why not?
- . . . **you go down!**" Charlotte is joking with Wilbur, because she knows he doesn't have any spinnerets. A dragline is a silk thread that spiders spin behind them wherever they go. When a spider is scared or in danger, it climbs up or down its dragline to escape.

Page 57

- **Anything to oblige.**" To **oblige** means to please by helping or agreeing to do something as a favor for someone. Why do you think Templeton would agree to do this "favor" for Wilbur?
- . . . **two half hitches.** Templeton tied two knots in the string.

Page 58

- . . . **the air, headfirst.** The word *summoning* means calling or bringing forth into action. Wilbur is bringing forth into action all of his strength. What do you think is going to happen?
- . . . **neglected to fasten . . .** or forgot to fasten
- . . . **I advise you . . .** or offer my advice or opinion

Page 60

- **Serves me right.”** Do you think Wilbur has learned a lesson about boasting? Do you see how the saying you have learned “easier said than done” fits here?
- **“Sort of,” replied Charlotte.** (Show Image Card 22 [Queensborough Bridge].) Why do you think Charlotte thinks the bridge is “sort of” a web?

Page 61

- . . . **smelling, smelling, smelling . . .**” The word *delectable* means delicious. Wilbur wants to be in a forest rooting around for delicious, or delectable, nuts from beech trees and for truffles, which are a type of underground mushroom.

Page 62

- . . . **a bird sang “Whippoorwill, whippoorwill!”** (Show Image Card 23 [whippoorwill].) Here is another bird that is named for its song.

Page 63

- . . . **troupe of pipers.** A **troupe** is a group of performers who work and travel together.
- . . . **cool and collected.** When someone is cool and collected, this means they are calm, no matter what happens. Sometimes, the saying is “calm, cool, and collected.” So, how does Charlotte feel? Is Wilbur cool and collected? Why not?

Page 64

- **Wilbur trotted over . . .** or walked quickly, like a horse
- . . . **of mashed potato.”** Why do you think Wilbur wants to go to his trough to look for food?

- . . . go to sleep!” What is Charlotte telling Wilbur to do? Why?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. How many legs does Charlotte have? (eight) So, is a spider an insect? (No, insects have six legs.) How many sections does each spider leg have? (seven)
2. What is Wilbur boasting that he can do? (spin a web) Is Wilbur able to spin a web? (no) Why not? (He doesn't have spinnerets or the know-how.)
3. Have you ever boasted about something? Tell about it. (Answers may vary.)
4. Why do you think Charlotte lets Wilbur try to spin a web rather than explaining right away that he won't be able to? (Answers may vary.)
5. Who helps Wilbur tie the string to his tail? (Templeton)
6. How does Charlotte feel about Wilbur trying to spin a web? (She is amused; she loves that he doesn't give up; she feels affection.)
7. Charlotte says she is a sedentary spider. What does this mean? [If no one recalls, ask a student volunteer to reread the section starting at the bottom paragraph of page 60 and ending at the paragraph where the word is defined on page 61.] (that she stays in one place)
8. Why does Wilbur get upset when he's trying to go to sleep? (He's thinking again about dying.) What does Charlotte do about it? (She talks calmly to Wilbur and reassures him that she will come up with a plan to save him.)
9. What did you learn about farms in this chapter? (Answers may vary but may include some of the following: Spiders weave new webs every day; pigs are smelly because of the manure and scraps; goslings make whistling sounds; etc.) **[Note:** If you decided to create a KWL chart to capture the farm information in this story, you may wish to update it here.]

10. [Show Image Card 22.] Charlotte says the Queensborough Bridge is “sort of” like a web. Charlotte is again explaining something to Wilbur that he does not understand. How would you explain to Wilbur the real purpose of a bridge? (Answers may vary.)

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

11. *Think Pair Share:* Charlotte tells Wilbur to “never hurry and never worry.” Do you think this is good advice? Why or why not? (Answers may vary.)

Word Work: Delectable

(5 minutes)

1. In the read-aloud, you heard Wilbur say he would like to be “in a forest looking for beechnuts and truffles and *delectable* roots . . .”
2. Say the word *delectable* with me.
3. *Delectable* means delicious.
4. Lisa is making a delectable pie.
5. What are some things that you think are delectable? Try to use the word *delectable* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I think _____ are delectable.”)
6. What’s the word we’ve been talking about? What part of speech is the word *delectable*?

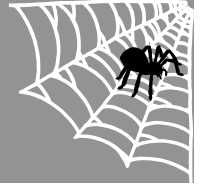
Use a *Drawing* activity for follow-up. Have students draw things that they think are delectable. Have them write one sentence describing their drawing. As students share their drawings and sentences with the class, make sure they use the word *delectable*.



Complete Remainder of the Lesson Later in the Day

9B

Wilbur's Boast



Extensions

20 minutes

Story Map (Instructional Master 1B-1)

Add any new characters, settings, or plot events for Chapters VIII and IX to the story map. Be sure to include any problems and/or solutions.

Word Web

Ask students what word Charlotte taught Wilbur in the read-aloud today. Write the word *sedentary* on an index card. Write a short definition below the word: “staying in one place.” Stick the index card onto the Word Web. Reiterate that Charlotte the spider is sedentary because she stays in one place and doesn’t move a whole lot.

Descriptive Paragraph: Edit (Instructional Masters 7B-1, 8B-2)

Note: You will need to prepare a simple editing checklist to use for this exercise. Make sure to include basics such as using commas between things in a list, capital letters at the beginning of sentences, and punctuation at the end. You may wish to also include a specific grammar concept students are currently learning about in class.

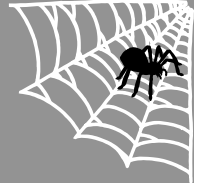
Display Instructional Masters 7B-1 and 8B-2 for students. Remind them that you have completed the plan and draft steps of your descriptive paragraph and that you are going to complete the edit step today. Explain that this means you are going to check the descriptive paragraph you wrote together for any mistakes and make sure you have said everything you wanted or needed to say. Read the editing checklist aloud that you prepared, checking off the list as you make your edits to your descriptive paragraph on Instructional Master 8B-2.

Rewrite your draft onto a clean piece of chart paper, chalkboard, or whiteboard. When finished, read the final descriptive paragraph aloud to the class. Tell students that they will have a chance to practice writing a descriptive paragraph at another time. You may wish to allow them to practice this in Pausing Point 2.

Note: You may wish to use the editing checklist you prepared to have some students complete this exercise on their own.

10

An Explosion



Lesson Objectives

Core Content Objectives

Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Describe some aspects of life on a farm
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Recall the order of the seasons
- Describe how seasons affect life on a farm

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Learn synonyms and antonyms (L.2.17)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)
- Demonstrate understanding (orally or in writing) of literary language, e.g., author, illustrator, characters, setting, plot, dialogue, and personification, by using this language in retelling stories or creating their own stories (L.2.37)

Core Vocabulary

Chapter X of *Charlotte’s Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

affectionately, adv. (p. 67) Showing feelings of liking or love

Example: Sally’s mother affectionately hugged and kissed her goodnight after her bedtime story.

Variation(s): none

astride, adv. (p. 75) With legs on either side of something
Example: Sitting astride the seesaw, Mary and Max were having a lot of fun.

Variation(s): none

descended, v. (p. 75) Passed from a higher place to a lower one
Example: Nick hurt his ankle yesterday during recess when he descended from the monkey bars.


Variation(s): descend, descends, descending

moodily, adv. (p. 75) With a gloomy or sullen mood or feeling
Example: After a bad day at school, Maria moodily played her piano.

Variation(s): none

straddled, v. (p. 69) Sat or stood with legs on either side of something
Example: Trying not to fall off, Jack straddled the horse as best he could.

Variation(s): straddle, straddles, straddling

<i>At a Glance</i>	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?		10
	Personal Connections		
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
Presenting the Read-Aloud	An Explosion	<i>Charlotte's Web</i> , by E. B. White, pp. 66–76 Word Web	15
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Descended		5
 Complete Remainder of the Lesson Later in the Day			
Extensions	Retelling the Read-Alouds		20
	Word Web	index card	

10A *An Explosion*



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Ask students what has happened so far in the story *Charlotte's Web*. You may wish to prompt them with the following questions:

- What was Wilbur boasting that he could do? What happened?
- What parts of Charlotte's body enable her to spin a web? (legs, spinnerets, silk)
- Why was Wilbur having a hard time sleeping? How did Charlotte comfort him?
- Can you find an example of personification in Chapter IX, where an animal is acting like a person?
- Can you find an example of dialogue in Chapter IX, where a character is talking? What punctuation is used to show dialogue?
- Can you find an example of narration in Chapter IX, where there are no specific characters talking and where the narrator is painting a picture of what is happening in the story using descriptive words?
- What descriptive words and phrases appealed to your senses?
- Is *Charlotte's Web* realistic or fantasy? How do you know?

Personal Connections

Tell students that one of the main themes of *Charlotte's Web* is friendship. Talk with students about some of the ways Charlotte and Wilbur show their friendship for each other. Ask students which other characters in the story are friends.

Ask students about some of the things that are pleasurable and difficult about friendships. Remind them about Wilbur’s statement in Chapter V that friendship is a gamble or risk. Allow them to share their experiences and also respond to this statement.

Making Predictions About the Read-Aloud

Share with students the title of this chapter, “An Explosion,” and ask them to think about what has happened to predict what they think will explode.

Purpose for Listening

Tell students to listen to see if their predictions are correct and to find out other ways that Charlotte, Wilbur, and other characters are friends to each other in this chapter and in the chapters to come.

Note: You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

An Explosion

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter X, “An Explosion,” starts on page 66 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

Page 66

- . . . **to come to her.** Why does Charlotte need an idea?
- . . . **deep in thought.** What’s a word we learned that means motionless, not moving, staying in one place? Charlotte was *sedentary* while deep in thought about how to help Wilbur.
- . . . **was naturally patient.** So, do you think Charlotte takes her own advice to “never hurry and never worry”?

Page 67

- . . . **smart as bugs.”** Why do you think Charlotte thinks this? What kind of trick do you think Charlotte will play on Zuckerman?
- . . . **gazing affectionately at him . . .** or gazing at him with feelings of liking or love
- **Summer was half gone.** Which season comes next?

Page 68

- . . . **henhouse, Aunt Edith?”** The henhouse is where the hens, or female chickens, are kept so their eggs can be gathered each day to eat. If the farmer does not collect the eggs that have been fertilized by a male rooster, they will incubate, or grow inside, into baby chicks, just as the goose eggs that are fertilized by the male gander incubate into goslings.

Page 69

- . . . **as a seat.** The word **straddled** means to sit or stand with legs on either side of something, sometimes for balance. Close your eyes and pretend you are balancing on a swing as I read another wonderful description to you.
- . . . **somebody else try it.** Would you like to try it? Why or why not?

Page 70

- . . . **for an hour.** Do you think Avery and Fern loathed or loved their time on the swing?

Page 71

- . . . **he saw Charlotte.** What do you think is going to happen?

Page 72

- . . . **“It’s tremenjus!”** Avery is saying Charlotte is tremendous, or very large.
- . . . **a horrible smell.** What happened? (Point to the Word Web.) Can you remember the word Charlotte used to describe what the barn would be like if the rotten egg ever broke?
- **“Good night!” screamed Avery.** This is another way of saying “Wow!”
- **Fern was crying.** Why do you think Fern is crying?

Page 73

- . . . **a narrow escape.** How does Charlotte escape being captured by Avery?

Page 74

- . . . **in his surly voice.** Templeton is speaking in a rude, unfriendly voice.
- . . . **Templeton’s other possessions.** Why does Lurvy cover up Templeton’s nest? How do you think Templeton will feel about this?

Page 75

- . . . **everything at once**. Here, the word *anxious* means eager, or excited.
- . . . **Wilbur ate heartily**. Wilbur is eating with a hearty, or strong, appetite.
- . . . **she bestirred herself**. If Charlotte is **astride** her web, she is sitting with her legs on either side of her web. Charlotte is eating **moodily**, which means she is in a gloomy or sullen mood. After awhile, she stirs, or wakes, herself from her thinking and gets ready to move.
- . . . **She descended to . . .** or moved down from a higher place to a lower one

Page 76

- . . . **in the middle**. What do you think Charlotte is weaving in her web?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. What are some examples of friendship in this chapter?
(Charlotte thinking hard of how to keep her promise to help Wilbur; Fern and Avery playing and arguing; Wilbur leaving food for Templeton)
2. What idea does Charlotte finally think of? (She decides she will fool Mr. Zuckerman, which she says is easier than fooling bugs.)
3. The story says that summer is half gone and that Charlotte doesn't have much time. What does she mean by this?
(Prompt students to recall the order of the seasons and that after summer comes fall and then winter, when Wilbur may be killed for food.)
4. How do Avery and Fern spend their day on the farm in this chapter? (swinging, playing with a frog, eating pie, picking raspberries, visiting Wilbur, etc.)

5. What does Avery try to do when he sees Charlotte? (catch her) Why do you think he wants to capture her? (He likes animals; it's fun to catch things; etc.) What happens to help Charlotte escape? (Avery trips over Wilbur's trough, crushing the rotten goose egg, and the smell causes him to run away.)
6. Which senses do the characters use in this chapter? (all of them) What are some examples? (feeling the movement of the swing; smelling the rotten egg; feeling moody; Wilbur tasting his food; etc.)
7. Why do you think farmers have geese on their farms if they don't typically eat their eggs? (Answer may vary.) [Tell students that because geese are so alert and loud, they make good "watchdogs" and that because they like to eat grass, they are also natural "lawnmowers."]
8. What did you learn about farms in this chapter? (Answers may vary but may include some of the following: Hens in henhouses lay eggs that the farmers collect to eat; rats can cause trouble on farms; some farms have wild raspberries and blackberries; etc.) **[Note:** If you decided to create a KWL chart to capture the farm information in this story, you may wish to update it here.]

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

9. *Think Pair Share:* In the story, Charlotte says that people are gullible, or easy to fool. Do you agree? Why or why not? (Answers may vary.)

Word Work: Descended

(5 minutes)

1. In the story, you heard that Charlotte “*descended* to the center of the web and there she began to cut some of her lines.”
2. Say the word *descended* with me.
3. If you descended, you moved down from a higher place to a lower place.
4. Jonathan carefully descended the narrow, winding staircase.
5. Think about a time that you have descended. Try to use the word *descended* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I descended once when . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *descended*?

Use a *Synonyms and Antonyms* activity for follow-up. Tell students that the opposite of the word *descended* is the word *ascended*. Ask them what they think it means. Tell them the word *ascended* means to go from a lower place to a higher place.

Directions: I am going to read several sentences. If the sentence I read describes descended, say, “descended” and sit on the floor. If the sentence I read describes ascended, or going from a lower place to a higher place, say, “ascended” and stand up.

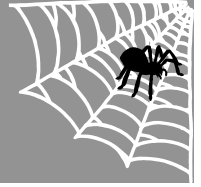
1. I can’t believe we climbed to the very top of the mountain! (ascended)
2. Charlotte climbed up the doorway to find a good place for her web. (ascended)
3. Our class walked carefully down the steep hill behind the school. (descended)
4. The bird climbed higher and higher into the air. (ascended)
5. The gymnast landed gracefully as she dismounted from the balance beam to the floor. (descended)



Complete Remainder of the Lesson Later in the Day

10B

An Explosion



Extensions

20 minutes

Retelling the Read-Alouds

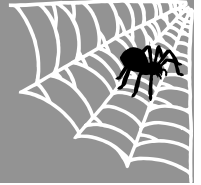
Show students the illustrations from Chapters VII–X. (Have them follow along in their books if they have their own copies.) Ask them to retell the story thus far in the correct order, using the illustrations to help them. Encourage students to discuss the theme of friendship that is developing between Charlotte and Wilbur.

Word Web

Ask students what new word Charlotte teaches Wilbur in this chapter. Write the word *gullible* on an index card. Write a short definition below the word: “easily tricked.” Add the index card to the Word Web. Reiterate that Charlotte the spider thinks people are gullible or easily tricked.

11

The Miracle



Lesson Objectives

Core Content Objectives

Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Describe some aspects of life on a farm

Language Arts Objectives

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Learn common sayings and phrases such as “Keep your fingers crossed” (L.2.9)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)

- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Distinguish fantasy from realistic text (L.2.30)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)
- Demonstrate understanding (orally or in writing) of literary language, e.g., author, illustrator, characters, setting, plot, dialogue, and personification, by using this language in retelling stories or creating their own stories (L.2.37)

Core Vocabulary

Chapter XI of *Charlotte's Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

bewilderment, n. (p. 80) Confusion

Example: After being told she could not have a dog, Karen looked at her dad in bewilderment when he came home with a puppy in his arms.

Variation(s): none

exertions, n. (p. 79) Efforts; hard work

Example: The school appreciated the parents' exertions to build the new playground.

Variation(s): exertion

miraculous, adj. (p. 84) Causing wonder that may be difficult to explain

Example: When Janet survived the car accident without a scratch on her body, her family thought it was a miraculous event.

Variation(s): none

notions, n. (p. 83) Beliefs or ideas that may or may not be real


Example: Billy's head was full of notions that he would someday be a famous astronaut.

Variation(s): notion

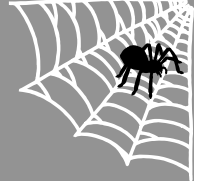
principal, adj. (p. 84) Main; most important

Example: Tim's principal chore at home is to keep his room clean.

Variation(s): none

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Learned Already?		10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Miracle	<i>Charlotte's Web</i> , by E. B. White, pp. 77–85 Image Card 24	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions	Image Cards 20 and 24	10
	Word Work: Miraculous		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Sayings and Phrases: Keep Your Fingers Crossed		20
	Story Map	Instructional Master 1B-1	
	Creating Image Cards	large index cards, drawing tools	

11A *The Miracle*



Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

Ask students what has happened so far in the story *Charlotte's Web*. You may wish to prompt them with the following questions:

- What idea did Charlotte think of to save Wilbur?
- Can you describe the Zuckermans' swing?
- Can you explain the title of the last chapter, "Explosion"?
- At the end of the chapter, what was Charlotte doing while the animals slept?
- Can you find an example of personification in Chapter X, where an animal is acting like a person?
- Can you find an example of dialogue in Chapter X, where a character is talking? What punctuation is used to show dialogue?
- Can you find an example of narration in Chapter X, where there are no specific characters talking and where the narrator is painting a picture of what is happening in the story using descriptive words?
- What descriptive words and phrases appealed to your senses?
- Is *Charlotte's Web* realistic or fantasy? How do you know?

Making Predictions About the Read-Aloud

Tell students the title of this chapter, "The Miracle," and ask them to think about what has happened so far to predict what the miracle will be.

Purpose for Listening

Tell students to listen to find out if their predictions are correct.

Note: You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

The Miracle

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter XI, “The Miracle,” starts on page 77 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

Page 77

- . . . **a thing of beauty.** (Show students Image Card 20 [web with dew] as you continue reading.)
- **It said: SOME PIG!** Do you think this is the miracle? Why or why not?

Page 78

- . . . **see for yourself.**” How do you think Lurvy feels about what he has seen?

Page 79

- . . . **her night’s exertions . . .** The word **exertions** means efforts or exercises. What were Charlotte’s overnight exertions?
- . . . **in a weak voice.** How do you think Mr. Zuckerman feels? Why?

Page 80

- . . . **Mrs. Zuckerman’s face.** The word **bewilderment** means complete confusion. Why is Mrs. Zuckerman bewildered?
- . . . **spang in the middle . . .** or directly in the middle
- . . . **no ordinary pig.**” Although the word *some* can mean an unspecified number or degree, here it means having an impressive or remarkable quality, such as, “That was *some* snowstorm!”

Page 81

- . . . **trick was working.** If Charlotte is delighted, is she happy or upset? Do you think she still thinks people are gullible?

Page 82

- . . . **quite a pig.”** Do you think Mr. Zuckerman and Lurvy ever really noticed anything special about Wilbur before? Why do you think they are saying this now?
- . . . **to the minister’s house.** The minister is the leader of his church.
- . . . **a wondrous animal.** or a wonderful animal

Page 83

- . . . **full of notions.** Ideas that may or may not be real are called **notions**. What notions does Fern have?
- . . . **all over the county.** Who do you think told the secret, or “let the cat out of the bag”?

Page 84

- . . . **wagons and Pontiacs.** The author could just say, “The Zuckerman’s driveway was full of cars and trucks.” Why do you think he goes into such detail about the brand names of the vehicles?
- . . . **the miraculous animal.** (Point to the picture on page 83.) While some people drive cars to the Zuckerman’s farm, others ride four-wheeled carriages. Buggies are covered carriages, while buckboards are open, like wagons. Wilbur is being called **miraculous** because he is causing wonder and amazement in people that is difficult to explain.
- . . . **his farm work.** What does *neglected* mean?
- . . . **his principal farm duty . . .** The word **principal** means main or most important. What is Lurvy’s principal duty now that Wilbur is a miraculous animal?

- . . . **to hoe it.** *Hoeing* means digging with a hoe, a long-handled tool with a thin, flat blade. Farmers hoe the ground around the crops to destroy the weeds. Why are Lurvy and the Zuckermans neglecting their farm work?

Page 85

- . . . **coming of wonders.** Do you think there will be more miracles, or wonders, in the future? Will Wilbur's life be saved?

Discussing the Read-Aloud

15 minutes

Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. [Show Image Cards 20 (spider in web) and 24 (web with dew).] Do you think more insects would fly into a web covered with dew, or into a web without dew? Why? (Prompt students to understand that because the web with dew is easier to see, not as many insects would fly into it.)
3. What does Lurvy see in Charlotte's web that makes him drop to his knees? (the words *Some Pig*) Whom does he tell? (Mr. Zuckerman) Whom does Mr. Zuckerman tell? (his wife, Edith; the minister)
4. Describe how everyone feels about the words in the web. (bewildered, amazed, weak, excited, etc.)
5. How does Charlotte feel about people's reactions? (delighted, relieved, etc.) How does Wilbur feel? (pleased to receive so much attention)
6. What happens after everyone finds out about this wondrous miracle? (Many people come to see Wilbur and the words in the web; the farm is neglected; Fern feels overwhelmed by all the people; the minister talks about the miracle in his sermon; etc.)
7. Do you think it is fair that Avery is punished for trying to catch Charlotte? (Answers may vary.)

8. Could all of the events in this chapter happen in real life? (no) Why not? (A spider cannot weave words into a web.)
9. What did you learn about farms in this chapter? (Answers may vary but may include some of the following: Farmers have to hoe the weeds away from crops; if crops are neglected, they don't grow as well; on a foggy morning, everything is wet; etc.) [**Note:** If you decided to create a KWL chart to capture the farm information in this story, you may wish to update it here.]

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

11. *Think Pair Share:* Mr. Zuckerman says the pig is extraordinary, but Mrs. Zuckerman says the spider is extraordinary. Whom do you think is right, and why? (Answers may vary.)

Word Work: Miraculous

(5 minutes)

1. In the read-aloud, you heard that people stood “hour after hour at Wilbur’s pen admiring the *miraculous* animal.”
2. Say the word *miraculous* with me.
3. If something is miraculous, it is a wonder that is difficult to explain.
4. Sometimes when people heal from serious diseases without explanation, doctors say these are miraculous events.
5. Have you ever experienced something miraculous? Try to use the word *miraculous* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “Something miraculous that I have experienced is . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *miraculous*?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some situations. If you think what I describe is miraculous, say, “miraculous.” If you do not think what I describe is miraculous, say, “not miraculous.” (Explain that answers may vary for all because people sometimes have different opinions about what is miraculous and what is able to be explained.)

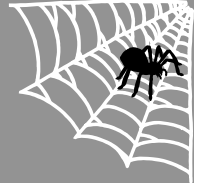
1. a lost cat returning home after two months
2. a caterpillar changing into a butterfly
3. Charlotte being able to weave words into her web
4. some of the animals in *Charlotte’s Web* being able to speak
5. a spider knowing how to spin a web without being taught



Complete Remainder of the Lesson Later in the Day

11B

The Miracle



Extensions

20 minutes

Sayings and Phrases: Keep Your Fingers Crossed

(5 minutes)

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard someone say, “Keep your fingers crossed.” Tell students that this saying means to hope that nothing bad will happen or, as some believe, to help make a wish come true by crossing your fingers.

In the story *Charlotte’s Web*, Charlotte and Wilbur are both “keeping their fingers crossed” that the miracle words in the web will save Wilbur’s life by making Mr. Zuckerman realize that Wilbur is special.

Ask students to share examples of times when they have been hopeful or wishful that something would happen or would not happen. Tell them that during these times, instead of saying, “Keep your hopes up” or “Let’s hope so,” they could say, “Keep your fingers crossed.”

Say: “As we continue reading the second part of the story of *Charlotte’s Web*, let’s keep our fingers crossed for Wilbur’s safety.”

Try to find other opportunities to use this saying in the classroom.

Story Map (Instructional Master 1B-1)

Add any new characters, settings, or plot events from Chapters X and XI to the story map. Be sure to include any problems and/or solutions. Tell students that this is the end of this story map, but it is not the end of the story. Tell them that you will begin a new story map in the next domain for the second half of the story.

Remind students of the saying, “You can’t teach an old dog new tricks” and of the example of Templeton. Ask them if they think Templeton has changed at all since the beginning of the story. Tell students that after they hear the rest of the story, you will ask them this question again.

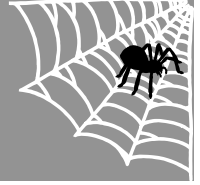
Creating Image Cards

Tell students that they are going to create their own image cards for Chapters VII–XI like they did for Chapters I–VI. Assign one chapter (from Chapters VII–XI) to a group of three or four students. Have students look through their assigned chapter and choose one scene each to draw on a large index card. Tell students they may draw their own version of an existing illustration, or they may create their own illustrations using the description in the chapter. Explain to students that each member in the group needs to draw a different image from the others in their group so that the class will have the greatest variety and coverage of images possible for each chapter.

Once each group has completed its drawings, have the students in each group put their cards in order. Once all of the groups are finished, have students help you put all of the cards in order, displaying them on the wall or board in the correct sequence.

PP2

Pausing Point 2



Note to Teacher

Your students have now heard the first eleven chapters of the trade book *Charlotte's Web*, by E. B. White. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

Core Content Objectives Up to This Pausing Point

Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Define and identify the elements of characters, setting, plot, narration, dialogue, description, and personification
- Describe some aspects of life on a farm
- Describe the seasons and the order in which they occur
- Describe how seasons affect life on a farm
- Explain why spiders are not insects
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Explain how an author sometimes gives the reader hints of things to come
- Describe spiders and their anatomy

Activities

Class Book: Charlotte's Web I

Materials: Drawing paper, drawing tools

Tell the class that they are going to add to the class book they started in Pausing Point 1 to help them remember what they have learned in this domain. You may wish to include the image cards students created in Lesson 11, and other activities completed in the lessons and in this Pausing Point.

Tell students that you will continue to add to this class book as you read the rest of *Charlotte's Web*. Tell students that you will bind the pages upon completion of the trade book and that you will put the class book in the library for students to read again and again.

On Stage

Have students act out a scene from the story while the rest of the class tries to guess which scene it is. You may wish to assign a scene or have students choose one on their own. As students act out the scene, encourage them to use rich vocabulary, including, if possible, any domain-related vocabulary.

Weaving Words

Materials: Plastic needles for each student, yarn, plastic or other mesh

Have students choose a word from the trade book—a core vocabulary word, one of the words Charlotte uses to describe Wilbur in her web, or a word from Charlotte's Word Web—and write it on a piece of plastic or other mesh in large letters. Then, using a plastic needle, have students thread a long piece of yarn through the mesh, tracing the letters and “weaving” the word. You may wish to hang their woven words up on the wall or in some sort of web.

As students work, encourage them to talk about the story, remembering to expand on students' vocabulary using richer and more complex language, including, if possible, any read-aloud vocabulary.

Word Web

Materials: Drawing paper, drawing tools

Review the words *sedentary* and *gullible* from the Word Web, reviewing the definitions and giving an example sentence for each. Have students choose one of the words and draw a picture depicting the word, or write a sentence using the word. Allow students to share their pictures and sentences.

Creating Characters

Materials: Drawing paper, drawing tools

Ask students to think of a character they would like to add to *Charlotte's Web*. Have students work individually or in groups to draw their character and write a couple of sentences about the character's personality and role in the story. Have students decide whether the character would be a person or animal, and if the animal would be personified. Allow students to share their characters with the class. You may wish to have students try to persuade the class why their character would be the best addition.

Riddles for Core Content

Ask the students riddles such as the following to review core content:

- I am an old animal who is not very nice—and who hasn't taught my lambs to be very nice, either. I told Wilbur about what's going to happen to him. Who am I? (old sheep)
- I help the Zuckermans on their farm with the crops and feeding of the animals. Who am I? (Lurvy)
- I told Wilbur I wanted to be his friend because I liked him. Who am I? (Charlotte)
- I worry about Fern's stories and about her spending so much time in the barn. Who am I? (Mrs. Arable)
- I am a boy who likes adventures and hunting for things—and I sometimes get into trouble. Who am I? (Avery)

- I love to eat the scraps in my trough, and I enjoy my life on the farm with the other animals—though I worry about it not lasting. Who am I? (Wilbur)

Quotes and Statements

Materials: Drawing paper, drawing tools

Read the following character quotes and narrator statements and have students choose a favorite to respond to with a drawing and a couple of sentences. Allow students to share their responses. You may also wish to have students try to identify the speaker, the surrounding situation, and whether the sentence is a part of a quotation or part of the narration. You may wish to remind students that although the narrator is not a character acting in this story, there are many important statements made by the narrator that add to this story.

- “It’s a little service I throw in.” (Charlotte, p. 48)
- “There’s a regular conspiracy around here to kill you at Christmastime.” (sheep, p. 49)
- “You shall not die.” (Charlotte, p. 51)
- “Maybe our ears aren’t as sharp as Fern’s.” (Mr. Arable, p. 54)
- “They just keep trotting back and forth across the bridge thinking there is something better on the other side.” (Charlotte, p. 60)
- “All these sounds made him feel comfortable and happy, for he loved life and loved to be a part of the world on a summer evening.” (narrator, p. 62)
- “Children almost always hang onto things tighter than their parents think they will.” (narrator, p. 69)
- “Good *night!* What a stink! Let’s get out of here!” (Avery, p. 72)
- “Secrets are hard to keep.” (narrator, p. 83)
- “. . . human beings must always be on the watch for the coming of wonders.” (narrator/minister, p. 85)

Somebody Wanted But So Then

Materials: Instructional Master PP2-1

The Somebody Wanted But So Then chart may be used to summarize the story of *Charlotte's Web* thus far.

Image Card Review

Materials: Image Cards 1–24; image cards students created

Show students Image Cards 1–24. Ask them to recall the animal or object depicted and how it fits into the story of *Charlotte's Web*. Review the images, allowing students to share what they know, what they have learned, and what they would still like to know about the images. You may wish to pass the image cards around and have students discuss them in groups.

You may also wish to review the image cards students created from Chapters I–XI. Review the characters, setting, and plot in each image, as well as the sequence of all of the cards.

Domain-Related Trade Books or Student Choice

Materials: Trade book

Read an additional trade book to review a particular animal or concept; refer to the trade books listed in the domain introduction. You may also choose to have the students select a chapter from *Charlotte's Web* to hear again.

Book Tub/Research

Materials: Trade books from the Recommended Trade Book List

Have students look through the book tub and choose a book about an animal or other topic from *Charlotte's Web* that they would like to learn more about. You may wish to group students together by chosen topic. After reading, allow students to share what they already knew, what they learned, and what they still want to know about their topic. If you decided to create a KWL chart to capture all of the farm information in this story, you may wish to research some of the students' questions and update the chart. If time allows, you may wish to create a new KWL chart

about another topic. You may also wish to read a favorite book aloud to the class.

Which Happened First?

Materials: Sentence strips or chart paper, chalkboard, or whiteboard

Tell students that you are going to play a game called “First” and “Then.” You will read a pair of sentences that you have written on chart paper or sentence strips. Each sentence begins with a blank. One volunteer will choose which sentence happened first in the story and write the word *First* on the blank before that sentence. Then, another volunteer will write the word *Then* on the blank before the sentence that happens second in the story.

1. _____, Wilbur finds out the bad news that he may die at Christmastime. (First)
_____, Charlotte makes a promise to Wilbur to save him. (Then)
2. _____, Mr. Arable says that maybe animals do talk. (Then)
_____, Fern tells her parents all about the animals in the barn. (First)
3. _____, Wilbur decides that he can spin a web. (Then)
_____, Charlotte tells Wilbur about the seven sections of her legs. (First)
4. _____, Avery tries to catch Charlotte. (First)
_____, the goose egg breaks when Avery trips over Wilbur’s trough. (Then)
5. _____, Wilbur hears someone telling him that she wants to be his friend. (Then)
_____, rain upsets Wilbur’s plans and he cries from loneliness. (First)
6. _____, Charlotte works through the night on her web. (First)
_____, Lurvy discovers words in Charlotte’s web. (Then)

7. _____, Mr. Zuckerman tells Mrs. Zuckerman about the words in the web. (Then)
_____, Lurvy tells Mr. Zuckerman about the words in the web. (First)

Venn Diagram

Materials: Instructional Master PP2-2; chart paper, chalkboard, or whiteboard

Tell students that there are many things to compare and contrast in the read-alouds they have heard so far. Remind students that to compare means to tell how things or people are similar, and to contrast is to tell how things or people are different.

Have students choose a topic from the following list to compare/contrast on a Venn diagram. You may do this individually or as a class.

- Mr. and Mrs. Arable
- Wilbur and Templeton
- the old sheep and Templeton
- Charlotte and the goose
- Avery and Templeton

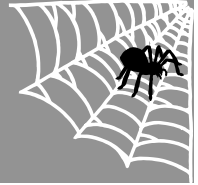
Allow students to share their diagrams with the class and to ask each other questions. Remember to expand on each student's response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Descriptive Writing Practice

You may wish to use Instructional Master 7B-1 with any of the chapters to help students describe people (animals), places, and things from the story.

Writing Prompts

- My favorite setting of this story is . . .
- If I wrote a letter to Mr. Zuckerman pleading for Wilbur's life, I would say . . .
- My favorite character in this story is . . .



This domain assessment evaluates each student's retention of the core content targeted in *Charlotte's Web I*.



Domain Assessment

Note: You may wish to have students complete this assessment in two or three sittings.

Part I (Instructional Master DA-1)

Give each student a copy of Instructional Master DA-1. Tell students that you are going to say several statements about the story elements in *Charlotte's Web*. Tell them they are to circle 'T' if the statement is true and 'F' if the statement is false.

1. The characters are the events that happen in the story. (F)
2. Problems and solutions are part of the plot and tell what happens in a story. (T)
3. When characters are speaking, their words are in quotation marks and are called dialogue. (T)
4. Wilbur, Charlotte, and Templeton talk and act like people; this is called personification. (T)
5. Narration is when the characters in the story talk. (F)
6. The author uses description to tell about people, places, and things, and to help us better imagine what's happening. (T)
7. The author never gives the reader any hints or clues about things that are going to happen. (F)

Part II (Instructional Master DA-2)

Give each student a copy of Instructional Master DA-2. Tell students that you are going to read a pair of sentences to them about events from the story. Tell them that these sentences are also on their papers. Tell students to choose which sentence happened first in the story and write the word *First* on the blank in front of that sentence. Tell students to choose which sentence happened second in the story and write the word *Then* on the blank in front of that sentence. Repeat the sentences if necessary.

1. _____, Wilbur is sold to Mr. Zuckerman. (Then)
_____ , Fern persuades her father to save the piglet's life. (First)
2. _____, Wilbur escapes from his pen. (First)
_____ , Wilbur decides he is too young to go out into the world alone. (Then)
3. _____, Templeton asks to have the egg that didn't hatch for his nest. (Then)
_____ , the goslings hatch. (First)
4. _____, Wilbur finds out that he may be killed at Christmastime. (First)
_____ , Charlotte makes a promise to save Wilbur. (Then)
5. _____, Wilbur boasts that he can spin a web. (First)
_____ , Wilbur falls and hurts himself. (Then)
6. _____, Charlotte says she thinks she can trick Mr. Zuckerman. (First)
_____ , Charlotte thinks to weave a word into her web to save Wilbur. (Then)
7. _____, people in cars, trucks, and carriages come to the Zuckerman farm. (Then)
_____ , Lurvy sees the words *Some Pig* in the spider web. (First)

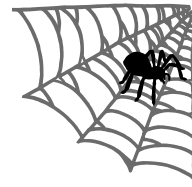
Part III (Instructional Master DA-3)

Give each student a copy of Instructional Master DA-3. Tell students they are to write one to two complete sentences to answer each question. Read each question aloud to students, repeating as necessary.

Note: You may need to have some students respond orally if they are not able to respond in writing.

1. Who are the main characters in *Charlotte's Web*?
2. What is the setting of this story?
3. What is the most important problem and solution in this story so far?
4. Give one example of personification (an animal behaving like a person) in this story.
5. What did you learn about farms in this story?

For Teacher Reference Only:
Copies of *Tell It Again! Workbook*



Story Map

Characters:

Other Elements:

Settings:

When:

Where:

**Charlotte's Web,
by E. B. White
(Fantasy)**

Plot:

Problems:	Solutions:
------------------	-------------------

Directions: Fill in the story map with the story elements you have learned.



Dear Parent or Guardian,

During the next several days, your child will be hearing the first half of the classic story *Charlotte's Web*, by E. B. White. S/he will meet the memorable characters Fern, Charlotte, Wilbur, and Templeton, and learn about some aspects of life on a farm. Your child will also learn about some of the literary elements of this story. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about this classic.

1. Sayings and Phrases: You Can't Teach an Old Dog New Tricks

Your child will learn the saying, "You can't teach an old dog new tricks." Talk with your child about its meaning. Share a time when you have used this saying. Find opportunities to use this saying again and again.

2. Hunt for Farm Pictures

Look through books or magazines for pictures of farms, farm equipment, and farm animals. Talk with your child about life on a farm. Discuss what farm animals need—food, water, and shelter—and how the farmer provides these. See if your child is able to make any connections between the pictures found and the story *Charlotte's Web*.

3. Birds

Your child will be learning about several aspects of nature, including birds and their songs. Listen and watch for birds when outdoors. You may wish to refer to a bird field guide to identify birds, including sparrows, swallows, phoebes, and whippoorwills.

4. Visit a Farm

See if there is a farm in your community that you may visit with your child to learn more about farms. Also, talk about any farms and the barns, tractors, pastures, and farm animals that you may pass while driving to various places.

5. Friendship

Friendship is one of the main themes of *Charlotte's Web*. Talk with your child about the friendships s/he has. Discuss your own friendships and the good things and challenges that come with having friends. Talk about ways to be a friend and to keep a friend.

6. Drawing the Story

Ask your child to draw a picture of his or her favorite part of the story or his or her favorite character. Ask your child to explain to you why the event or character s/he chose is a favorite part of the story.

7. Read Aloud Each Day

It is very important that you read with your child every day. There should be time to read to your child and also time to listen to your child read to you. Your child may have received his/her own copy of *Charlotte's Web* so s/he can see the illustrations as I read aloud during class. I have explained to your child that s/he is *not* expected to follow each word in the text as I read, but that I wish for him/her to really *listen* to the story. To reinforce what your child is learning in class, you may choose to have your child read to you the actual chapter I read in class each day. Additionally, I have attached a list of recommended trade books related to *Charlotte's Web* that may be found at the library.

Be sure to praise your child whenever s/he shares what has been learned at school.



Recommended Trade Books for *Charlotte's Web I*

Used as a Domain Read-Aloud

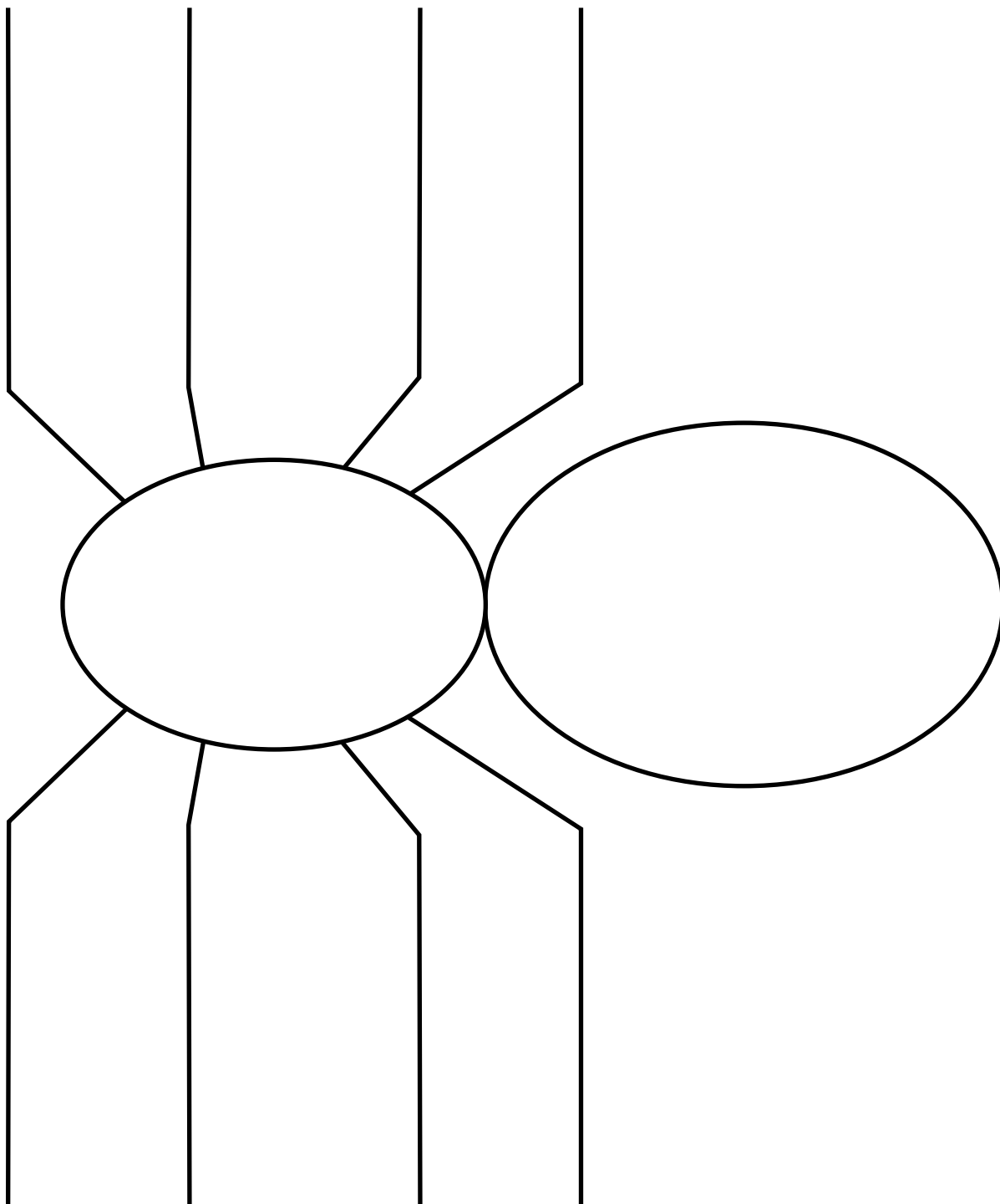
1. *Charlotte's Web*, by E. B. White (Scholastic Inc., 1974) ISBN 0590302715

Trade Book List

2. *Baby Farm Animals*, by Garth Williams (Golden Books, 1981) ISBN 0307021755
3. *Backyard Bird Watching for Kids*, by George H. Harrison (Willow Creek Press, 1997) ISBN 1572230894
4. *Barnyard Banter*, by Denise Fleming (Henry Holt and Company, 2008) ISBN 0805087788
5. *Bateman's Backyard Birds*, by Robert Bateman (Barron's Educational Series, 2005) ISBN 0764158821
6. *Birds: A Golden Guide*, by Herbert S. Zim and Ira N. Gabrielson (St. Martin's Press, 2001) ISBN 1582381283
7. *Birds, Nests, and Eggs*, by Mel Boring and Linda Garrow (NorthWord Books, 1998) ISBN 155971624X
8. *Chicks & Chickens*, by Gail Gibbons (Holiday House, 2003) ISBN 0823419398
9. *A Day in the Life of a Farmer*, by Heather Adamson (Capstone Press, 2004) ISBN 0736846743
10. *Fantastic Farm Machines*, by Chris Peterson and David R. Lundquist (Boyd's Mill Press, 2006) ISBN 1590782712
11. *Farming*, by Gail Gibbons (Holiday House, 1990) ISBN 0823407977
12. *A Field Full of Horses*, by Peter Hansard and Kenneth Lilly (Candlewick Press, 2001) ISBN 0763614348
13. *Horses!*, by Gail Gibbons (Holiday House, 2003) ISBN 0823418758

14. *Life in a Pond*, by Carol K. Lindeen (Capstone Press, 2004) ISBN 0736834028
15. *Life on a Crop Farm (Life on a Farm)*, by Judy Wolfman and David Lorenz Winston (Carolrhoda Books, 2001) ISBN 157505518X
16. *The Milk Makers*, by Gail Gibbons (Aladdin Paperbacks, 1987) ISBN 0689711166
17. *Old MacDonald Had a Farm*, by Kathi Ember (Golden Books, 1997) ISBN 0307988065
18. *Our Animal Friends at Maple Hill Farm*, by Alice and Martin Provenson (Aladdin Paperbacks, 2001) ISBN 0689844999
19. *Pigs*, by Gail Gibbons (Holiday House, 2000) ISBN 0823415546
20. *The Reasons for Seasons*, by Gail Gibbons (Holiday House, 1996) ISBN 059097352
21. *The Rusty, Trusty Tractor*, by Joy Cowley and Olivier Dunrea (Boyd's Mills Press, 2000) ISBN 1563978733
22. *The Seasons of Arnold's Apple Tree*, by Gail Gibbons (Voyager Books, 1984) ISBN 0152712457
23. *Sheep*, by Rachael Bell (Heinemann, 2003) ISBN 1403440409
24. *Spiders*, by Gail Gibbons (Holiday House, 1993) ISBN 0823410811
25. *Spinning Spiders*, by Melvin Berger and S. D. Schindler (HarperCollins, 2003) ISBN 0064452077
26. *Stuart Little*, by E. B. White (HarperCollins, 1974) ISBN 0064400565
27. *Swallows in the Birdhouse*, by Stephen R. Swinburne and Robin Brickman (Boyd Mills Press, 2005) ISBN 1590783298
28. *The Trumpet of the Swan*, by E. B. White (HarperCollins, 2000) ISBN 0064408671
29. *The Very Busy Spider*, by Eric Carle (Philomel Books, 1984) ISBN 0399211667
30. *The Year at Maple Hill Farm*, by Alice and Martin Provenson (Aladdin, 2001) ISBN 0689845006

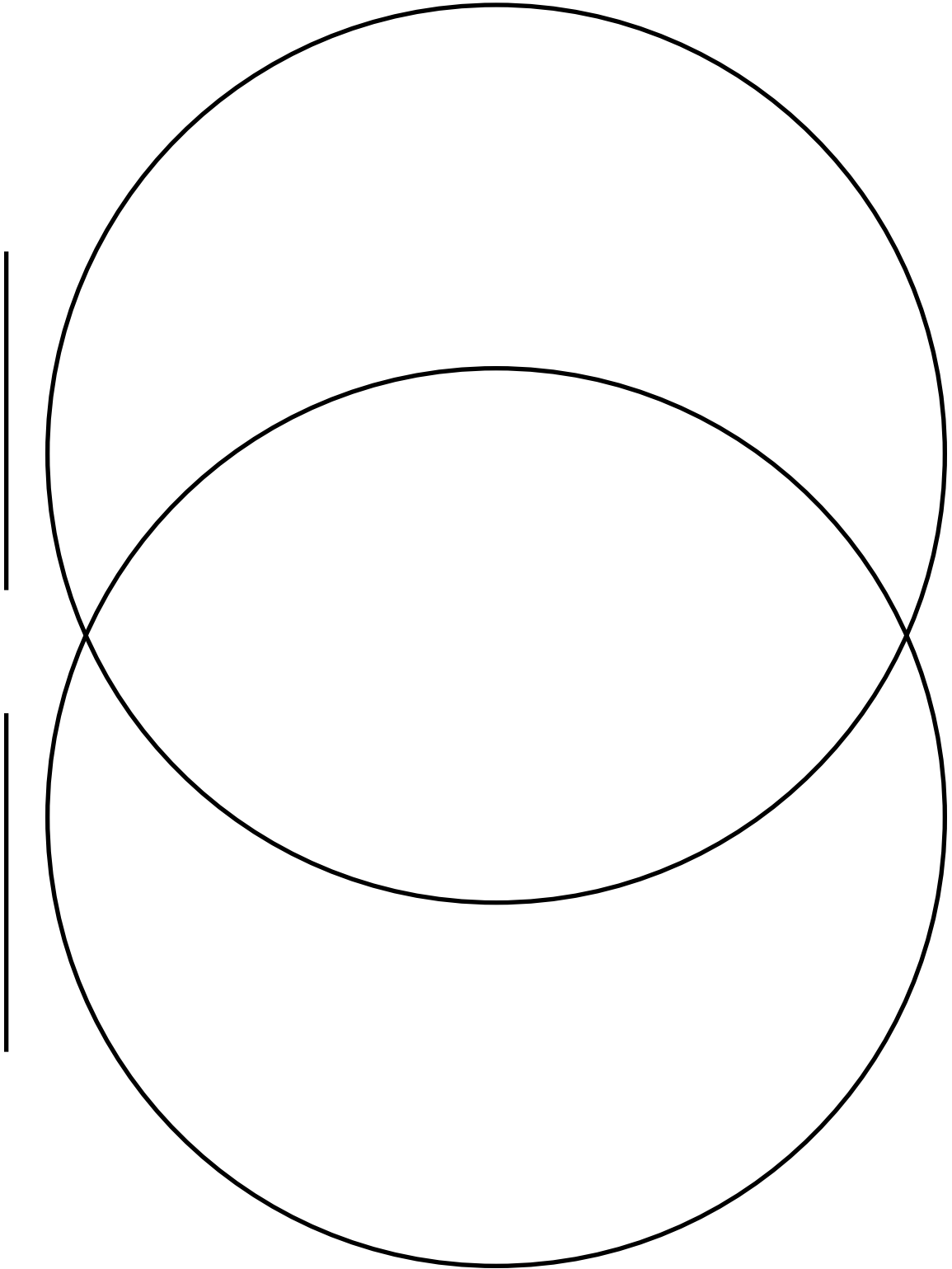
Directions: Write a descriptive word on each of Charlotte's eight legs to describe this character you have heard about.



Directions: Think about what you have heard in the story to fill in the chart using words or sentences.

<p>Somebody</p>	
<p>Wanted</p>	
<p>But</p>	
<p>So</p>	
<p>Then</p>	






Directions: Write the two topics you have chosen to compare/contrast on the blanks. Write how the two topics are alike in the overlapping part of the Venn diagram. Write how the topics are different in the nonoverlapping part of each circle for each topic.



Name _____

Topic _____

Directions: Write several words or one complete sentence next to each sense to describe your topic.

	<p>What do you see? / What does it look like?</p>
	<p>What do you hear? / What does it sound like?</p>
	<p>What do you smell? / What does it smell like?</p>
	<p>What do you taste? / What does it taste like?</p>
	<p>What do you feel? / What does it feel like?</p>



Dear Parent or Guardian,

I hope your child has enjoyed hearing the first six chapters of the classic story *Charlotte's Web*, by E. B. White. S/he has met many memorable characters and has learned about some of the literary elements of this story. In the next five chapters, your child will learn more about the characters and plot, as well as how to use the three steps of the formal writing process—plan, draft, edit—to write a descriptive paragraph. Below are some suggestions for activities that you may do at home to reinforce what your child is learning about this classic.

1. Sayings and Phrases: Keep Your Fingers Crossed

Your child will learn the saying, “Keep your fingers crossed.” Talk with your child about its meaning. Share a time when you have used this saying. Find opportunities to use this saying again and again.

2. Spiders

Your child will learn that Charlotte is a barn spider from the arachnid family. Talk about the differences between spiders and insects. Look for pictures of spiders and try to spot webs outside. Ask your child how spiders are helpful and prompt him or her to recall that they eat bothersome insects that would otherwise become too numerous.

3. Crops

Some of the crops your child discovered on the Zuckermans' farm include corn, potatoes, radishes, and asparagus. Talk with your child about how farmers grow their own food to sell to markets and to eat themselves. Point out fields of corn and other crops as you see them.

4. Description and the Five Senses

Your child has heard the author of *Charlotte's Web* use description to tell about people, places, and things. As your child has listened, s/he has learned to pay attention to which senses are used to discover these things. Talk about the five senses with your child and note which senses you use as you walk around the house or outdoors to discover sights, smells, sounds, etc.

5. Drawing the Story

Ask your child to draw a picture of his or her favorite part of the story or his or her favorite character. Ask your child to explain to you why the event or character s/he chose is a favorite part of the story.

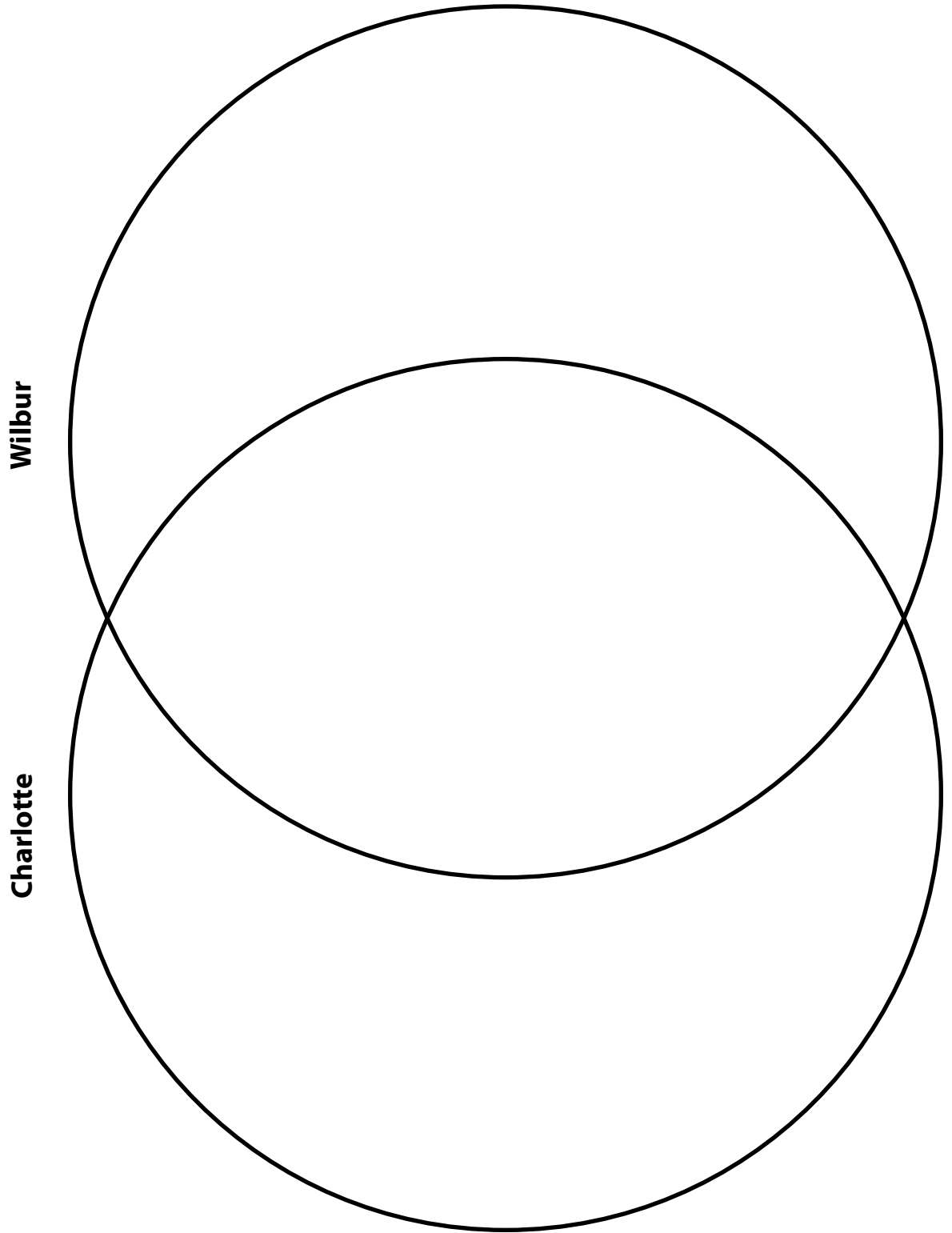
6. Read Aloud Each Day

It is very important that you read with your child every day. There should be time to read to your child and also time to listen to your child read to you. Your child may have received his/her own copy of *Charlotte's Web* so s/he can see the illustrations as I read aloud during class. I have explained to your child that s/he is not expected to follow each word in the text as I read, but that I wish for him/her to really listen to the story. To reinforce what your child is learning in class, you may choose to have your child read to you the actual chapter I read in class each day.

Additionally, remember to use the recommended trade book list sent with the first parent letter.

Be sure to praise your child whenever s/he shares what has been learned at school.

Directions: Write some characteristics that only Charlotte has in the circle with her name. Write some characteristics that only Wilbur has in the circle with his name. In the overlapping middle section, write the characteristics that Charlotte and Wilbur have in common.



Directions: Write one complete sentence in the first rectangle to introduce your topic. Write one complete sentence in the last rectangle to finish telling about your topic. Write one complete sentence in the next three rectangles to describe your topic.

Introduction Sentence:

Descriptive Sentence #1:

Descriptive Sentence #2:

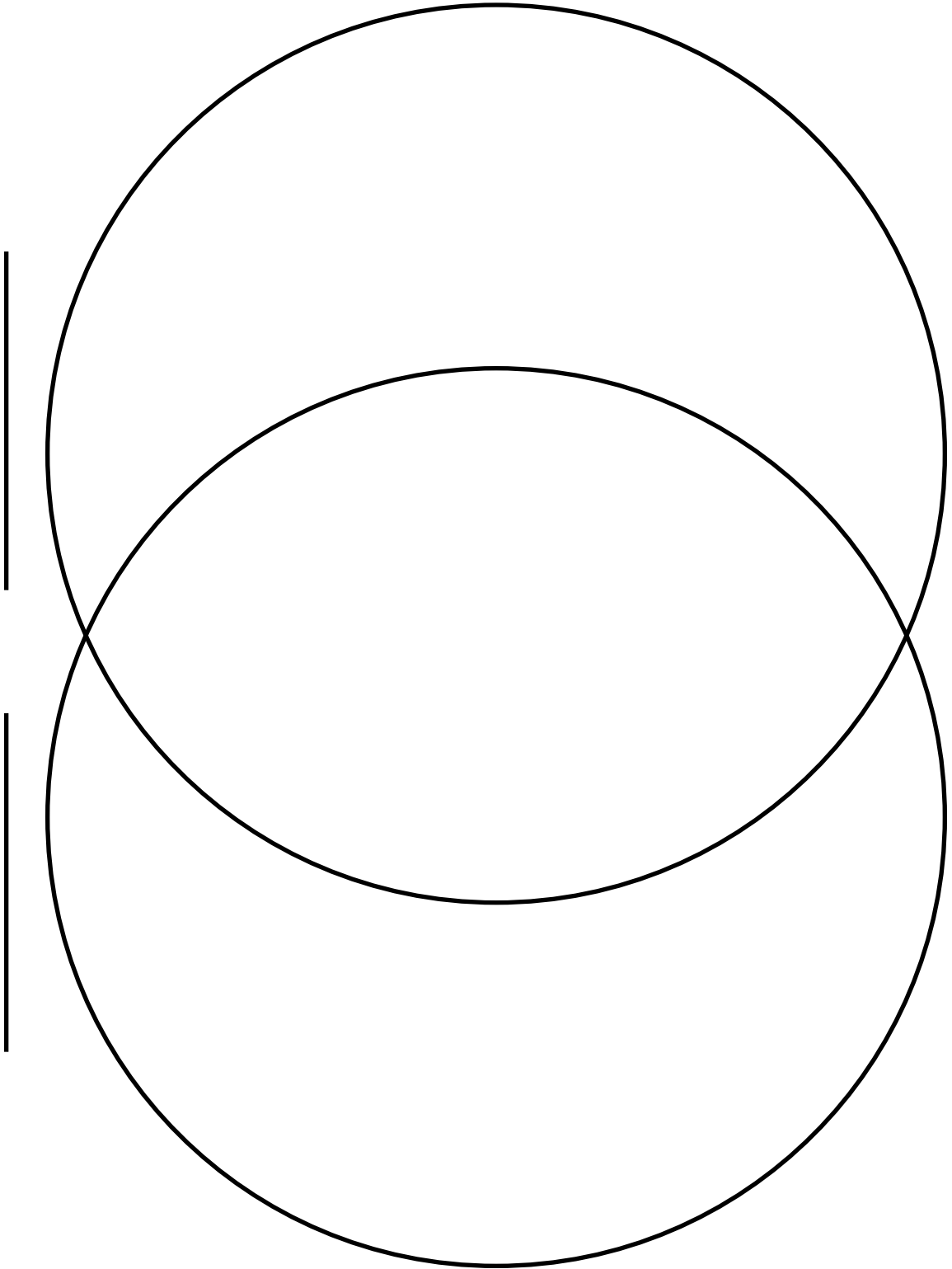
Descriptive Sentence #3:

Conclusion Sentence:

Directions: Think about what you have heard in the story to fill in the chart using words or sentences.

Somebody	
Wanted	
But	
So	
Then	

Directions: Write the two topics you have chosen to compare/contrast on the blanks. Write how the two topics are alike in the overlapping part of the Venn diagram. Write how the topics are different in the nonoverlapping part of each circle for each topic.



Directions: Listen carefully to the statements your teacher reads about the elements of Charlotte's Web. If the statement is true, circle 'T.' If the statement is false, circle 'F.'

1. T F

2. T F

3. T F

4. T F

5. T F

6. T F

7. T F

Directions: Listen carefully to the statements your teacher reads about the elements of Charlotte's Web. If the statement is true, circle 'T.' If the statement is false, circle 'F.'

1.	T	<input checked="" type="radio"/> F
2.	<input checked="" type="radio"/> T	F
3.	<input checked="" type="radio"/> T	F
4.	<input checked="" type="radio"/> T	F
5.	T	<input checked="" type="radio"/> F
6.	<input checked="" type="radio"/> T	F
7.	T	<input checked="" type="radio"/> F

Directions: Listen carefully as your teacher reads two statements. These statements are also on your paper. You will write the word "First" on the blank in front of the statement that happened first in the story. You will write the word "Then" on the blank in front of the statement that happened second in the story.

1. _____, Wilbur is sold to Mr. Zuckerman.
_____, Fern persuades her father to save the piglet's life.
2. _____, Wilbur escapes from his pen.
_____, Wilbur decides he is too young to go out into the world alone.
3. _____, Templeton asks to have the egg for his nest.
_____, the goslings hatch.
4. _____, Wilbur finds out that he may be killed at Christmastime.
_____, Charlotte makes a promise to Wilbur.
5. _____, Wilbur boasts that he can spin a web.
_____, Wilbur falls and hurts himself.
6. _____, Charlotte says she thinks she can trick Mr. Zuckerman.
_____, Charlotte thinks to weave a word into her web to save Wilbur.
7. _____, people in cars, trucks, and carriages come to the Zuckerman farm.
_____, Lurvy sees the words *Some Pig* in the spider web.

Directions: Listen carefully as your teacher reads two statements. These statements are also on your paper. You will write the word "First" on the blank in front of the statement that happened first in the story. You will write the word "Then" on the blank in front of the statement that happened second in the story.

1. Then, Wilbur is sold to Mr. Zuckerman.
First, Fern persuades her father to save the piglet's life.
2. First, Wilbur escapes from his pen.
Then, Wilbur decides he is too young to go out into the world alone.
3. Then, Templeton asks to have the egg for his nest.
First, the goslings hatch.
4. First, Wilbur finds out that he may be killed at Christmastime.
Then, Charlotte makes a promise to Wilbur.
5. First, Wilbur boasts that he can spin a web.
Then, Wilbur falls and hurts himself.
6. First, Charlotte says she thinks she can trick Mr. Zuckerman.
Then, Charlotte thinks to weave a word into her web to save Wilbur.
7. Then, people in cars, trucks, and carriages come to the Zuckerman farm.
First, Lurvy sees the words *Some Pig* in the spider web.

1. Who are the main characters in the story *Charlotte's Web*?

2. What is the setting of this story?

3. What is the most important problem and solution in this story so far?

Directions: Write one to two complete sentences to answer each question.

4. Give one example of personification (an animal behaving like a person) in this story.

5. What did you learn about farms in this story?

ACKNOWLEDGMENTS

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