Unit 1/Week 4

Title: Escape

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4; RF.4.3, RF.4.4; W.4.2, W.4.4; W.4.9; SL.4.1; L.4.1, L.4.2, L.4.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Taking a risk because of peer pressure or because you are bored can be a poor choice.

We are not always ready for the consequences from the choices we make.

Synopsis

In this excerpt from *Charlotte’ Web,* Wilbur, a bored and lonely young pig, wants a little excitement. A friendly goose shows Wilbur how to escape from his pen, but the chaos and clamor that result prove to be too much for him to handle. At the end, Wilbur finds that he has some more choices to make.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| The author paints a visual picture of the barn using descriptive words and phrases. Based on the first two paragraphs, what can you determine about the barn from the author’s choice of words? Support your answer with details from the text.Alternate choice: What mood does the author create through his descriptions and word choice?Thetext states that Mr. Zuckerman knew that a manure pile was a good place to keep a young pig. Why was the manure pile a good place to keep Wilbur? | The author shows us that the barn is an overall good place to be. There are many examples from the text.**Because** the author states that the barn \_\_\_\_\_\_\_\_\_\_\_\_, I can **infer** that it was a (good, happy, safe, etc.) place to be.* had a peaceful smell as though nothing bad could ever happen
* was pleasantly warm in winter, pleasantly cool in summer
* was a place where swallows like to build their nests
* was a place where children liked to play

The manure pile was a good place for Wilbur **because** \_\_\_\_\_\_.**Since** ­­­\_\_\_\_\_\_\_\_\_, the manure pile was a good place for Wilbur. (it was warm and comfortable.) |
| What can you infer about Fern from reading the first paragraph? What details from the text support your character analysis?What evidence does the author provide to show that Wilbur is feeling lonely and bored? What effect do these feelings have on Wilbur? | From the text, I can infer that Fern is (loyal, caring, kind) **because** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* she visits almost every day
* she sits quietly next to his pen watching him
* the animals trusted her
* it made Wilbur happy just to have her sitting there.

Wilbur is feeling bored **because** \_\_\_\_\_\_\_\_\_\_\_.**Since** Wilbur \_\_\_\_\_\_\_\_\_\_\_\_\_\_, he is bored.* states there is never anything to do around here.
* didn’t feel like going to sleep, he didn’t feel like digging, he was tired of standing still, tired of lying down
* states he’s tired of living

These feelings make him want to escape. |
| Use specific quotes from the text to explain how Wilbur felt after escaping.  | “He jumped, he twirled, and he ran a few steps. He sniffed the afternoon smells and walked through the orchards. He put his snout in the ground and began digging. Having the freedom to do these things made Wilbur happy. |
| When Mrs. Zuckerman sees that Wilbur has escaped, things start to get noisy. What word are synonymous with a “noisy condition”? Wilbur thinks that if this is what it’s like to be free, he’d rather be penned up in his own yard. Why is he thinking that? What consequences have caused him to say this? | Racket, commotionMrs. Zuckerman screams for Lurvy, the goose is hollering, everyone is walking toward Wilbur, all the animals knew and became excited, and Wilbur didn’t know which way to go or what to do. Therefore, Wilbur is not comfortable with chaos and would rather feel secure than adventurous  |
| Earlier in the story the author uses the words “racket” and “commotion” to describe the noisy confusion that is happening with Wilbur’s escape. What details can you find that show this kind of commotion is continuing? Based on your knowledge of root words, what is the meaning of captivity? | The animals are all shouting directions at Wilbur. The cocker spaniel and Lurvy are trying to catch him, and Mrs. Zuckerman is screaming at Lurvy. These are all details that support that the commotion or racket is continuing.I know that “captive” means to be taken prisoner or held captive, so captivity means the condition of being held captive. |
| Why did Wilbur decide to go back into his pen? Describe what lesson(s) Wilbur learns at the end of the story. What in the text helps you to know this? | **Because** \_\_\_\_\_\_\_\_\_\_, he went back into his pen.**Since** \_\_\_\_\_\_\_\_\_\_\_\_, he went back into his pen.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, **therefore** he went back into his pen.* Wilbur was hungry and smelled the slops
* Wilbur was frightened and upset by all of the “hulllabaloo”

Wilbur learns that sometimes we aren’t ready to accept the consequences for our actions/decisions. He also found out that he was too young to go out into the world alone. |

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | wander, troughqueer, snoutappealing | manure, perspiration, loft, patientrustydiscardchucklemend |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | loosefreeracket, commotion“penned up”relieved, captivityappetizing, reconsider | overlookrapidly pleasant |

Vocabulary

Culminating Task

* *Wilbur has second thoughts about his choice to escape. First, describe what it means to have second thoughts about something. Then, use evidence from the text to explain how Wilbur’s second thoughts show that sometimes we are not ready to accept the consequences of our actions.*

Answer: Having second thoughts about a choice you’ve made means that you aren’t very happy with your choice. You are thinking again about what choice you should have made. Wilbur’s first choice was not a good one. He decide to escape from his pen because he was bored and thought life outside of his pen would be more exciting. After escaping, he realizes that life outside of his pen is chaotic and not something he is ready for. Perhaps, life inside of his pen isn’t so bad after all. These thoughts show that Wilbur didn’t fully think about the consequences of his actions. He only thought about escaping. He didn’t think about all of the possibilities of what life could be like after that choice.

Additional Tasks

* (Teachers should first explain that a narrative is a piece of writing that can be structured in terms of problem 🡪 solution. However, sometimes one solution can bring about another problem. This is true in Wilbur’s case.) Students should write a summary detailing Wilbur’s problems and his attempts to solve them.

Structure:

1: Introduction should include title, author, characters, and setting and nutshell statement (overall understanding of what was read: Wilbur decided to escape from his pen.

 2: First problem-bored and lonely/Solution-escapes from pen

 Add details from story to support this

 3: Second problem-his escapes creates chaos/Solution-allows himself to be lured back to his safe, cozy pen

 Add details from story to support this

 4: Conclusion – What Wilbur determines from his “adventure”

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

**“Escape”**

1. The author paints a visual picture of the barn using descriptive words and phrases. Based on the first two paragraphs, what can you determine about the barn from the author’s choice of words? Support your answer with details from the text.
2. Thetext states that Mr. Zuckerman knew that a manure pile was a good place to keep a young pig. Why was the manure pile a good place to keep Wilbur?
3. What can you infer about Fern from reading the first paragraph? What details from the text support your character analysis?
4. What evidence does the author provide to show that Wilbur is feeling lonely and bored? What effect do these feelings have on Wilbur?
5. Use specific quotes from the text to explain how Wilbur felt after escaping.
6. What words are synonymous with a “noisy condition”?
7. Wilbur thinks that if this is what it’s like to be free, he’d rather be penned up in his own yard. Why is he thinking that? What consequences have caused him to say this?
8. Earlier in the story the author uses the words “racket” and “commotion” to describe the noisy confusion that is happening with Wilbur’s escape. What details can you find that show this kind of commotion is continuing? Based on your knowledge of root words, what is the meaning of captivity?
9. Why did Wilbur decide to go back into his pen?
10. Describe what lesson(s) Wilbur learns at the end of the story. What in the text helps you to know this?