Unit 2/Week 4

Title: Charlotte’s Web

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4; W.4.1, 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

Love and friendship can be powerful and sometimes our friends are very different from ourselves.

Words can change minds and even help save lives.

You are never too small to do great things.

Synopsis

E. B. White’s Charlotte’s Web, first published in 1952 tells the story of friendship and loyalty between Wilbur and a grey spider named Charlotte. Wilbur is a spring pig and learns that he is being fattened for slaughter in the fall. Although Charlotte is the smallest living thing in the barn, she ends up being the most powerful. Wilbur is at first disgusted by the fact that Charlotte eats flies, but comes to both appreciate and love her.

**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

|  |  |
| --- | --- |
| **Text-dependent Questions** | **Evidence-based Answers** |
| What is the setting of the play Charlotte’s Web? (Pg. 186) | Charlotte’s Web takes place in the Zuckerman’s Barn |
| Look at the illustrations on page 187. Why did the author and illustrator introduce all the characters before the story begins? | Charlotte’s Web is a play. |
| How does Charlotte change how she sews her web once she meets Wilbur and becomes determined to save her? (Pg. 188) | At the beginning Charlotte’s web protects her, gives her a place to live, and helps her trap food. At the end, Charlotte is using her web to send messages to people so that Wilbur won’t be killed. |
| Why does Wilbur say early summer days on a farm are the happiest and fairest of the year? (Pg. 190) | Lilacs and apple blossoms bloom; the days grow warm and soft; he can visit the barn every day |
| Conspiracy means a secret plan by a group to do something harmful. On page 191, the sheep says, “It is a regular conspiracy” To what is he referring? | They are fattening Wilbur up. They are going to kill him and turn him into smoked ham or bacon |
| Wilbur just found out about the Zuckerman’s plan. Look at the illustrations on pages 194-195. What detail from the text supports why Wilbur is smiling in the illustration? | Charlotte promised Wilbur that she would save him. |
| Homer says, “A miracle has happened on the farm”. What miracle has Charlotte performed? (Pg. 200) | Charlotte threads “Some Pig” in her web to describe Wilbur.  Illustration |
| How will saving Wilbur affect Templeton’s life? (Pg. 203) | He will get his pail of slops next winter. |
| How did Charlotte’s idea solve Wilbur’s problem? | Charlotte’s messages in her web cause the Zuckermans to believe that Wilbur is a special pig, not to be killed and turned into ham and bacon. |
| What does Charlotte mean in her poem by “The job that I’ve done is all for my friend?” (Pgs. 196-197) | Charlotte realizes that she must do something to save Wilbur, and that if she can fool a “bug” (a fly) then she can fool a person. She decides to do it with words.?” |
| ”What does the word “Some” mean in Charlotte’s web words “Some Pig”? (Pg. 200) | “Some” means special, miracle. Mr. Zuckerman says “I’ve got to call the minister right away and tell about this miracle.” |
| Charlotte’s first writing in her web says “Some Pig.” The next time she decides to use the word “Terrific.” Why does Charlotte use these words to describe Wilbur? (Pg. 205) | Charlotte wants people to believe what she believes, which is that Wilbur is special and remarkable, and should not be killed and turned into bacon and ham. |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **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 | Page 190 - brutal, doubts, fears, loyal  Page 191 - dismayed, conspiracy  Page 200 - miracle  Page 202 - provider | Page 187 - hired hand, gander  Page 188 - restores  Page 190 - uncertainty, fairest  Page 191 - unremitting, rigid  Page 194 - advances, emerging  Page 195 - elaborate, deliberately, indistinguishable  Page 197 - retreats, sustenance  Page 198 - eluding  Page 200 - bravo, cowers |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 193 - rotten  Page 200 - some | Page 188 - salutations, fragile  Page 194 - capture, tremendous, debloeved  Page 195 - delayed, determined  Page 197 - exhausting, hurriedly  Page 202 - supreme, acrobat |

Culminating Task

Re-Read, Think, Discuss, Write

*Write an essay explaining what makes Charlotte ‘no ordinary spider’. How do these special qualities help Wilbur? Use evidence from the story to support your answer.*

Answer: Although Charlotte is the smallest character in the story her actions were extraordinary. Upon finding out about Wilbur’s fate Charlotte devised a plan to save Wilbur. She communicates by spinning words in her web and talks to the other animals. Charlotte cleverly through her friendship with the other animals was able to save Wilbur’s life.

Additional Tasks

1. Students could actually perform the play, either as readers’ theater or staged. It is so short and has so many characters (11) that small groups could prepare and perform it for the entire class, even if they heard it multiple times. Good fluency and vocabulary practice.
2. Students can compare the play with the original text from the book. What changes did the author of the play make, and what effects (if any) do these changes have on the story?
3. Students read the entire original story of Charlotte’s Web. Then they might pick a different section that would make a good play, either writing a single scene or describing how they would stage it.
4. Student may watch the movie version of Charlotte’s Web (there are multiple versions on You Tube of the scene where Wilbur meets Charlotte) and compare them to the play and/or the original text.
5. Students read other books by E.B. White (Trumpet of the Swan, Stuart Little) and notice similar themes of loyalty, friendship, the power of words or discover new themes/lessons.

Note to Teacher

* Discuss with students why the author has included stage directions

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.