

Unit 7

Novel Study:
Charlotte's Web



Teacher Guide

Grade 3

Unit 7

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Teacher Guide

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Welcome to Amplify CKLA

Dear Educator,

I am thrilled to welcome you to your Amplify CKLA 3rd Edition Teacher Guide.

At Amplify, we are dedicated to collaborating with educators like you to create learning experiences that support literacy development for all students. Amplify CKLA was designed to help you bring effective Science of Reading practices to life in your classroom, and we have been thrilled to see the impact it has had on students across the country.

The 3rd Edition builds on the robust principles and instruction of previous editions of Amplify CKLA to provide better-than-ever support for teaching and learning.

We've made significant improvements to Amplify CKLA in the areas you told us mattered most. In 3rd Edition, you will find more opportunities for differentiation to meet the needs of all learners—including multilingual/English learners—streamlined pacing, and bolstered writing instruction based on the science of reading and writing.

At its foundation, Amplify CKLA is built on the finding that word recognition and language comprehension are both critical to reading comprehension and writing composition.

In Grades 3–5, Amplify CKLA lessons combine skills and knowledge in content-driven units with increasingly complex texts, close reading, and a greater writing emphasis. Students start to use their skills to go on their own independent reading and writing adventures.

I know how overwhelming it can feel to start a new curriculum, but you are not alone! As you embark on this literacy journey with Amplify CKLA, we are here to support. We offer comprehensive professional development resources, including videos, podcasts, webinars, and virtual and in-person training, to help you make the shift to the Science of Reading.

We share the common belief that every child deserves to become a proficient, enthusiastic reader and writer, and I am confident that we can realize this goal together. Thank you for your unwavering commitment to your students' success and for your role in shaping the future of literacy instruction.

Sincerely,

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AmplifyCKLA

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Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

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Introduction

NOVEL STUDY: CHARLOTTE'S WEB

This introduction includes the necessary background information to teach the unit based on the popular children's story and award-winning novel *Charlotte's Web* by E. B. White. The Teacher Guide contains sixteen daily lessons and two Pausing Point days. Each lesson will require a total of 120 minutes. Lesson 15 is devoted to students' presentations of their narratives. Lesson 16 contains the Unit Assessment that is based on reading comprehension of the novel, as well as literary understanding and writing instruction.

As noted, two days are intended for Pausing Point days. These Pausing Points are found at the end of the unit, after the Unit Assessment. Pausing Points can be used to focus on content understanding, reading, and writing.

TEACHER COMPONENTS

- Teacher Guide
- Copy of *Charlotte's Web* by E. B. White

DIGITAL TEACHER COMPONENTS

These resources can be found at learning.amplify.com:

- Teacher Presentation Screens
- Visual Supports for Teaching
- General English Learners
- Assessment Guide: Unit Assessment
- Caregiver Letter
- Fluency Supplement
- Assessment and Remediation Guide
- Intervention Toolkit

STUDENT COMPONENTS

- Copy of novel *Charlotte's Web* by E. B. White (one per student)
- Activity Book

Note: Students may need computer access if you choose to have them publish their narratives digitally.

In the back of this Teacher Guide there is a section titled Teacher Resources, where you will find the following:

- Grade 3 Narrative Writing Rubric
- Activity Book Answer Key

WHY THIS UNIT IS IMPORTANT

Charlotte's Web, a novel written by E. B. White, is a classic story about self-determination and friendship. Wilbur is a pig that finds out that he is going to be butchered before long. Wilbur is sold to a nearby farmer and meets a new friend, a spider named Charlotte. Charlotte devises a plan to save Wilbur by spinning words in her webs. These webs make Wilbur famous in the community and eventually save his life. Over the course of the novel, we follow Wilbur as he navigates a growing friendship and develops into a confident character.

A few key ideas throughout *Charlotte's Web* may provoke emotional responses and a discussion with students may be necessary. These are opportunities to consult with school leadership to decide how to address these themes, and offer students information for processing and working through those responses. For example:

- The farmers plan to butcher Wilbur. Students may or may not be familiar with animal butchering. Current events and political climates about this topic may cause strong feelings.
- In the novel, the word “queer” is used to describe the characters’ strange feelings. Students may or may not be familiar with this word and how it is used in contexts on gender identity in the United States. Students may benefit from a discussion about the meaning and context of the word “queer.”
- One of the animals dies in the novel. Students may or may not have experienced the death of a favorite pet or friend. The topic of death may evoke strong emotions for students.

Students will also develop their reading, writing, and speaking and listening skills. Each lesson offers opportunities for students to practice standards-based skills and activities that are designed for flexible implementation and differentiation.

Elwyn Brooks (E. B.) White was an American author who wrote several children's books in the 20th century, including popular titles *Stuart Little* and *Charlotte's Web*. White received many prestigious awards and recognition for his works, including the 1953 Newbery Medal and 2012 top one hundred children's novels from the *School Library Journal* for *Charlotte's Web*.

WHAT STUDENTS HAVE ALREADY LEARNED

The following domains and units, and the core content targeted in them, are particularly relevant to the novel *Charlotte's Web*. This background knowledge will greatly enhance students' understanding of the novel they are going to enjoy:

- Kindergarten, *Star Light, Star Bright: Nursery Rhymes and Fables*
- Kindergarten, *Underdogs and Heroes: Stories*
- Kindergarten, *Moo, Cluck, Oink: Farms*
- Kindergarten, *Rain and Rainbows: Seasons and Weather*
- Grade 1, *The Moral of the Story: Fables and Tales*
- Grade 1, *Common Threads: Different Lands, Similar Stories*
- Grade 1, *A World of Homes: Animals and Habitats*
- Grade 1, *Once Upon a Time: Fairy Tales* (optional)
- Grade 1, *Adventure Stories: Tales from the Edge*
- Grade 2, *Fortunes and Feats: Fairy and Tall Tales*
- Grade 2, *Legends and Heroes: Greek Myths*
- Grade 2, *Butterflies, Bees, and Beetles: Insects*
- Grade 3, *Timeless Tales: Classic Stories*
- Grade 3, *Fur, Fins, and Feathers: Animal Classification*
- Grade 3, *Native Americans*

CORE VOCABULARY

The following list contains all of the vocabulary words in *Charlotte's Web* in the forms in which they appear in the chapters at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the terms on this list does not mean that students are immediately expected to be able to use all of them on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of the words and begin to use some in conversation.

Lesson 1 runt shrieked sopping sobbed litter injustice specimen blissful relieved manure	Lesson 2 perspiration loft trough racket dazed hullabaloo captivity	Lesson 3 bitterly glutton crafty cunning objectionable salutations blundered detested inheritance motivation
Lesson 4 fairest gratified unremitting morals conscience consideration decency untenable	Lesson 5 imagination rambled delicate hesitated oblige thud sedentary tremble crept	Lesson 6 motionless gullible wandered straddled pasture scuttled pasture scuttled surly unbearable rind bestirred
Lesson 7 glistened notions idiosyncrasy acrobat access instincts quivered adjourned	Lesson 8 orb lines radial lines rummaging triumphantly romp thrashing lullaby fibs sociable enchanted	Lesson 9 anxiety modest inconvenient versatile

Lesson 10 Navajo lugged trampled loot pummeled buffeted sunstroke heave purebred listless	Lesson 11 refreshed humble masterpiece magnum opus waterproof languishing acute licked hankering commotion	Lesson 12 tailgate sundry phenomenon drenched trifle sentiments desolation mimicked adrift forlorn
Lesson 13 trinket updraft hallowed garrulous		

WRITING

In this unit, students are planning, drafting, revising, editing, publishing, and presenting a fictional narrative (Lessons 8–15). Students will imagine a story about Wilbur developing a new friendship and write a fictional narrative describing Wilbur’s friendship with one of Charlotte’s grandchildren.

The following activities may be added to students’ writing portfolios to showcase student writing within and across domains:

- Draft of fictional narrative (Lesson 12)
- Final copy of fictional narrative (Lesson 14)

UNIT ASSESSMENT



Digital Assessment

This unit includes a Unit Assessment for each student to complete digitally. The digital assessment evaluates students in the skills and concepts covered in *Novel Study: Charlotte’s Web*, including vocabulary, grammar and morphology, comprehension skills, and content knowledge. The assessment will provide

meaningful data and reports on students’ progress, along with recommendations to support them based on their learning needs.

This assessment is a variation of the Unit Assessment found in the Teacher Guide. To access it, please log onto the Amplify platform and assign it to your students. If your students are unable to access the assessment digitally, you may wish to use the Unit Assessment provided in the Teacher Guide and direct them to complete the corresponding student assessment pages.

Print

The Unit Assessment in Lesson 16 evaluates each student’s learning of the content, reading skills, and language skills taught throughout the unit. This assessment can be found in the Teacher Guide. The student pages are in the Assessment Guide: Unit Assessments booklet to print or make copies for each student.

1

Introduction to the Novel

PRIMARY FOCUS OF LESSON**Core Connections**

Students will demonstrate an understanding of the elements of a fictional narrative, including characters, setting, and plot. [RL.3.5]

Reading

Students will demonstrate an understanding of the characters, setting, and conflict in chapters 1–2 of the novel. [RL.3.1]

Students will determine the meaning of the Tier 2 word *litter*. [L.3.4]

Writing

Students will use textual evidence to explain the conflict between Fern and her father. [RL.3.3, RL.3.5, W.3.10]

FORMATIVE ASSESSMENT**Exit Pass**

Writing Write a short paragraph of three to five sentences explaining the conflict between Fern and her father. [RL.3.3, RL.3.5, W.3.10]



Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Core Connections (20 min.)			
Introducing the Genre	Whole Group	10 min.	☐ <i>Charlotte's Web</i>
Introduce <i>Charlotte's Web</i>	Whole Group	10 min.	
Reading (75 min.)			
Chapters 1–2	Whole Group/ Partner	60 min.	☐ <i>Charlotte's Web</i> ☐ sticky notes ☐ Activity Page 1.1 ☐ Visual Support 1.1 ☐ board/chart paper
Discuss and Reflect	Whole Group	10 min.	
Word Work: <i>Litter</i>	Whole Group	5 min.	
Writing (25 min.)			
Summarizing an Event in the Story	Independent	25 min.	
Take-Home Material			
Take-Home Letter			☐ Caregiver Letter

ADVANCE PREPARATION

Reading

- Ensure each student has a copy of *Charlotte's Web*. Note that different editions may have different page numbers. If you are using a different edition of the text, you may need to adjust the page numbers referenced in the lesson prior to instruction.

Note: Chapter 1 shows an image of Avery, a character in the novel, holding a toy rifle and wooden dagger. Please work as needed with your school leaders to decide how to address this image.

- Prepare a “Questions Parking Lot” for students to post questions about characters, setting, and plot. Ensure students have sticky notes and pencils to write their questions.
- Prepare for Think-Pair-Share activities while introducing the novel in the unit. To ensure that all students have the opportunity to contribute during Think-Pair-Share and partner writing exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

➤ Visual Support 1.1

- Prepare to display Visual Support 1.1, or create your own on the board/chart paper.

Story Elements Notes	
Characters	Setting
Page 1. Fern, Mrs. Arable, Papa/Mr. Arable Page 4. Avery Page 7. Wilbur Page 12. The Zuckermans/ Uncle Homer/Aunt Edith	Page 1. “setting the table for breakfast” Pages 3–4. Fern was upstairs and came downstairs. Page 6. Fern was seated on the floor in the corner of the kitchen. Pages 8–9. under an apple tree inside the yard Page 10. “down to the brook for a swim” Page 12. Wilbur went from living in “his home under the apple tree and went to live in a manure pile in the cellar of Zuckerman’s barn.”
Problem	
Pages 1–2. The Arables decide to “do away” with Wilbur because he is a small pig and they believe he does not have a chance to survive. Fern is upset and wants to keep Wilbur. Page 12. Mr. Arable decides to sell Wilbur because he is large enough to sell and his appetite increases. Fern is crying about Mr. Arable’s decision.	

- Prepare to have students read the chapters as a group and answer questions with partners during the Reading segment.

Writing

- Prepare to distribute paper for the Exit Pass.

Universal Access

Reading

> Visual Support 1.1

- Create a colorful, engaging version of Visual Support 1.1 and display it in a place that is easy to access in the classroom. Students can participate and contribute by illustrating each section of the chart. Students can refer to this chart throughout the unit as they work on their Character Development graphic organizer and Narrative Writing task.

VOCABULARY

- You may choose to preview the vocabulary words before reading the text, but it is not required. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

Core Vocabulary

runt, n. an unusually small animal for its species

shrieked, v. cried out in a high-pitched voice

sopping, adj. wet through

sobbed, v. uttered words and/or sounds while crying

litter, n. a group of babies born to one animal at the same time

injustice, n. an unjust or unfair act

specimen, n. something belonging to a particular group for testing or examination

blissful, adj. feeling completely happy or joyful

relieved, adj. to show ease after pent-up emotions

manure, n. organic waste material from animals that fertilizes the land

Vocabulary Chart for Chapters 1–2

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	runt specimen manure	shrieked sopping sobbed injustice blissful relieved	
Spanish Cognates	espécimen	injusticia	
Multiple-Meaning		litter	
Sayings and Phrases	early riser spring pig		

Lesson 1: Introduction to the Novel

Core Connections



Primary Focus: Students will demonstrate an understanding of the elements of a fictional narrative, including characters, setting, and plot. [RL.3.5]

INTRODUCING THE GENRE (10 MIN.)

- Remind students that a fictional narrative is a made-up, imaginary story, which is different from an informational text.
- Ask students to give examples of a fictional narrative.
 - » Answers may vary, but could include stories, made-up stories, short-stories, fables, folktales, and poems.
- Ask students to recall the names of narratives they have previously read in the Grade 3 *Timeless Tales: Classic Stories* and *Native Americans* units or in their own reading.
- Explain that they will read a couple of chapters of the novel *Charlotte's Web* each day in the unit.
- Tell students that a novel is a longer narrative with many chapters. A novel is a type of literary genre, or category that has similar characteristics.
- Prompt students to recall and describe the elements of a story, which they learned about in previous units.
 - character: the people, animals, or creatures in a story
 - setting: the place and time in which the story takes place
 - plot: all the events in the story (beginning, middle, and end)



MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Exchanging Information and Ideas

Entering/Emerging

Ask students simple yes/no questions, such as "Is a character one of the elements of a story? (yes) or "Is the plot what the character says in the story?" (no)

Transitioning/
Expanding

Have students work with a partner to describe the elements of the story using sentence prompts, such as "A character is _____" or "A setting is _____."

Bridging

Have students work with a partner to describe story elements in sentences.

Differentiation

Support


Provide examples of narratives, such as folktales and fables.

Challenge

Have students provide additional things that are part of a story other than characters, setting and plot.

- » Answers may vary, but could include point of view, conflict, and resolution.

INTRODUCE *CHARLOTTE'S WEB* (10 MIN.)

- Distribute and introduce the novel *Charlotte's Web* by E. B. White.
- Ask students to look at the front cover of the book. Then give them a minute to look at the back cover and read the short summary.
- Ask students to turn to the Contents page and give them a minute to read the chapter names.
-  **Think-Pair-Share:** Turn to a partner and discuss your observations of the novel. Signal when both partners have contributed to the conversation.
- Ask a volunteer to share their observations while using words and referencing images from the front cover, back cover, and Contents page.
- **Write-Share-Write:** In *Charlotte's Web*, you will read about a group of friends. Write one or two sentences describing qualities of friendship. After writing, share your thinking with a partner. Give feedback to your partner's writing, such as asking a question or making suggestions about their ideas on friendship. Based on feedback, expand on your own writing. Signal when both you and your partner have finished your writing.
- Explain that reading a novel means they can learn more about the characters in the text. As they read chapters 1–2, they should pay attention to how the author describes the characters, setting, and problem, or conflict, and how these story elements connect to key ideas in the story.

Lesson 1: Introduction to the Novel

Reading



Primary Focus

Students will demonstrate an understanding of the characters, setting, and conflict in chapters 1–2 of the novel. **[RL.3.1]**

Students will determine the meaning of the Tier 2 word *litter*. **[L.3.4]**

CHAPTERS 1–2 (60 MIN.)

- Ask students to take out Activity Page 1.1 and sticky notes. Explain that they will write information about the characters, setting, and problem in the Story Elements chart. If they have questions about the story while they are gathering information for Activity Page 1.1, they should write the questions on a sticky note and post on the Questions Parking Lot chart.

Activity Page 1.1



- Tell students that, for the first lesson, you will model how to record details and quotations in the Story Elements chart as you read the chapters to the class. Say that it's helpful to record the page number where they find the detail as they add to their charts. This way they can easily go back to that page if they have questions or want more information. Explain that taking notes from the text helps to read closely and carefully.

➤ **Visual Support 1.1**

- Display Visual Support 1.1 and explain that they will use the information in the novel to complete each section in the chart.
- Tell students that, throughout the lesson, they will work with a partner to add more information to their Story Elements chart on Activity Page 1.1.



Check for Understanding


Ask students how they might use the Story Elements chart to help them take notes on the characters, setting, and conflict in the novel.

- Begin reading chapter 1 aloud to students.
- Pause after reading the first paragraph on page 2 and ask, “Who are the characters in this paragraph?”
 - » Fern, Mrs. Arable, Papa/Mr. Arable
- Use the blank Story Elements chart you prepared before the lesson to model note-taking by adding the following note in the “Characters” section:
 - Pages 1–2. Fern, Mrs. Arable, Papa/Mr. Arable
- Continue reading to the end of page 7.
- Go to the Story Elements chart and model note-taking for characters. Ask, “What other details, quotations, or ideas can we add from chapter 1 in our Story Elements chart for characters?”
- Provide students an opportunity to share what notes from the text they would add under “Characters.” Add any correct notes shared by volunteers.
- Model note-taking for “Setting” by adding the following notes:
 - Page 1. “setting the table for breakfast”
 - Pages 3–4. Fern was upstairs and came downstairs.
 - Page 6. “Fern was seated on the floor in the corner of the kitchen.”

D Differentiation

Challenge

Some of Fern's words are italicized when communicating with her parents. Italicized words show emphasis or importance in conversation. Search for those italicized words and use the context to decide the importance of these words to Fern's parents.

- Model note-taking for "Problem" by adding the following notes:
 - Pages 1–2. The Arables decide to "do away" with the pig because it is a runt and they believe Wilbur has a low chance of survival. Fern is upset and wants to keep Wilbur.
- Explain that they will only write down the details and quotations that stand out to them as being important to the development of the characters, setting, and problem.
- Tell students that they are going to write an appositive sentence about a character or setting in the first two chapters.
- Explain that an appositive is a noun or phrase that renames or describes another noun.
- Display the following sentence:
 - Wilbur, the pig, moves to Zuckerman's barn.
- Tell students that the phrase "the pig" is an appositive because it describes Wilbur. Explain that appositives are separated by commas in sentences, whether at the beginning, middle, or end of a sentence.
-  **Think-Pair-Share:** Turn to a partner and share a sentence about a character or setting using an appositive. Signal when both partners have contributed to the conversation.
- Tell students to turn to the back of Activity Page 1.1 and write a sentence using an appositive. Remind students to use the information on the front of the page to help them write their sentences.
- At the end of Chapter 1, ask students the following comprehension questions:
 1. **Literal/Inferential.** Mr. Arable tells Avery that he gives pigs to "early risers." Who is Mr. Arable calling an "early riser?" Why does Mr. Arable say that Fern is an "early riser?"
 - » Mr. Arable calls Fern an early riser because she wakes up early in the morning.
 2. **Literal.** What name does Fern give her pet pig?
 - » Wilbur
- Have students read chapter 2 with a partner up to the line on page 9 ending with "and would stay warm."

- Ask, “What new characters and settings can we add to our chart? What details or quotations would you like to include in your Story Elements chart?” Add these notes to the Story Elements chart that you prepared before the lesson.
 - » Answers may vary, but a new character could be Wilbur, and settings could include outdoors or under the apple tree.
 - Allow students to write down some initial notes in the characters and setting sections on Activity Page 1.1. Ask students to continue adding notes to these sections as they read with their partners. Explain that they will review the Story Elements notes as a group at the end of the reading.
 - Have students continue reading and pause on page 12 after reading the line “He had already sold Wilbur’s ten sisters and brothers.”
 - Ask, “What is the problem, or conflict, in this chapter?”
 - » Mr. Arable is selling Wilbur. Fern is sad/upset that she will not care for Wilbur anymore.
 - Then ask, “What does Mr. Arable decide to do?”
 - » Mr. Arable decides to sell Wilbur to the Zuckermans so Fern can visit Wilbur.
 - Have students continue reading to the end of chapter 2.
 - At the end of chapter 2, ask students the following comprehension questions:
3. **Literal.** The farmers call Wilbur a “spring pig.” Why do the farmers say this?
 - » He was born during springtime.
 4. **Inferential.** Mr. Arable tells Fern to sell Wilbur for six dollars to Uncle Homer. What could this mean? Explain your thinking by writing a response to the following sentence prompt using the conjunctions *because*, *so*, *and*, or *but*: “Wilbur is sold for six dollars . . .” Sample answers are below:
 - » “Wilbur is sold for six dollars because Mr. Arable believes Wilbur is worth the price.”
 - » “Wilbur is sold for six dollars so Mr. Arable can get rid of Wilbur.”
 - » “Wilbur is sold for six dollars and moves to a new home.”
 - » “Wilbur is sold for six dollars, but has to leave his home with Fern.”
- Give students a few minutes to add any notes to the Story Elements chart on Activity Page 1.1. Provide examples orally and add them to the chart.
 - Read the questions posted in the “Questions Parking Lot.” Have students respond to the questions as a group. Clarify any misconceptions about the characters, setting, and plot after students respond to the questions.

D Differentiation

Support

Provide students with prompts to help them write questions about the characters, setting, and plot. Explain that questions help them think about aspects of the characters' experiences that they are unclear or unsure about while they are reading.

DISCUSS AND REFLECT (10 MIN.)

- Have students look at Activity Page 1.1.
- Go to the displayed Story Elements chart you prepared before the lesson.
- Explain that these are examples and that some of their notes may be different.
- Explain that the purpose of taking these notes is to gain a deeper understanding of the novel by practicing close reading.
- Tell students they will use their notes to complete the Story Map and Character Development graphic organizers along with their narrative piece for the unit.

➤ Visual Support 1.1

- Address any additional questions students may have about note-taking. Refer to Visual Support 1.1 as needed.

Note: Students may continue to add to the Story Elements chart throughout the unit.

- Have students get together with an assigned partner to compare their notes and discuss their reactions to some of the details and quotations in the novel so far. Have students help each other reflect on the characters and write their thoughts in the spaces provided on Activity Page 1.1.
- Have students keep Activity Page 1.1 for use in later lessons.



Check for Understanding

Ask students to name the story elements in a narrative story.



MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Identifying Details

Entering/Emerging	Assign each student a character and assist with finding simple words to describe them.
Transitioning/Expanding	Give students a note card with descriptive words from the novel and have students name the character.
Bridging	Have students look in chapters 1–2 to find descriptive words that describe each character.

WORD WORK: *LITTER* (5 MIN.)

1. In today's reading you heard Mr. Arable say, "I know more about raising a litter of pigs than you do."
2. Say the word *litter* with me.
3. A litter is a group of babies born to one animal at the same time.
4. Wilbur was born in a litter of pigs.
5. Can you name the animals in a litter? Be sure to use the word *litter* when you talk about it. (Ask two to three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "A litter of dogs is made up of ____." or "A litter of cats is made up of ____.")
6. What's the word we've been talking about? What part of speech is it?

» *litter*; noun

Use a Multiple-Meaning Word activity for follow-up. Tell students that the word *litter* can be a noun or a verb. Share the following definitions:

Meaning 1: **litter, n.** a group of babies born to one animal at the same time

Meaning 2: **litter, v.** to scatter with trash; scattered with trash

Read a few sentences aloud. Have students think about the context of each sentence for clues as to the meaning of the word *litter*. Have them hold up one finger if they think the sentence is an example of meaning 1 and two fingers if the sentence is an example of meaning 2.

1. You can get a ticket if you litter in a park.
» two fingers
2. My aunt showed me a picture of her new litter of puppies.
» one finger
3. Rita gave Samuel one of the kittens from the litter.
» one finger
4. The field of grass in my neighborhood is littered with plastic bottles and paper.
» two fingers

Lesson 1: Introduction to the Novel

Writing



Primary Focus: Students will use textual evidence to explain the conflict between Fern and her father. [RL.3.3, RL.3.5, W.3.10]

SUMMARIZING AN EVENT IN THE STORY (25 MIN.)

- Remind students that Fern had a conflict with her father, Mr. Arable, at the beginning of the novel.
- Explain that they will independently write a short paragraph explaining, or summarizing, the conflict between Fern and her father.
- Remind students that a paragraph includes a topic sentence, sentences providing supporting details from the story, and a concluding sentence. Their paragraphs should be three to five sentences long.
- Explain that it is helpful to think about the following when composing their paragraph to make sure they have all the relevant details. You may wish to write this on chart paper or the board. Tell them that they may not need all of these elements to summarize the event.
 - who
 - what
 - where
 - when
 - why
 - how
- Remind students to use details from chapters 1–2 and the Story Elements Chart to support their writing. They may include relevant quotations in their paragraphs, but make sure that they use appropriate punctuation.
- Distribute paper to students for their Exit Pass and then collect them for review.



MULTILINGUAL/ENGLISH LEARNERS

Writing

Writing About Fern's Conflict

Entering/Emerging	Provide heavy support during writing, including dictation students' sentences about the conflict between Fern and her father.
Transitioning/Expanding	Provide moderate support during writing, including sentence starters such as "Fern's conflict with her father is_____."
Bridging	Encourage students to write in complete sentences and provide assistance as needed.



Exit Pass

Write a short paragraph of three to five sentences explaining the conflict between Fern and her father.

End Lesson

Take-Home Material

TAKE-HOME LETTER

- Caregiver Letter: this overview can be found in the program's online resources.

2

Character Traits

PRIMARY FOCUS OF LESSON**Reading**

Students will demonstrate an understanding about characters, their traits, and events in chapter 3 of the novel. [RL.3.3]

Students will determine the meaning of the Tier 2 word *racket*. [L.3.4]

Writing

Students will describe traits displayed by Wilbur during the “big escape.” [RL.3.3, W.3.8]


FORMATIVE ASSESSMENT

Activity Page 2.2 **Wilbur’s “Big Escape”: Internal Traits** Describe Wilbur’s feelings before and after the “big escape.” [RL.3.3, W.3.8]



Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (105 min.)			
Lesson 1 Review	 Small Group	10 min.	<input type="checkbox"/> <i>Charlotte's Web</i> <input type="checkbox"/> sticky notes <input type="checkbox"/> Activity Pages 1.1, 2.1 <input type="checkbox"/> Visual Support 2.1 <input type="checkbox"/> board/chart paper
Review Character Traits	Whole Group	10 min.	
Chapter 3	Partner	60 min.	
Discuss and Reflect	Whole Group	20 min.	
Word Work: <i>Racket</i>	Whole Group	5 min.	
Writing (15 min.)			
Wilbur's Internal Traits	Independent	15 min.	<input type="checkbox"/> Activity Page 2.2

ADVANCE PREPARATION

Reading

Note: Chapter 3 has the word *queer* on page 17. The word *queer*, in context, is an “unusual or different feeling.” Please work as needed with your school leaders to decide how to address this word as noted in Advance Preparation in other lessons.

- Prepare the “Questions Parking Lot” for students to post questions about character traits. Ensure students have sticky notes and pencils to write their questions.
- Prepare for Think-Pair-Share activities while introducing the chapter in the unit. To ensure that all students have the opportunity to contribute during Think-Pair-Share and partner writing exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.
- Prepare students to have a blank piece of paper for the Lesson 1 Review segment.

➤ Visual Support 2.1

- Prepare to display Visual Support 2.1, or create your own on the board/chart paper.

Describe Wilbur: Internal Traits		
Feelings	Thoughts	Actions
<p>Page 16. “lonely and bored” when Fern did not visit the barn</p> <p>Page 16. “He didn’t feel like going to sleep, he didn’t feel like digging, he was tired of standing still, tired of lying down.”</p> <p>Page 17. Wilbur liked the feeling of freedom but also felt different with “nothing between him and the big world.”</p> <p>Page 22. “dazed and frightened” by the noises”</p> <p>Page 22. felt relieved to see Mr. Zuckerman</p>	<p>Page 19. wasn’t sure he would like the woods because it was a distance and he had never been there</p> <p>Page 19. “If this is what it’s like to be free . . . I’d rather be penned up in my own yard.”</p> <p>Page 22. tried to follow directions but couldn’t do them at the same time</p>	<p>Page 16. “walked indoors, climbed to the top of the manure pile, and sat down”</p> <p>Page 17. walked to the fence and pushed the board on the fence loose</p> <p>Page 18. jumped in the air, twirled, ran, stopped, looked around, smelled around, walked to the orchard, pushed and dugged the ground</p> <p>Pages 20–21. “Wilbur dodged between Lurvy’s legs.”</p>

Page 23. “didn’t care” and “paid no attention” to the goose’s warnings Page 24. “felt peaceful and happy and sleepy” after eating and receiving praise from Zuckerman	Page 24. “I’m really too young to go out into the world alone.”	Page 23. walked to his trough and ate his food alone.
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- Prepare to have students read the chapter in partners and answer questions in whole group and partners during the Reading segment.

Writing

- Have students take out Activity Page 2.2.

Wilbur’s “Big Escape”: Internal Traits	
Before the “big escape”	After the “big escape”
Feelings lonely and bored	Feelings liked freedom, but scared by the noises from the animals and Zuckerman
Thoughts did not want to sleep or dig	Thoughts unsure about going to the woods and too young to be in world alone
Actions just sat on a pile of manure	Actions jumped, ran, skipped, but walked back into the barn

Universal Access

Reading

➤ Visual Support 2.1

- Create a physical version of Visual Support 2.1 and display it in a place that is easy to access in the classroom. Students can participate and contribute by making comprehensive illustrations for each section of the chart. Students can refer to this chart throughout the unit as they work on their Character Development graphic organizer and Narrative Writing task.

VOCABULARY

- You may choose to preview the vocabulary words before reading the text, but it is not required. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

Core Vocabulary

perspiration, n. the act of sweating

loft, n. an attic or upstairs room

trough, n. a long container used for drinking water or feeding animals

racket, n. loud, unpleasant noises

dazed, v. to think unclearly due to shock or injury

hullabaloo, n. a mix of noises during an uproar

captivity, n. a state of being confined

Vocabulary Chart for Chapter 3

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	perspiration trough hullabaloo	dazed captivity	
Spanish Cognates			
Multiple-Meaning		loft racket	
Sayings and Phrases			

Lesson 2: Character Traits

Reading

**Primary Focus**

Students will demonstrate an understanding about characters, their traits, and events in chapter 3 of the novel. [RL.3.3]


Students will determine the meaning of the Tier 2 word *racket*. [L.3.4]

LESSON 1 REVIEW (10 MIN.)**Small Group**

- Have students take out Activity Page 1.1 and their copies of *Charlotte's Web*.
- Have students break into small groups.
- Distribute paper and have students write the answers to the following question words before writing an expanded sentence. Sample answers are below:
 - sentence: Fern is upset with her father.
 - when: during breakfast
 - where: in their home
 - why: Mr. Arable is getting rid of Wilbur.
 - expanded sentence: Fern is upset with her father at breakfast in their home because he decides to get rid of Wilbur.
- Ask students to refer to their notes on Activity Page 1.1 to recap, or summarize, what has happened in chapters 1–2 in their small groups. Tell students to talk with their group about the characters, setting, and conflict in the novel.
- You may use this time to meet with students about their Lesson 1 Exit Pass, either individually or in small groups, to review their paragraph writing skills and to help clarify their understanding of Fern's conflict with her father.
- Remind students that they will add to their Story Elements chart during today's reading. Have students return to their individual seats.

Activity Page 1.1

REVIEW CHARACTER TRAITS (10 MIN.)

- Remind students that they learned about two types of character traits in the *Native Americans* unit: internal and external traits.
- Remind students that external traits are characteristics that you can see, such as a character's eyes, hair color, or height. Internal characteristics are inferred through a character's thoughts, actions, and feelings.
-  **Think-Pair-Share:** Turn to your partner and use internal and external traits to describe yourself to them. Signal when both partners have contributed to the conversation.
- As students conclude their conversations, ask them to share one external or internal trait their partner shared with them, noting key words or ideas on a whiteboard or chart paper.
- Explain that the author of *Charlotte's Web* uses descriptive words, or adjectives, to describe Wilbur's external traits in chapters 1–2.
- Have students go back to the chapters and find external traits of Wilbur.
 - » Answers may vary, but could include runt, small, has a snout, and Fern's baby.
- Tell students that they will practice identifying internal traits of Wilbur and discuss how his internal traits connect to key events in chapter 3.



MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Internal and External Character Traits

Entering/Emerging

Ask students simple yes/no questions, such as “Is what a character looks like an internal trait or an external trait?” (*external*) or “Is what a character says an internal trait or external trait?” (*internal*)

Transitioning/ Expanding

Have students work with a partner to describe their internal and external traits using the following prompts: “I have_____, I feel_____, I am thinking about_____, I move my_____ (physical features) by _____.”

Bridging

Have students work with a partner to describe their internal and external traits in complete sentences.

CHAPTER 3 (60 MIN.)

- Ask students to take out their sticky notes and pencil along with Activity Page 2.1. Explain that they will write internal traits of Wilbur in the chart. Tell students to post any questions about character traits or events in today's reading.
- Remind students that internal traits relate to the character's feelings, thoughts, and actions in the novel.
- Remind students to look for quotations that they can add to their charts. Tell them they can go back to their charts if they have questions or want more information.
- Explain that they will use information in the novel to complete each section about internal traits in the Character Traits chart.
- Tell students that, throughout the lesson, they will work with a partner to add more information to their Character Traits chart on Activity Page 2.1.



Check for Understanding

Ask students to describe two kinds of internal traits and external traits.

- Have student pairs read chapter 3 up to the first paragraph on page 16. Ask, "What feeling does Wilbur have about Fern's visits at the barn? Is it an external trait or internal trait?"
 - » Answers may vary, but they could include that Wilbur feels happy when Fern visits the barn. Feelings are internal traits.
- Have students look at the Internal Traits section of Activity Page 2.1. Ask, "What details can we add to our Character Traits chart for Wilbur?"
- Go to the blank Character Traits chart you prepared before the lesson and model note-taking by adding the following note in the "Internal Traits" section for Wilbur:
 - Page 16. happy when Fern visits the barn
- Have students continue reading to the end of page 16.
- Go to the Character Traits chart and ask, "What other details, quotations, or ideas can we add from this page in our Character Traits chart for Wilbur?"

Activity Page 2.1



D Differentiation

Support

Chapter 3 describes Wilbur in his new home. Have students discuss Wilbur's thoughts and feelings about his new home.

- Give students an opportunity to share what notes from the text they would add about internal or external traits. Add any correct notes shared by volunteers.
- Model note-taking for setting by adding responses from students or the following notes:
 - Page 16. feelings: “lonely and bored when Fern did not visit the barn”
 - Page 16. actions: “walked indoors, climbed to the top of the manure pile, and sat down”
- Have students continue reading to “wasn’t sure he would like it” on page 19. Model note-taking for seeing by adding responses from students or the following note:
 - Page 19. wasn’t sure we would like the woods because it was a distance and he had never been there
- Explain that students will only write down the details and quotes that stand out to them as being important internal traits of Wilbur.
- Have students continue reading with their partners to the end of chapter 3.
- At the end of chapter 3, ask students the following comprehension questions:
 1. **Literal.** How is Wilbur’s new home described?
 - » Answers may vary, but could include the lower part of the barn, under the cows, warm, and comfortable.
 2. **Inferential.** When Wilbur is free from the barn, he tells the goose, “I *guess* I like it.” Why do you think Wilbur says this?
 - » Answers may vary, but they could include that Wilbur is unsure of his feelings when he leaves the barn initially.
 3. **Literal.** What does the goose tell Wilbur to do once he is outside the barn?
 - » Answers may vary, but they may include going through the orchard, through the garden, eating grass, running, skipping, and dancing.
 4. **Literal.** How does Wilbur feel as he explores outside the barn?
 - » Wilbur feels really happy.
 5. **Inferential.** When the farmers noticed Wilbur was outside the barn, they went after him. The author writes, “Wilbur didn’t know what to do or which way to run.” What do you believe Wilbur was feeling at this moment?
 - » Answers may vary, but they could include scared, sad, or frightened.

6. **Literal.** Why is Wilbur frightened by the hullabaloo? How does Wilbur show he is frightened?

- » Wilbur is frightened by the hullabaloo because he could not follow all of his friends' instructions. Wilbur begins to cry when he is frightened.

7. **Inferential.** Why does Wilbur feel relieved when he sees Mr. Zuckerman?

- » Answers may vary, but they could include that he saw a familiar person/ caretaker next to him or he smelled delicious food.

8. **Evaluative.** *Write-Pair-Share:* Write a sentence in each one of these sentence types; declarative, interrogative, exclamatory, and imperative, that describes Wilbur's feelings about living in his new home. Turn to your partner and read your sentences. Signal when both partners have contributed to the conversation. Sample answers are below:

- » declarative: Wilbur feels lonely in his new home.
 - » interrogative: Why does Wilbur feel bored in the barn?
 - » exclamatory: Wilbur, have fun in the big world!
 - » imperative: Jump and sniff everything so you can feel happy in the big world.
- Give students a few minutes to add any notes to the Character Traits chart on Activity Page 2.1. Provide examples orally and add them to the sample chart.
 - Read the questions posted in the "Questions Parking Lot." Have students respond to the questions as a group. Clarify any misconceptions about internal traits after students respond to the questions.

D Differentiation

Challenge

Mrs. Zuckerman was the first person to see Wilbur outside of the barn. What do you believe her first thoughts were when she saw Wilbur?

ML/EL

MULTILINGUAL/ENGLISH LEARNERS

Reading

Reading Comprehension

Entering/Emerging	Ask students simple yes/no questions such as "Does Wilbur feel happy when Fern doesn't visit the barn?" (<i>no</i>) and "Does Wilbur think about how he cannot follow every direction?" (<i>yes</i>)
Transitioning/Expanding	Have students describe Wilbur's feelings and thoughts using the sentence starters such as "Wilbur feels_____" or "Wilbur thinks_____."
Bridging	Have students use complete sentences to describe Wilbur's feelings and thoughts.

DISCUSS AND REFLECT (20 MIN.)

- Have students look at Activity Page 2.1.
- Go to the displayed Character Traits chart you prepared before the lesson.
- Review the notes about Wilbur's internal traits in the chart.
- Explain that these are examples and that some of their notes may be different.
- Explain that the purpose of taking these notes is to gain a deeper understanding of Wilbur's internal traits.
- Tell students that they will use their notes to remind them of internal traits of characters as they continue to read the novel in this unit.

➤ Visual Support 2.1

- Address any additional questions students may have about note-taking. Refer to Visual Support 2.1 as needed.

Note: Students may continue to add to the Character Traits chart throughout the unit.

- Have students get together with an assigned partner and compare their notes and discuss their reactions to some of the details and quotes in chapter 3. Have students help each other reflect on character traits and events using Activity Page 2.1 as a reference.
- Have students keep Activity Page 2.1 for use in later lessons.



Check for Understanding

Ask students to describe three kinds of internal traits: feelings, thoughts, actions.

WORD WORK: RACKET (5 MIN.)

1. In today's reading you heard Mr. Arable say, "The goose heard the racket and she, too, started hollering."
2. Say the word *racket* with me.
3. A racket is a lot of loud, unpleasant noises.
4. The goose heard the racket from Mrs. Zuckerman when she saw Wilbur leave the barn.
5. Have you ever heard a racket? When did you hear it? Be sure to use the word *racket* when you tell about it. (Ask two to three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "I heard a racket of _____ when . . .")
6. What's the word we've been talking about? What part of speech is it?

» *racket*; noun

Use a Multiple-Meaning Word activity for follow-up. Tell students that the word *racket* can have different meanings as a noun. Share the following definitions:

Meaning 1: **racket, n.** loud, unpleasant noises

Meaning 2: **racket, n.** a bat with a round or oval frame used for sports, such as tennis or badminton

Read a few sentences aloud. Have students listen to the context for clues as to which meaning of *racket* is used. Have them hold up one finger if they think the sentence is an example of meaning 1 and two fingers if the sentence is an example of meaning 2.

1. My dogs made a racket in the kitchen!
» one finger
2. I grabbed my balls and racket before leaving the tennis court.
» two fingers
3. What a racket! I cannot hear my teacher speak!
» one finger
4. While playing badminton, I noticed Madison's racket is smaller than mine.
» two fingers

D Differentiation

Challenge

Have students use dictionaries to find synonyms for each meaning of the word *racket*.

Lesson 2: Character Traits

Writing



Primary Focus: Students will describe traits displayed by Wilbur during the “big escape.” [RL.3.3, W.3.8]

WILBUR’S INTERNAL TRAITS (15 MIN.)

- Remind students that today’s reading described Wilbur’s feelings, thoughts, and actions during his “big escape” to the world outside the barn. Have students take out Activity Page 2.2. Tell students that they are going to write Wilbur’s internal traits before and after the “big escape” in the Character Traits T-Chart.
- Circulate while students are working and provide support as needed.
- Allow students ten minutes to complete Activity Page 2.2 before collecting them for review.

D Differentiation

Support

Explain to students that they are writing words or phrases, not sentences, to describe Wilbur’s internal traits.

Activity Page 2.2



ML/EL

MULTILINGUAL/ENGLISH LEARNERS

Writing

Writing Internal Traits

Entering/Emerging

Provide heavy support as needed, including dictating students’ words about Wilbur’s internal traits.

Transitioning/Expanding

Provide moderate support as needed, including students writing a synonym for Wilbur’s internal traits before and after the escape.

Bridging

Encourage students to write a list of words for Wilbur’s internal traits and provide assistance as needed.

End Lesson

3

Character Motivation

PRIMARY FOCUS OF LESSON

Reading

Students will demonstrate an understanding about the characters, their motivation, and events in chapters 4–5 of the novel. [RL.3.1]

Students will demonstrate an understanding of the Tier 2 word *crafty*. [L.3.4]

Writing

Students will write a paragraph describing Wilbur's reasons for starting a friendship with Charlotte. [RL.3.3, W.3.8]

FORMATIVE ASSESSMENT

Activity Page 3.1


Starting a Friendship: Wilbur's Motivation

Describe Wilbur's motivation for starting a friendship with Charlotte. [RL.3.3, W.3.8]



Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (95 min.)			
Lesson 2 Review	 Small Group	10 min.	<input type="checkbox"/> <i>Charlotte's Web</i> <input type="checkbox"/> sticky notes <input type="checkbox"/> Activity Pages 1.1, 2.1, 3.1 <input type="checkbox"/> Visual Support 3.1 <input type="checkbox"/> board/chart paper
Introducing Character Motivation	Whole Group	10 min.	
Chapters 4–5	Partner	60 min.	
Discuss and Reflect	Whole Group	10 min.	
Word Work: <i>Crafty</i>	Whole Group	5 min.	
Writing (25 min.)			
Starting a Friendship: Wilbur's Motivation	Independent	25 min.	

ADVANCE PREPARATION

Reading

- Prepare your “Questions Parking Lot” for students to post questions about character motivation. Ensure students have sticky notes and pencils to write their questions.
- Prepare for Think-Pair-Share and small group activities while introducing the chapters in the unit. To ensure that all students have the opportunity to contribute during Think-Pair-Share and partner writing exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.
- Prepare students to have a blank piece of paper for the Lesson 2 Review segment.

➤ Visual Support 3.1

- Prepare to display Visual Support 3.1, or create your own on the board/chart paper.

Character Motivation: A New Friend	
Wilbur	New Friend
Motivation 1: wants a friend to receive love and play with him	Motivation 1: watched and liked Wilbur
Motivation 2: felt friendless and rejected by the barn animals; no one wanted to play with him	Motivation 2: Answers may vary.
Motivation 3: felt lonely on the “worst day of his life”	Motivation 3: Answers may vary.

- Prepare to have students read the chapters in partners and answer questions in whole group/partners during the Reading segment.

Writing

- Have students take out pencil and paper to complete the Exit Pass.

Universal Access

Reading

➤ Visual Support 3.1

- Create a physical version of Visual Support 3.1 and display it in a place that is easy to access in the classroom. Students can participate and contribute by making comprehensive illustrations for each section of the chart. Students can refer to this chart throughout the unit as they work on their Character Development graphic organizer and Narrative Writing task.

VOCABULARY

- You may choose to preview the vocabulary words before reading the text, but it is not required. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

Core Vocabulary

bitterly, adv. in a hurt or resentful way

glutton, n. someone who eats and drinks too much

crafty, adj. sly or clever

cunning, n. great skill and craftiness

objectionable, adj. offensive, or not nice

salutations, n. greetings

blundered, v. made a careless mistake

detested, v. felt a strong dislike for someone or something

inheritance, n. valuable things passed between family members, such as from parents to children

motivation, n. reasons to do something

Vocabulary Chart for Chapters 4–5

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	motivation	bitterly glutton crafty cunning objectionable salutations blundered detested inheritance	
Spanish Cognates	motivación	glotón objetable saludos detestado herencia	
Multiple-Meaning			
Sayings and Phrases			

Lesson 3: Character Motivation

Reading



Primary Focus

Students will demonstrate an understanding about the characters, their motivation, and events in chapters 4–5 of the novel. [RL.3.1]

Students will demonstrate an understanding of the Tier 2 word *crafty*. [L.3.4]

LESSON 2 REVIEW (10 MIN.)



Small Group

Activity Pages
1.1, 2.1




- Have students take out their copies of *Charlotte's Web*, Activity Pages 1.1 and 2.1, and paper.
- Have students break into small groups. Explain that they are going to write three sentences using the following sentence expansion prompts in the Somebody Wanted But So Then chart below:

Somebody	Wilbur is bored and
Wanted	to play
But	did not want to dig around in the yard.
So	Wilbur escapes through the fence
Then	he is chased by Lurvy back into the barn.

- Have students use the prompts from the chart to write their sentences. Sample answer is below:
 - » Wilbur is bored and wanted to play, but he did not want to dig around in the yard. Wilbur escapes through the fence. Then, he is chased by Lurvy back into the barn.
- Write the sample sentence on the board or chart paper and model writing where each comma would go.
- Ask students to refer to their notes on Activity Pages 1.1 and 2.1 to recap, or summarize, what has happened in chapters 1–3. Ask students to talk with their group about the characters, their traits, and events in the novel.
- You may use this time to meet with students about their responses on Activity Page 2.2, either individually or in small groups, to help clarify descriptions of Wilbur's internal traits during the escape.

- Remind students that they will add to their Story Elements and Character Traits charts during today's reading. Have students return to their individual seats.

INTRODUCING CHARACTER MOTIVATION (10 MIN.)

- Tell students that they are going to discuss the meaning of motivation.
- Explain to students that the word *motivation* means reasons to do something.
-  **Think-Pair-Share:** Turn to your partner and describe something that motivates you. Signal when both partners have contributed to the conversation.
- Ask a volunteer to share their experiences where they felt motivated to act or do something.
- Explain that Wilbur meets a new character in the barn. As they read, students should pay attention for clues about what motivates Wilbur to befriend this character.

D Differentiation

Challenge

The verb for *motivation* is *motivate*. Have students give synonyms for the word *motivate*.



MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

My Motivation

Entering/Emerging	Ask students simple yes/no questions, such as "Would knowing that you can go out and play after you finish your homework help motivate you?" and "Does a rainy day motivate you to sit outside?"
Transitioning/Expanding	Provide students with sentence starters to describe what could motivate them to do something, such as "I am motivated to _____ because _____."
Bridging	Have students describe in complete sentences something that motivates them and the reason why.



Check for Understanding

Ask students to say the meaning of the word *motivation*.

CHAPTERS 4–5 (60 MIN.)

Activity Page 3.1



- Ask students to take out their sticky notes and pencil along with Activity Page 3.1. Explain that they will record reasons why Wilbur and a new character start a friendship in the chart. Remind students to post any questions about character motivation in today's reading on the Questions Parking Lot.
- Remind students to look for quotations that they can add to their charts. Tell them they can go back to their charts if they have questions or want more information.
- Tell students that, throughout the lesson, they will work with a partner to add more information to their Character Motivation chart on Activity Page 3.1.
- Have students start reading chapter 4 with a partner to the bottom of page 27. Ask, "What did Wilbur want instead of food? What is Wilbur's motivation for it?"
 - » Answers may vary, but they could include that Wilbur wanted a friend. Wilbur is motivated to have a friend because he wants love and someone to play with him.
- Have students look at the Character Motivation chart on Activity Page 3.1. Ask, "What reason can we add to our Character Motivation chart for Wilbur's motivation to start a friendship?"
- Go to the blank Character Motivation chart and model note-taking by adding the following note in the Motivation 1 section for Wilbur:
 - Page 27. wants a friend to love him and play with him
- Have students continue reading to the end of the chapter.
- Go to the Character Motivation chart and model note-taking for character motivation. Ask, "What other details, quotes, or ideas can we add from this chapter as reasons for Wilbur to want a new friend?"
- Give students an opportunity to share what notes from the text they would add about internal or external traits. Add any correct notes shared by volunteers.
- Model note-taking for setting by adding the following notes:
 - Motivation 2: Page 30. felt friendless and rejected by the barn animals
 - Motivation 3: Page 31. felt lonely on the "worst day of his life"
- Explain that they will only write down the details and quotes that stand out to them as reasons that motivated Wilbur to want a new friend.
- Have students continue reading with their partners to the end of chapter 4.

D Differentiation

Support

Tell students that the word *rejected* means not accepted.

- Ask students to look at the Character Motivation chart on Activity Page 3.1. Tell students that a new character wants to start a friendship with Wilbur. Ask, “What reason can we add to our Character Motivation chart for the new character’s motivation to start a friendship?”
- Go to the blank Character Motivation chart you prepared before the lesson and model note-taking by adding the following note in the “Motivation 1” section for New Character:
 - Page 31. watched and liked Wilbur
- Tell students they will continue reading to find out who the new friend is and why they are motivated to start a friendship with Wilbur. Tell students that they will add information from the text to describe the new friend’s motivation to start a friendship with Wilbur in chapter 5.



MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Identifying Details

Entering/Emerging	Have students draw illustrations that describe Wilbur’s motivation to start a friendship.
Transitioning/Expanding	Have students write one or two words that describe Wilbur’s motivation to start a friendship.
Bridging	Have students write phrases that describe Wilbur’s motivation to start a friendship.

- At the end of Chapter 4, ask students the following comprehension questions:
 1. **Literal.** What did Wilbur plan to do?
 - » Answers may vary, but they could include going out to dig a hole in the yard, talk with Templeton, eat food, and sleep.
 2. **Literal.** Why did Wilbur stay indoors?
 - » It was rainy and gloomy outside.
 3. **Inferential.** Wilbur says, “I have no real friend here in the barn.” Why do you think Wilbur says this?
 - » Answers may vary, but they could include that Templeton does not speak to him and Fern is not visiting the barn because it’s raining.

D Differentiation

Challenge

Wilbur hears the voice of his new friend and knows they are above him, but does not see them yet because the barn is dark. The new character's voice is described as "thin, but pleasant." Have students predict who they think the new friend is.

4. **Inferential.** What motivated Wilbur to speak with the goose, lamb, and Templeton?
 - » Wilbur is speaking with the animals to see if someone will play with him.
5. **Inferential.** Why didn't Wilbur eat his breakfast?
 - » Answers may vary, but they could include that he is sad and lonely, he was crying, and he does not have any friends.
6. **Evaluative.** 👤👤 *Think-Pair-Share:* Do you think the new character has a good reason to become Wilbur's friend? Why or why not? Share one external or internal trait your partner shared with you as I write key words or ideas on a whiteboard or chart paper. Signal when both partners have contributed to the conversation. Sample answers are below:
 - » I think the new character has a good reason to become Wilbur's friend because he does not have a friend in the barn.
 - » I do not think the new character has a good reason to become Wilbur's friend because they haven't told Wilbur their name.
- Have students read chapter 5 with their partner until page 37. Ask, "What is the new friend's name?" Add their name in the "New Friend" section of the Character Motivation chart.
 - » Charlotte
- Tell students to continue reading chapter 5 with their partner. Give students a few minutes to add reasons for Charlotte to start a friendship with Wilbur to the Character Motivation chart on Activity Page 3.1. Provide examples orally and add them to the sample chart.
- At the end of chapter 5, ask students the following comprehension questions:
 7. **Literal/Inferential.** What is the first thing Wilbur does when he wakes up? Why is Wilbur motivated to do this?
 - » Wilbur looks for his new friend because he is excited to meet them.
 8. **Literal.** Wilbur gives his new friend, Charlotte, a compliment when he sees her. Why did Charlotte say that she could not see Wilbur?
 - » Charlotte says she cannot see Wilbur because she is near-sighted.
 9. **Inferential.** Charlotte explains to Wilbur how she catches and eats her food every day. Why do you think Charlotte shares this with Wilbur?
 - » Answers may vary, but they could include that she wants to tell Wilbur more about her, she wants to share how they are the same and different, and she wants Wilbur to like her as a friend.

10. **Inferential.** How does Wilbur feel about starting a new friendship with Charlotte?

» Answers may vary, but they could include excited, doubtful, and fearful.

- Read the questions posted in the “Questions Parking Lot.” Have students respond to the questions as a group. Clarify any misconceptions about character motivation after students respond to the questions.

DISCUSS AND REFLECT (10 MIN.)

- Have students look at Activity Page 3.1.
- Go to the displayed Character Motivation chart you prepared before the lesson.
- Review the notes about Wilbur’s motivation and Charlotte’s motivation to start a friendship.
- Explain that these are examples and that some of their notes may be different.
- Explain that the purpose of taking these notes is to gain a deeper understanding of Wilbur’s motivation and Charlotte’s motivation to start a friendship.
- Tell students they will use their notes to remind them of what motivates Wilbur and Charlotte to continue their new friendship as they continue to read the novel in this unit.

➤ Visual Support 3.1

- Address any additional questions students may have about character motivation. Refer to Visual Support 3.1 as needed.

Note: Students may continue to add to the Character Motivation chart throughout the unit.

- Have students get together with an assigned partner and compare their notes and discuss their reactions to some of the details and quotes in chapter 3. Have students help each other reflect on character motivation and events using Activity Page 2.1 as a reference.
- Have students keep Activity Page 3.1 for use in later lessons.



Check for Understanding

Ask students to describe one reason why Wilbur and Charlotte are motivated to start a friendship.

WORD WORK: CRAFTY (5 MIN.)

1. In today's reading you read "Templeton was a crafty rat."
2. Say the word *crafty* with me.
3. *Crafty* means sly or clever.
4. The author describes Templeton as crafty because he used his skills to create tunnels from the barn to his hiding place without being seen by the Zuckermans.
5. Do you know a character from another book or movie who is crafty? Why would you describe them as crafty? Be sure to use the word *crafty* when you describe the character. (Ask two to three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "The character _____ is crafty because . . .")
6. What's the word we've been talking about? What part of speech is it?
» *crafty*; adjective

D Differentiation

Challenge

Have students use dictionaries to find antonyms for the word *crafty*.

Use an Acting activity for follow-up. Ask students to demonstrate to a partner how the character in a book or movie is crafty. Make sure students use the word *crafty* in a complete sentence throughout this activity.

Lesson 3: Character Motivation

Writing



Primary Focus: Students will write a paragraph describing Wilbur's reasons for starting a friendship with Charlotte. [RL.3.3, W.3.8]

STARTING A FRIENDSHIP: WILBUR'S MOTIVATION (25 MIN.)

- Remind students that today's reading described Charlotte's motivation and Wilbur's motivation to start a friendship. Tell them that they are going to write a short paragraph of three to five sentences explaining Wilbur's motivation for starting a friendship with Charlotte.
- Remind them that a paragraph includes a topic sentence, sentences providing supporting details from the story, and a concluding sentence. Their paragraphs should be three to five sentences long.
- Explain that it is helpful to think about the following when composing their paragraph to make sure they have all the relevant details. You may wish to write this on chart paper or the board. Tell them that they may not need all of these elements to explain Wilbur's motivation for starting a friendship.
 - who
 - what
 - where
 - when
 - why
 - how
- Distribute paper to students for their Exit Pass and then collect them for review.



Exit Pass

Write a short paragraph describing Wilbur's motivation for starting a friendship with Charlotte.



MULTILINGUAL/ENGLISH LEARNERS

Writing

Writing About Motivation

Entering/Emerging	Dictate students' responses as they describe Wilbur's motivation to start a friendship with Charlotte.
Transitioning/ Expanding	Have students work with a partner to write a paragraph that describes Wilbur's motivation for starting a friendship with Charlotte.
Bridging	Encourage students to write in complete sentences describing Wilbur's motivation to start a friendship with Charlotte and provide assistance as needed.

End Lesson

4

Determining Mood

PRIMARY FOCUS OF LESSON**Reading**

Students will draw on illustrations and textual evidence to answer questions about Wilbur's mood before and after hearing the bad news. [RL.3.7]

Students will demonstrate an understanding of the Tier 2 word *fairest*. [L.3.4]

Writing

Students will explain how an illustration and author's words describe Wilbur's mood after he hears some bad news. [RL.3.7, W.3.10]


FORMATIVE ASSESSMENT**Exit Pass**

Writing Write a short paragraph of three to five sentences explaining how the image on page 50 and words in chapter 7 describe Wilbur's mood after hearing some bad news. [RL.3.7, W.3.10]



Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (95 min.)			
Lesson 3 Review	 Small Group	10 min.	<input type="checkbox"/> <i>Charlotte's Web</i> <input type="checkbox"/> sticky notes <input type="checkbox"/> Activity Pages 3.1, 4.1 <input type="checkbox"/> Visual Support 4.1 <input type="checkbox"/> board/chart paper
Character's Mood	Whole Group	10 min.	
Chapters 6–7	Whole Group/ Partner	60 min.	
Discuss and Reflect	Whole Group	10 min.	
Word Work: <i>Fairest</i>	Whole Group	5 min.	
Writing (25 min.)			
Words and Pictures	Independent	25 min.	

ADVANCE PREPARATION

Reading

Note: Chapter 7 mentions how pigs are butchered on page 49. The word *kill* and using a “.22”, a type of gun, is referenced in the reading. Please work as needed with your school leaders to decide how to address these topics.

- Prepare your “Questions Parking Lot” for students to post questions about the character’s moods. Ensure students have sticky notes and pencils to write their questions.
- Prepare for Think-Pair-Share and small group activities while introducing the chapters in the unit. To ensure that all students have the opportunity to contribute during Think-Pair-Share and partner writing exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.
- Prepare students to have a blank piece of paper for the Write-Share-Write activity in the Character’s Mood segment.

➤ Visual Support 4.1

- Prepare to display Visual Support 4.1, or create your own on the board/chart paper.

Determining Mood	
Phrases or Illustration	Type of Mood
illustration with Fern, goose, gander, and Templeton. (page 46)	angry, mad, upset
Zuckerman sees seven goslings and thinks it is “lovely.” (page 47)	happy, excited
Wilbur is enjoying his friendship with Charlotte and good health. (pages 48–49)	happy, content, joyful
illustration of Wilbur and the old sheep (page 50)	sad, unhappy

- Prepare to have students read the chapters in partners and answer questions in whole group/partners during the Reading segment.

Writing

- Have students take out pencil and paper to complete the Exit Pass.

Universal Access

Reading

Visual Support 4.1

- Create a physical version of Visual Support 4.1 and display it in a place that is easy to access in the classroom. Students can participate and contribute by making comprehensive illustrations for each section of the chart. Students can refer to this chart throughout the unit as they work on their Character Development graphic organizer and Narrative Writing task.

VOCABULARY

- You may choose to preview the vocabulary words before reading the text, but it is not required. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

Core Vocabulary

fairest, adj. very clear and sunny; not stormy

gratified, v. gave satisfaction to someone

unremitting, adj. constant, nonstop

morals, n. beliefs of what is right and wrong

conscience, n. knowing and feeling what is right and what is wrong

consideration, n. careful thought

decency, n. character traits that include honesty, respect, and understanding right from wrong

untenable, adj. not possible to continue or maintain over time

Vocabulary Chart for Chapters 6–7

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	morals conscience	gratified unremitting consideration decency untenable	
Spanish Cognates	moral conciencia	gratificado consideración decencia	
Multiple-Meaning		fairest	
Sayings and Phrases			

Lesson 4: Determining Mood

Reading



Primary Focus

Students will draw on illustrations and textual evidence to answer questions about Wilbur's mood before and after hearing the bad news. [RL.3.7]

Students will demonstrate an understanding of the Tier 2 word *fairest*. [L.3.4]

LESSON 3 REVIEW (10 MIN.)



Small Group

- Have students take out their copies of *Charlotte's Web* and Activity Page 3.1.
- Have students break into small groups.
- Ask students to refer to their notes on Activity Page 3.1 to recap, or summarize, what has happened in chapters 4–5 in their small groups. Ask students to discuss with their group the reasons why Wilbur and Charlotte were motivated to start a friendship.
- You may use this time to meet with students about their responses to Activity Page 3.2, either individually or in small groups, to help clarify similarities and differences between Wilbur's motivation and Charlotte's motivation to start a friendship.
- Remind students that they will add to their Story Elements, Character Traits, and Character Motivation charts during today's reading. Have students return to their individual seats.

Activity Pages
3.1, 3.2



CHARACTER'S MOOD (10 MIN.)

- Tell students that they are going to discuss the mood in a story.
- Remind students that they learned about mood in the *Native Americans* unit. Ask students, "How does mood help readers?"
 - » gives more information about the characters and setting
- Remind students that authors use words and illustrators use pictures to create mood in novels.

- **Write-Share-Write:** Visualize the following scenarios: a picture of a stream or waterfall, a playground, and a rain cloud. Write words describing a mood as you think about the scenarios. After writing, share your thoughts with a partner. Give feedback to your partner's writing, such as a question or suggestion about their descriptive words. Based on feedback, expand on your own writing. Signal when both you and your partner have finished your writing.
- Ask volunteers from each group to share words or pictures that describe their mood when they visualize those scenarios.
- Explain that Wilbur receives some news in today's reading. Wilbur's mood changes when he hears this news.
- Tell students that they will practice determining Wilbur's mood using words and illustrations in chapters 6–7.



MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

My Mood at School

Entering/Emerging

Ask students simple yes/no questions, such as "What is your mood when you play outside?" (*happy*) or "What is your mood when you see an unclean restroom at school?" (*angry/sad*)

Transitioning/ Expanding

Have students work with a partner to describe their mood in different scenarios: "My mood is _____ when I arrive at school. My mood is _____ when I see my friend."

Bridging

Have students work with a partner to describe their mood when they see or hear things at school, such as taking a test, reading a book, or playing during recess.



Check for Understanding

Ask students to tell two ways you can determine *mood* in a novel.

- » words and illustrations

CHAPTERS 6–7 (60 MIN.)

- Ask students to take out their sticky notes and pencil along with Activity Page 4.1. Explain that they will practice describing mood using words and illustrations in today’s reading. Remind students to post any questions about mood on the Questions Parking Lot.
- Remind students to record the page number where they find the words or illustrations as they add to their charts. This way they can easily go back to that page if they have questions or want more information.
- Tell students that, throughout the lesson, they will work with a partner to add more information to their Mood Chart on Activity Page 4.1.
- Have students read chapter 6 with a partner to the bottom of page 46. Have students look at the illustration with Fern, the goose, the gander, and Templeton. Ask, “What word can you use to describe the mood of the characters in this illustration? How do you know?”
 - » Answers may vary, but they could include that the characters’ mood is angry, mad, or upset because the image shows Fern, the goose, and the gander looking upset as Templeton walks away with the egg.
- Go to the blank Determining Mood chart and model note-taking by writing the following phrase in the first box:
 - **Phrases or Illustration:** illustration with Fern, the goose, gander, and Templeton on page 46
- Have students look at the Determining Mood chart on Activity Page 4.1. Have students draw the illustration or write “illustration with Fern, the goose, gander, and Templeton on page 46” in the first box under “Phrases or Illustration.” Ask, “What word can we add to our Mood chart to describe the characters’ mood in the illustration?”
- Go to the Mood chart and model note-taking by adding the following note in the first box under “Type of Mood” section for Wilbur:
 - angry, mad, upset
- Have students write the notes in the first box under “Type of Mood,” then to continue reading to the end of the chapter.
- Ask, “What word can we add to our Mood chart to describe Zuckerman’s mood when seeing the goslings?”

Activity Page 4.1



D Differentiation

Challenge

Chapter 6 starts with a description of the setting and characters on Zuckerman’s farm in the summer. Have students use these descriptions to predict the mood of the animals and people on the farm.

D Differentiation

Support

Tell students that the word *content* means satisfied and happy.

Challenge

Have students provide synonyms for the words *happy* and *sad* to describe Wilbur's mood.

- Go to the Determining Mood chart and add the following note in the second row of “Phrases or Illustration” and “Type of Mood” sections:
 - **Phrases or Illustration:** Zuckerman sees seven goslings and thought it was “lovely” at the bottom of page 47; **Type of Mood:** happy, excited
- Give students an opportunity to share what notes from the text they would add about mood. Add any correct notes shared by volunteers.
- Tell students they will continue reading to look for words and illustrations that describe Wilbur's mood in the next chapter.
- Have students read chapter 7 with their partner until the sentence ending “stopped to pay a call on Wilbur” at the top of page 49. Tell students that the author describes Wilbur's enjoyment of his new friendship and good health.
- Ask, “What type of mood is Wilbur in?”
 - » happy or joyful
- Go to the Determining Mood chart and add the following note in the third row of “Phrases or Illustration” and “Type of Mood” sections:
 - **Phrases or Illustration:** Wilbur is enjoying his friendship with Charlotte and good health on pages 48–49; **Type of Mood:** happy, content, joyful
- Have students continue reading until they see the illustration with Wilbur and the old sheep on page 50.
- Ask, “What is happening with Wilbur in the illustration? What word can you use to describe Wilbur's mood in this illustration?”
 - » Answers may vary, but they could include that Wilbur looks like he is crying after hearing what is going to happen to him in the cold months. Wilbur's mood is sad or unhappy.
- Go to the Determining Mood chart and add the following note in the fourth row of “Phrases or Illustration” and “Type of Mood” sections:
 - **Phrases or Illustration:** illustration of Wilbur and the old sheep on page 50; **Type of Mood:** sad, unhappy
- Tell students to continue reading chapter 7 with their partner. Give students a few minutes to add any notes to the Mood chart on Activity Page 4.1. Provide additional examples orally and add them to the sample chart.
- At the end of chapter 7, ask students the following comprehension questions:
 1. **Inferential.** What is the mood during the announcement and why?
 - » Answers may vary, but they could include excitement, cheerful, and joy.

2. **Inferential.** When Templeton joins the celebration to see the new goslings, the author says “Everyone watched him, for he was not well liked, not trusted.” What do the animals’ reactions tell you about the change of mood when Templeton joined the celebration?
- » Answers may vary, but they could include that the mood changed from happy to mad because they do not like or trust Templeton.
3. **Inferential.** Wilbur says he liked Charlotte more because of her “campaign against insects,” specifically the flies in the barn. The animals and Mr. Zuckerman complained about the flies at the barn. What do you believe about the change in mood that occurs as Charlotte continues her insect campaign?
- » Answers may vary, but they could include that the mood changed from being annoyed by the flies to happy because Charlotte was getting rid of them.
4. **Literal.** What did the old sheep say will happen to Wilbur in wintertime? How did Wilbur respond to the old sheep’s news?
- » The old sheep tells Wilbur that he is going to be killed and butchered in wintertime. Wilbur becomes very upset and starts crying.
5. **Inferential.** To calm Wilbur down, Charlotte tells him that she is “going to save him.” What do you think happens to the mood when Charlotte speaks with Wilbur?
- » Answers may vary, but they could include that the mood changes from unhappy to calm because Charlotte tells Wilbur so he stops crying.
6. **Evaluative.** *Think-Pair-Write:* The chapter ends with Charlotte saying she will save Wilbur. What do you think is Wilbur’s mood after Charlotte tells him that she is going to save him? Turn to your partner and explain your thinking. Afterwards, write a response to the following sentence starter using conjunctions *and*, *because*, *so*, or *but*: “Wilbur feels_____ that Charlotte is going to save him . . .” Sample answers are below:
- » Wilbur feels happy that Charlotte is going to save him, and he feels comfortable enough to sleep in peace.
 - » Wilbur feels joyful that Charlotte is going to save him because he knows she will keep her promise.
 - » Wilbur feels happy that Charlotte is going to save him, so he falls asleep at peace.
 - » Wilbur feels joyful that Charlotte is going to save him, but he is unsure of her plan to save him.

- Read the questions posted in the “Questions Parking Lot.” Have students respond to the questions as a group. Clarify any misconceptions about mood after students respond to the questions.



MULTILINGUAL/ENGLISH LEARNERS

Reading

Reading Comprehension

Entering/Emerging

Ask students to choose the correct answer for questions such as, “Was the mood happy or sad when Charlotte spoke to Wilbur?” (*happy*)

Transitioning/ Expanding

Ask students to describe the mood when Charlotte speaks with Wilbur.

Bridging

Ask students to name and describe the mood when Charlotte speaks with Wilbur using evidence from the text.

DISCUSS AND REFLECT (10 MIN.)

- Have students look at Activity Page 4.1.
- Go to the displayed Determining Mood chart you prepared before the lesson. Have students review the examples of mood using specific words and illustrations from chapter 6–7.
- Explain that these are examples of mood and that some of their notes may be different.
- Explain that the purpose of taking these notes is to gain a deeper understanding of mood using words and illustrations in the novel.
- Tell students they will use their notes to remind them of how to determine mood as they continue to read the novel.

➤ Visual Support 4.1

- Address any additional questions students may have about character mood. Refer to Visual Support 4.1 as needed.
- Students may continue to add to the Mood chart throughout the unit.
- Have students get together with an assigned partner and compare their notes and discuss their reactions to some of the words and illustrations in chapters 6–7. Have students help each other reflect on mood and events using Activity Page 4.1 as a reference.
- Have students keep Activity Page 4.1 for use in later lessons.



Check for Understanding

Ask students to describe a scene where a change in mood occurred in chapters 6–7.

WORD WORK: FAIREST (5 MIN.)

1. In today's reading you read "The early summer days on a farm are the happiest and fairest days of the year."
2. Say the word *fairest* with me.
3. *Fairest* means very clear and sunny; not stormy. This word is a superlative because the root word *fair* has the suffix *-est*, which means most.
4. The author describes the summer days as the fairest because this time of the year is very sunny with clear skies.
5. Do you remember the fairest day of the summer? Why was it called fairest? Be sure to use the word *fairest* when you tell about it. (Ask two to three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "One summer, the fairest day was . . .")
6. What's the word we've been talking about? What part of speech is it?

» *fairest*; adjective

Use a Multiple-Meaning Word activity for follow-up. Tell students that the word *fairest* can have different meanings as an adjective. Share the following definitions:

Meaning 1: **fairest, adj.** clear and sunny; not stormy

Meaning 2: **fairest, adj.** honest and reasonable

Read a few sentences aloud. Have students listen to the context for clues as to which meaning of *fairest* is used. Have them hold up one finger if they think the sentence is an example of meaning 1 and two fingers if the sentence is an example of meaning 2.

1. I do not believe my teacher gave the fairest decision about daily homework.

» two fingers

D Differentiation

Challenge

Have students use dictionaries to find synonyms and antonyms for the word *fairest*.

2. Yesterday was the fairest day to go to the swimming pool.
 - » one finger
3. Stormy days are not the fairest days to go to the playground.
 - » one finger
4. Do you believe my dad gave the fairest answer to your question?
 - » two fingers

Lesson 4: Determining Mood

Writing



Primary Focus: Students will explain how an illustration and author's words describe Wilbur's mood after he hears some bad news. [RL.3.7, W.3.10]

WORDS AND PICTURES (25 MIN.)

- Tell students that they are going to write a short paragraph of three to five sentences explaining Wilbur's mood after hearing some bad news. Explain that they will use the image on page 50 and words and phrases in chapter 7 to support their writing.
- Remind them that a paragraph includes a topic sentence, sentences providing supporting details from the story, and a concluding sentence. Their paragraphs should be three to five sentences long.
- Explain that it is helpful to think about the following when composing their paragraph to make sure they have all the relevant details. You may wish to write this on chart paper or the board. Tell them that they may not need all of these elements to explain Wilbur's mood.
 - who
 - what
 - where
 - when
 - why
 - how
- Distribute paper to students for their Exit Pass and then collect them for review.



Exit Pass

Students will write a short paragraph of three to five sentences explaining how the image on page 50 and words in chapter 7 describe Wilbur's mood after hearing the bad news.



MULTILINGUAL/ENGLISH LEARNERS

Writing

Writing About Mood

Entering/Emerging	Dictate students' responses about Wilbur's mood after hearing the bad news.
Transitioning/ Expanding	Have students write two sentences that describe Wilbur's mood change after hearing the bad news.
Bridging	Encourage students to write in complete sentences about Wilbur's mood change after the bad news and provide assistance as needed.

End Lesson

5

Determining the Meaning of Phrases, Part 1

PRIMARY FOCUS OF LESSON**Reading**

Students will demonstrate an understanding of the characters and events in chapters 8–9 of the novel. [RL.3.1]

Students will determine the meaning of phrases in chapters 8–9 of the novel. [L.3.4]

Students will demonstrate an understanding of the Tier 2 word *hesitated*. [L.3.4]

Writing

Students will write a paragraph explaining why Charlotte said the phrase “never hurry and never worry!” to Wilbur and what it shows about their relationship. [RL.3.3, W.3.10]


FORMATIVE ASSESSMENT**Exit Pass**

Character Relationship Students will write a short paragraph of three to five sentences explaining why Charlotte said the phrase “never hurry and never worry!” to Wilbur and what it shows about their relationship. [RL.3.3, W.3.10]



Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (95 min.)			
Lesson 4 Review	 Small Group	10 min.	<input type="checkbox"/> <i>Charlotte's Web</i> <input type="checkbox"/> sticky notes <input type="checkbox"/> Activity Pages 4.1, 5.1 <input type="checkbox"/> Visual Support 5.1 <input type="checkbox"/> board/chart paper
Sayings and Phrases	Whole Group	10 min.	
Chapters 8–9	Whole Group/ Partner	60 min.	
Discuss and Reflect	Whole Group	10 min.	
Word Work: <i>Hesitated</i>	Whole Group	5 min.	
Writing (25 min.)			
Character Relationship	Independent	25 min.	

ADVANCE PREPARATION

Reading

- Prepare your “Questions Parking Lot” for students to post questions about literal and nonliteral meanings of phrases. Ensure students have sticky notes and pencils to write their questions.
- Prepare for Think-Pair-Share and small group activities while introducing the novel in the unit. To ensure that all students have the opportunity to contribute during Think-Pair-Share and partner writing exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.
- Prepare students to write on a blank space on the back of Activity Page 5.1.

➤ Visual Support 5.1

- Prepare to display Visual Support 5.1, or create your own on the board/chart paper.

Literal and Nonliteral Phrases			
Phrase	Literal Meaning	Nonliteral Meaning	Meaning in the Text (literal or nonliteral)
1. “a lively imagination” page 54	an active and exciting imagination	none	literal
2. “Maybe our ears aren’t as sharp as Fern’s.” page 54	pointy ears	keen sense of hearing	nonliteral
3. “You’re no bundle of sweet peas yourself.” page 61	You are not a sweet pea. (flower)	You do not smell clean or fresh.	nonliteral
4. “Never hurry and never worry!” page 65	Do not rush and do not focus on problems in the future.	none	literal

- Prepare to have students read the chapters in partners and answer questions in whole group/partners during the Reading segment.

Writing

- Have students take out pencil and paper to complete the Exit Pass.

Universal Access

Reading

> Visual Support 5.1

- Create a physical version of Visual Support 5.1 and display it in a place that is easy to access in the classroom. Students can participate and contribute by making comprehensive illustrations for each section of the chart. Students can refer to this chart throughout the unit as they work on their Narrative Writing task.

VOCABULARY

- You may choose to preview the vocabulary words before reading the text, but it is not required. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

Core Vocabulary

imagination, n. creating ideas or events in your mind

rambled, v. to talk without staying on topic

delicate, adj. easily torn or broken

hesitated, v. paused for a moment

oblige, v. to do a favor for

thud, n. a heavy sound

sedentary, adj. little to no movement

tremble, v. to shake from fear or cold

crept, v. to move slowly

Vocabulary Chart for Chapters 8–9

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		imagination rambled delicate hesitated oblige thud sedentary tremble crept	
Spanish Cognates		imaginación delicado sedentario temblar	
Multiple-Meaning			
Sayings and Phrases	She has a lively imagination. Maybe our ears aren't as sharp as Fern's. You're no bundle of sweet peas yourself. Never hurry and never worry!		

Lesson 5: Determining the Meaning of Phrases, Part 1

Reading



Primary Focus

Students will demonstrate an understanding of the characters and events in chapters 8–9 of the novel. [RL.3.1]

Students will determine the meaning of phrases in chapters 8–9 of the novel. [L.3.4]

Students will demonstrate an understanding of the Tier 2 word *hesitated*. [L.3.4]

LESSON 4 REVIEW (10 MIN.)



Small Group


- Have students take out their copies of *Charlotte's Web* and Activity Page 4.1.
- Have students break into small groups.
- Ask students to refer to their notes on Activity Page 4.1 to recap, or summarize, what has happened in chapters 6–7 in their small groups. Ask students to talk with their group about the reasons why Wilbur and Charlotte were motivated to start a friendship.
- You may use this time to meet with students about their Lesson 4 Exit Passes, either individually or in small groups, to help clarify similarities and differences between Wilbur's motivation and Charlotte's motivation to start a friendship.
- Remind students that they will add to their Story Elements, Character Traits, Character Motivation, and Character Mood charts during today's reading. Have students return to their individual seats.

SAYINGS AND PHRASES (10 MIN.)

- Tell students that they are going to review the meaning of literal and nonliteral sayings and phrases.
- Remind students that they learned about literal and nonliteral, or figurative, phrases in the *Timeless Tales: Classic Stories* unit. Ask students what a literal saying or phrase means.
 - » They mean exactly what they say.
- Ask students what a nonliteral phrase means.

Activity Page 4.1



- » figurative or symbolic meanings; does not mean exactly what it says
- Explain that some nonliteral phrases can use metaphors to say something figuratively and symbolically. What is a metaphor?
 - » a word or phrase that is typically used to describe one thing, but is used to describe something else to suggest a likeness
- Write or display the phrase “One rotten apple spoils the whole barrel.”
-  **Think-Pair-Share:** Turn to your partner and discuss the literal and nonliteral meanings of the phrase. Signal when both partners have contributed to the conversation.
- As students conclude their conversations, ask them to share one literal or nonliteral meaning their partner shared with them, noting key words or ideas on a whiteboard or chart paper.
- Explain to students that Charlotte and other characters use literal and nonliteral phrases when speaking with each other.
- Tell students that they will practice determining the literal and nonliteral meanings of sayings and phrases in chapters 8–9.



Check for Understanding

Ask students to describe the difference between literal and nonliteral phrases.

CHAPTERS 8–9 (60 MIN.)

- Ask students to take out their sticky notes and pencil along with Activity Page 5.1. Explain that they will practice determining the meaning of literal and nonliteral phrases. Remind students to post any questions about mood on the Questions Parking Lot.
- Remind students that phrases can have literal meanings, nonliteral meanings, or both.
- Remind students to record the page number where they find the words or illustrations as they add to their charts.
- Tell students that, throughout the lesson, they will work with a partner to add more information to their Literal and Nonliteral Phrases chart on Activity Page 5.1.

Activity Page 5.1



Challenge

Have students give synonyms and antonyms for the word *lively*.

- Have students start reading chapter 8 with a partner up until the sentence, “Kids think they heard all sorts of things.” on page 54. Have students look at the sentence said by Mr. Arable, “At any rate, don’t worry about Fern—she’s just got a lively imagination.”
- Go to the Literal and Nonliteral Phrases chart and model note-taking by adding the following to the rows. Read the first phrase aloud:
 - **Phrase:** a lively imagination
- Discuss whether it has a literal meaning, nonliteral meaning, or both. Write the following on the chart and have students record:
 - **Literal Meaning:** active and exciting imagination
 - **Nonliteral Meaning:** none
- Ask them whether the phrase has a literal or nonliteral meaning in the novel and guide them in recording the answer in the last column.
 - **Meaning in the Text:** literal
- Have students continue reading to the end of the chapter. Have students look at the last sentence from Mr. Arable saying, “Maybe our ears aren’t as sharp as Fern’s.” Refer back to the chart and read the phrase aloud.
- Ask, “Is this a phrase with a literal meaning, nonliteral meaning, or both? What literal or nonliteral meanings can this phrase have? What is the meaning of this phrase in the chapter?”
 - » This phrase has both a literal meaning and nonliteral meaning because sharp ears can be pointy ears and can mean a keen sense of hearing. This meaning of this phrase is a nonliteral phrase in the chapter.
- Go to the Literal and Nonliteral Phrases chart and add the following notes in the second row of each section:
 - **Phrase:** Maybe our ears aren’t as sharp as Fern’s
 - **Literal Meaning:** pointy ears
 - **Nonliteral Meaning:** keen sense of hearing
 - **Meaning in the Text:** nonliteral
- Have students record the meanings and the meaning used in the text in the correct columns in the row.
- Give students an opportunity to share what notes from the text they would add about these two phrases. Add any correct notes shared by volunteers.

D Differentiation


Support

Tell students the word *keen* means highly developed.

Support

Tell students that the name *sweet pea* refers to a type of flower with a sweet smell.

- Tell students they will continue reading to determine the literal and nonliteral meanings of phrases in the next chapter.
- Have students read the following phrases on Activity Page 5.1 before reading Chapter 9 with their partner:
 - “you’re no bundle of sweet peas yourself” on page 61 in row 3
 - “never hurry and never worry” on page 65 in row 4
- While reading, have students write literal and/or nonliteral meanings of the phrases and determine which meaning is used in the novel.
- After students finish reading, go to the **Literal and Nonliteral Phrases** chart and add the following notes in the third and fourth rows:
 - **Phrase:** you’re no bundle of sweet peas yourself
 - **Literal Meaning:** you are not a sweet pea
 - **Nonliteral Meaning:** you do not smell clean or fresh
 - **Meaning in the Text:** nonliteral
 - **Phrase:** never hurry and never worry
 - **Literal Meaning:** do not rush and do not focus on problems in the future
 - **Nonliteral Meaning:** none
 - **Meaning in the Text:** literal
- Give students a few minutes to add any notes to the Literal and Nonliteral Phrases chart on Activity Page 5.1. Provide examples orally and add them to the sample chart.
- At the end of Chapter 9, ask students the following comprehension questions:
 1. **Literal.** What story did Fern tell her parents at breakfast?
 - » Fern shared the story about the hatching of the new goslings.
 2. **Inferential.** Why does Mrs. Arable have a confused look as Fern told the story?
 - » Answers may vary, but they could include that Mrs. Arable looks confused because Fern describes the conversations between the animals in the barn.

3. **Inferential.** Mr. Arable tells Mrs. Arable to not worry about Fern because she has a “lively imagination.” Why do you think Mr. Arable says this?
 - » Answers may vary, but they could include to calm Mrs. Arable’s worries about Fern or to explain that Fern’s descriptions about the animals’ conversations are normal for children with active imaginations.
 4. **Literal.** Charlotte watches as Wilbur tries to spin a web like her. Why does Charlotte say she is “fond” of Wilbur?
 - » Charlotte is fond of Wilbur because he tries multiple times to spin the web and he is not a quitter.
 5. **Inferential.** Wilbur says he was “trying to show off” when trying to spin a web like Charlotte. What does Wilbur mean by “trying to show off?”
 - » Answers may vary, but may include trying to impress or purposely show his web spinning skills to the animals in the barn.
 6. **Evaluative.**  *Think-Pair-Share:* Charlotte promises Wilbur that she will save him. Do you think Charlotte will keep her promise?
 - » Answers may vary.
- Read the questions posted in the “Questions Parking Lot.” Have students respond to the questions as a group. Clarify any misconceptions about literal and nonliteral phrases after students respond to the questions.



MULTILINGUAL/ENGLISH LEARNERS

Reading

Reading Comprehension

Entering/Emerging	Ask students simple yes/no questions such as “Does the lamb think Wilbur smells good?” (<i>no</i>) and “Does Charlotte think the lamb smells like Wilbur?” (<i>yes</i>)
Transitioning/Expanding	Have students describe Wilbur using the sentence starters such as “Wilbur smells_____.” or “Lamb thinks Wilbur smells_____.”
Bridging	Have students use complete sentences to describe Wilbur as the “smelliest creature.”

DISCUSS AND REFLECT (10 MIN.)

- Have students look at Activity Page 5.1 and refer to the displayed Literal and Nonliteral Phrases chart. Have students review the examples of literal and nonliteral phrases using specific phrases from chapters 8–9.
- Have students get together with an assigned partner and discuss their reactions to some of the phrases in chapters 8–9. Using the back of Activity Page 5.1, have students help each other find other literal and nonliteral phrases in the chapters. Have students write a declarative sentence for each literal or nonliteral phrase using the following sentence starter: “The phrase _____ on page _____ is literal/nonliteral because . . .” Sample answers are below.
 - » The phrase “a lively imagination” on page 54 is literal because it describes Fern’s active imagination.
 - » The phrase “you are no bundle of sweet peas yourself” on page 61 is nonliteral because it describes how Charlotte thinks about the lamb’s smell.
 - » The phrase “never hurry, never worry” on page 65 is literal because it explains Charlotte’s idea of not rushing things and not focusing on future problems.

➤ Visual Support 5.1

- Address any additional questions students may have about literal and nonliteral phrases. Refer to Visual Support 5.1 as needed.
- Students may continue to add to the Literal and Nonliteral Phrases chart throughout the unit.
- Have students keep Activity Page 5.1 for use in later lessons.



Check for Understanding

Ask students to determine the literal meaning of the phrase “put the idea out of your mind” on page 58.

- » to forget it

WORD WORK: *HESITATED* (5 MIN.)

1. In today's reading you read "Wilbur hesitated a moment, then jumped out into the air."
2. Say the word *hesitated* with me.
3. *Hesitated* means to pause for a moment.
4. The author describes how Wilbur pauses right before jumping off the manure pile.
5. Do you remember when you hesitated to say or do something? Why did you hesitate? Be sure to use the word *hesitated* when you tell about it. (Ask two to three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "I remember I hesitated to . . . or I hesitated when . . .")
6. What's the word we've been talking about? What part of speech is it?
 - » *hesitated*; verb

Use a Synonyms and Antonyms activity for follow-up.

- Ask students, "What does *hesitated* mean? What are some synonyms, or words that have a similar meaning?"
 - » Prompt students to provide words like *paused*, *delayed*, *waited*, and *stalled*.
- Then ask, "What are some words or phrases you know that are antonyms, or opposites, of *hesitated*?"
 - » Prompt students to provide words like *decided*, *continued*, *moved*, *forwarded*, *advanced*, and *budged*.

Lesson 5: Determining the Meaning of Phrases, Part 1

Writing



Primary Focus: Students will write a paragraph explaining why Charlotte said the phrase “never hurry and never worry!” to Wilbur and what it shows about their relationship. [RL.3.3, W.3.10]

CHARACTER RELATIONSHIP (25 MIN.)

- Tell students that in today’s reading, Charlotte tells Wilbur to “never hurry and never worry!” and that they will determine the meaning of the phrase and whether the meaning in the novel was literal or nonliteral.
- Explain that they are going to write a short paragraph explaining why Charlotte said this to Wilbur and what it reveals about their relationship.
- Remind them that a paragraph includes a topic sentence, sentences providing supporting details from the story, and a concluding sentence. Their paragraphs should be three to five sentences long.
- Remind them to think about the following when composing their paragraph. For this paragraph, tell them to focus on *who*, *what*, *why*, and *how*:
 - who
 - what
 - where
 - when
 - why
 - how
- Distribute paper to students for their Exit Pass and then collect them for review.



MULTILINGUAL/ENGLISH LEARNERS

Writing

Writing About Literal Phrases

Entering/Emerging	Dictate students' responses to "never hurry, and never worry."
Transitioning/ Expanding	Provide students with sentence starters such as "Wilbur is moving _____."
Bridging	Encourage students to write in complete sentences about the literal phrase and provide assistance as needed.



Exit Pass

Students will write a short paragraph of three to five sentences explaining why Charlotte tells Wilbur "never hurry and never worry!" and what it reveals about their relationship.

End Lesson

6

Character Development

PRIMARY FOCUS OF LESSON

Reading

Students will demonstrate an understanding of the thoughts, feelings, and actions of characters in chapter 10 of the novel. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *gullible*. [L.3.4]

Writing

Students will write a new scene between two characters using dialogue with correct punctuation. [L.3.2c, W.3.3, W.3.3b, W.3.10]

FORMATIVE ASSESSMENT

Activity Page 6.1

The Explosion: Thoughts, Actions, Feelings

Students will write notes describing Wilbur's, Goose's, and Templeton's thoughts, feelings, and actions on Charlotte's narrow escape. [RL.3.3]



Exit Pass

A Conversation Students will write a new scene between two characters using dialogue with correction punctuation. [L.3.2.c, W.3.3, W.3.3b, W.3.10]



Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (90 min.)			
Lesson 5 Review	 Small Group	10 min.	<input type="checkbox"/> <i>Charlotte's Web</i> <input type="checkbox"/> sticky notes <input type="checkbox"/> Activity Pages 5.1, 6.1
Reviewing Character Development	Whole Group	10 min.	
Chapter 10	Partner	45 min.	
Discuss and Reflect	Partner/  Small Group	20 min.	
Word Work: <i>Gullible</i>	Whole Group	5 min.	
Writing (30 min.)			
A Conversation	Independent	30 min.	

ADVANCE PREPARATION

Reading

- Ensure students have sticky notes for the “Questions Parking Lot.”
- Prepare for Think-Pair-Share and small group activities while introducing the novel in the unit. To ensure that all students have the opportunity to contribute during Think-Pair-Share and partner writing exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.
- Prepare to have students read the chapter in partners and answer questions in whole group/partners during the Reading segment.
- Have students take out Activity Page 6.1.

Writing

- Prepare to distribute paper for the Exit Pass.

Universal Access

Reading

- Students can refer to the Story Elements, Character Traits, Character Motivation, and Literal and Nonliteral Phrases charts throughout the unit as they work on their Character Development graphic organizer and Narrative Writing task.

VOCABULARY

- You may choose to preview the vocabulary words before reading the text, but it is not required. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

Core Vocabulary

motionless, adj. not moving

gullible, adj. easy to fool or trick

wandered, v. to walk without any direction or goal

straddled, v. to sit on something with legs apart

pasture, n. open land

scuttled, v. a short, quick walking or running movement

surly, adj. a sad and disagreeable mood

unbearable, adj. not tolerated

rind, n. the hard outer layer of fruit or vegetables

bestirred, v. to awaken for action

Vocabulary Chart for Chapter 10

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		motionless gullible wandered straddled pasture scuttled surly unbearable rind bestirred	
Spanish Cognates		pasto	
Multiple-Meaning			
Sayings and Phrases			

Lesson 6: Character Development

Reading



Primary Focus

Students will demonstrate an understanding of thoughts, feelings, and actions of characters in chapter 10 of the novel. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *gullible*. [L.3.4]

LESSON 5 REVIEW (10 MIN.)




Small Group

Activity Page 5.1



- Have students take out their copies of *Charlotte's Web* and Activity Page 5.1.
- Have students break into small groups.
- Ask students to refer to their notes on Activity Page 5.1 to recap, or summarize, what has happened in chapters 8–9 in their small groups. Ask students to talk with their group about literal and nonliteral phrases from different characters and events in the novel.
- You may use this time to meet with students about their responses on Lesson 5 Exit Passes, either individually or in small groups, to help clarify the meaning of Charlotte's phrase "never hurry and never worry" to Wilbur.
- Remind students that they will continue to add to their Literal and Nonliteral Phrases chart and charts from previous lessons during today's reading. Have students return to their individual seats.

REVIEWING CHARACTER DEVELOPMENT (10 MIN.)

- Remind students that they discussed the following Character Development elements in the *Timeless Tales: Classic Stories* unit:
 - actions: behaviors shown by characters
 - thoughts: characters' thinking about someone or something
 - feelings: characters' emotions
- Remind students that authors use actions, thoughts, and feelings to develop characters in their novels.
-  **Think-Pair-Share:** Turn to your partner and share one character's thought, action, or feeling that stood out to you during or after the explosion in the barn. Explain your answer using evidence from the text. Signal when both partners have contributed to the conversation.

- Have some student volunteers share their responses with the class.
- Tell students that they will discuss characters' thoughts, actions, and feelings about Charlotte and the explosion in chapter 10.



MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Thought, Actions, Feelings

Entering/Emerging	Ask students simple questions, such as "What is an idea you have in your mind?" (<i>thought</i>), "What is a behavior or response shown by people?" (<i>action</i>), and "What is an emotion you have inside of you?" (<i>feeling</i>)
Transitioning/Expanding	Have students work with a partner to describe thoughts, actions, and feelings with the following prompts: "A thought is a _____, an action is _____, a feeling is _____."
Bridging	Have students work with a partner to describe the meaning and give one example of a thought, action, and feeling.



Check for Understanding

Ask students to name three ways in which an author develops a character in a story.

- » thoughts, actions, feelings

CHAPTER 10 (45 MIN.)

- Ask students to take out their sticky notes and Activity Page 6.1.
- Explain that they will read with a partner and write notes about the characters' thoughts, actions, and feelings about Charlotte and the explosion on Activity Page 6.1.
- Remind students to post any questions about characters' actions, thoughts, and feelings in today's reading on the Questions Parking Lot.
- At the end of chapter 10, ask students the following comprehension questions:
 1. **Literal.** What is Charlotte's idea to save Wilbur's life? Why does Charlotte make this decision?
 - » Charlotte decided to play a trick on Zuckerman to save Wilbur's life. Charlotte makes this decision because she believes people can easily be tricked by her since they are not as smart as the bugs she catches.

Activity Page 6.1



D Differentiation

Support

Avery says “good night” when he smells the terrible gas from the explosion. Tell students that “good night” is a nonliteral phrase describing Avery’s surprise.

2. **Inferential.** Fern closes her “eyes tight” when she jumps on the swing. What thoughts and feelings do you think Fern has when she closes her eyes?
 - » Answers may vary, but they could include that Fern feels afraid and was thinking about not falling and hurting herself.
 3. **Literal.** Avery sees Charlotte in the barn. What does he decide to do? Was Avery successful?
 - » Avery decides to try and capture Charlotte by climbing the fence and hitting her with a stick. Avery is not successful in capturing Charlotte because he falls off the fence.
 4. **Literal.** Avery falls and causes an explosion. What explodes in the barn? How do Avery and Fern react to the “explosion?”
 - » Avery falls onto Templeton’s goose egg and it breaks open and releases a horrible smell. Avery and Fern run out of the barn.
 5. **Literal.** How does Charlotte feel after the children run out of the barn?
 - » Charlotte is relieved or happy that Avery did not capture her.
 6. **Inferential.** Wilbur tells the story of Charlotte’s escape “over and over again” to the animals in the barn. Why do you believe Wilbur retells the story?
 - » Answers may vary, but they could include that he is happy Charlotte was not captured or he wanted to be the first to tell his friend’s story to others.
 7. **Evaluative.** *Think-Pair-Write:* Do you think Wilbur feels safe after the explosion? Why? Turn to your partner and explain your thinking. Afterwards, write a response to the following sentence prompt using conjunctions *because, and, so, or but*: “Wilbur feels safe after the explosion . . .” Sample answers are below:
 - » Wilbur feels safe after the explosion because it saves Charlotte from being captured by Avery.
 - » Wilbur feels safe after the explosion and is happy that Charlotte is safe, too.
 - » Wilbur feels safe after the explosion, so he tells other animals about Charlotte’s escape.
 - » Wilbur feels safe after the explosion, but is upset with the smell from the egg that is in the barn.
- Read the questions posted in the “Questions Parking Lot.” Have students respond to the questions as a group. Clarify any misconceptions about the actions, thoughts, and feelings of the characters after students respond to the questions.



MULTILINGUAL/ENGLISH LEARNERS

Reading


Reading Comprehension

Entering/Emerging	Ask students simple yes or no questions such as: “Did Charlotte feel afraid after the explosion?” (<i>no</i>) and “Did Charlotte feel relieved after the explosion?” (<i>yes</i>)
Transitioning/Expanding	Have students work with a partner to use short phrases to describe Charlotte’s feelings after the explosion.
Bridging	Have students work with a partner to use complete sentences to describe Charlotte’s feelings after the explosion.

DISCUSS AND REFLECT (20 MIN.)



Small Group

- Tell students that a character’s perspective, or overall view or opinion about an event, is revealed to the reader through their thoughts, feelings, and actions.
- Ask, “What do the thoughts, actions, and feelings of Wilbur, Goose, and Templeton reveal about their perspectives of Charlotte’s narrow escape?”
 - » Answers may vary, but they could include that Wilbur, Goose, and Templeton feel proud of their part in saving Charlotte.
- Have students discuss their responses to the question in small groups. Tell them to refer to specific quotes and/or illustrations to support their responses.
- Ask volunteers to share their responses about the perspectives of Wilbur, Goose, and Templeton in Charlotte’s escape.
-  **Think-Pair-Share:** Turn to your partner and discuss if you believe Templeton or Goose play the greatest role in Charlotte’s escape. Signal when both partners have contributed to the conversation. Sample answers are below:
 - » Answers may vary, but they could include Goose giving the egg to Templeton or Templeton saving the egg for himself.
- As students conclude their conversations, ask them to share one idea or piece of evidence their partner shared with them, noting key words or ideas on a whiteboard or chart paper.
- Address any additional questions students may have about characters’ thoughts, actions, and feelings.



Check for Understanding

Ask students to describe Charlotte's actions, thoughts, and feelings about her narrow escape.

WORD WORK: *GULLIBLE* (5 MIN.)

1. In today's reading you read Charlotte say, "people are very gullible."
2. Say the word *gullible* with me.
3. *Gullible* means easy to fool or trick.
4. The author describes Charlotte and Wilbur's conversation about playing a trick on Zuckerman as her plan to save Wilbur.
5. Can you use the word *gullible* in a sentence? Be sure to use the word *gullible* when you share your sentence. (Ask two to three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "*Gullible* means . . .")
6. What's the word we've been talking about? What part of speech is it?
 - » *gullible*; adjective

D Differentiation

Challenge

Have students use dictionaries to find antonyms for the word *gullible*.

Use a Brainstorming/Acting activity for follow-up. Say, "Turn to your partner and brainstorm the kinds of words, phrases, and actions that show someone is gullible. Examples may include playing a trick on someone or saying, 'I tricked you!' Practice various gestures and scenes with your partner."

Lesson 6: Character Development

Writing



Primary Focus: Students will write a new scene between two characters using dialogue with correct punctuation. [L.3.2c, W.3.3, W.3.3b, W.3.10]

A CONVERSATION (30 MIN.)

- Tell students that they will be writing a new, short scene between two of the characters appearing in chapter 10. They will focus on two of the characters having a conversation after the explosion.
- Tell them that it is a new scene, not a summary of a scene in the novel. They will use their imaginations to write the new scene.
- Remind them that they have been gathering information about each character's thoughts, actions, and feelings so that will give them ideas about what each character might say or how they might feel.
- The scene must also include dialogue between the two characters.
- Write the following sentence on the board or chart paper:
 - "I'm delighted that the egg never hatched," she gabbled.
- Ask students what they notice about the punctuation in the sentence. Confirm or reframe student answers to ensure that this sentence contains dialogue.
- Ask a student volunteer to circle or highlight the quotation marks in the sentence.
- Remind students that quotation marks help the reader identify what the character is saying and distinguish dialogue from narration in stories.
- Point out that the sentence in the quotation marks showing exactly what the character is saying does not end with a period, but with a comma. The period appears at the end, after "she gabbled."
- Distribute paper to students for the Exit Pass.
- Circulate to support students as needed. Collect Exit Passes for review.



MULTILINGUAL/ENGLISH LEARNERS

Writing

Writing Thoughts, Actions, and Feelings

Entering/Emerging

Dictate students' descriptions of the characters' thoughts, actions, and feelings.

Transitioning/ Expanding

Provide students with sentence starters such as, "Templeton said, 'I think...'"

Bridging

Encourage students to use descriptive words in their sentences and provide assistance as needed.



Exit Pass

Students will write a new scene between two characters using dialogue with correct punctuation. [L.3.2.C, W.3.10]

End Lesson

7

Determining the Meaning of Phrases, Part 2

PRIMARY FOCUS OF LESSON

Reading

Students will demonstrate an understanding of the characters and events in chapters 11–12 of the novel. [RL.3.1]

Students will determine the meaning of phrases in chapters 11–12 of the novel. [L.3.4]

Students will demonstrate an understanding of the Tier 2 word *glistened*. [L.3.4]

Writing

Students will complete a blank story map identifying the characters and key events from chapter 12, with assistance. [L.3.2c, RL.3.5, W.3.8]

FORMATIVE ASSESSMENT

Activity Page 7.1

Literal and Nonliteral Phrases Students will determine the meaning of literal and nonliteral phrases from the novel. [L.3.4]


Activity Page 7.2

Mapping the Story Students will complete a blank story map identifying the characters and key events from chapter 12. [L.3.2c, RL.3.5, W.3.8]



Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (90 min.)			
Lesson 6 Review	 Small Group	10 min.	<input type="checkbox"/> <i>Charlotte's Web</i> <input type="checkbox"/> sticky notes <input type="checkbox"/> Activity Pages 5.1, 6.1, 7.1 <input type="checkbox"/> Visual Support 7.1 <input type="checkbox"/> board/chart paper
Sayings and Phrases	Whole Group	5 min.	
Chapters 11–12	Whole Group/ Partner	60 min.	
Discuss and Reflect	Whole Group	10 min.	
Word Work: <i>Glistened</i>	Whole Group	5 min.	
Writing (30 min.)			
Mapping the Story	Independent	30 min.	<input type="checkbox"/> Activity Page 7.2 <input type="checkbox"/> board/chart paper

ADVANCE PREPARATION

Reading

- Ensure students have sticky notes for the “Questions Parking Lot.”
- Prepare for Think-Pair-Share and small group activities while introducing the chapters in the unit. To ensure that all students have the opportunity to contribute during Think-Pair-Share and partner writing exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.
- Prepare students to write on a blank space on the back of Activity Page 7.1.

➤ Visual Support 7.1

- Prepare to display Visual Support 7.1, or create your own on the board/chart paper.

Literal and Nonliteral Phrases			
Phrase	Literal Meaning	Nonliteral Meaning	Meaning in the Text (literal or nonliteral meaning)
5. “out of the ordinary” page 80	beyond what is normal/standard	none	literal
6. “a little off” page 80	not straight	incorrect	nonliteral
7. “as solid as they come” page 81	hard or all together	one of the best	nonliteral
8. “Wilbur’s destiny and your destiny are closely linked.” page 90	Wilbur’s destiny is physically chained to Templeton’s destiny.	What happens to Wilbur affects what will happen to Templeton.	nonliteral

- Prepare to have students read the chapters in partners and answer questions in whole group/partners during the Reading segment.

Writing

- Prepare to display and distribute Activity Page 7.2 or create your own on the board/chart paper. You will be adding notes throughout the lesson.

Title:	
Characters:	Setting:
Beginning:	
Middle:	
End:	
Final Thought:	
Dialogue:	
Character actions, thoughts, or feelings:	

Universal Access

Reading

> Visual Support 7.1

- Create a physical version of Visual Support 7.1 and display it in a place that is easy to access in the classroom. Students can participate and contribute by making comprehensive illustrations for each section of the chart. Students can refer to this chart throughout the unit as they work on their Narrative Writing task.

VOCABULARY

- You may choose to preview the vocabulary words before reading the text, but it is not required. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

Core Vocabulary

glistened, v. to sparkle in light

bewilderment, n. a state of confusion

notions, n. beliefs or ideas

idiosyncrasy, n. an odd or unusual habit or behavior

acrobat, n. a performer or someone else with skilled control of their body

access, v. to enter a place

instincts, n. a natural feeling or desire to do something

quivered, v. to shake very fast

adjourned, v. to end a meeting

Vocabulary Chart for Chapters 11–12

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		glistened bewilderment notions idiosyncrasy acrobat access instincts quivered adjourned	
Spanish Cognates		nociones idiosincrasia acróbata acceso instintos	
Multiple-Meaning			
Sayings and Phrases	out of the ordinary a little off as solid as they come		

Lesson 7: Determining the Meaning of Phrases, Part 2

Reading



Primary Focus

Students will demonstrate an understanding of the characters and events in chapters 11–12 of the novel. [RL.3.1]

Students will determine the meaning of phrases in chapters 11–12 of the novel. [L.3.4]

Students will demonstrate an understanding of the Tier 2 word *glistened*. [L.3.4]

LESSON 6 REVIEW (10 MIN.)



Small Group

- Have students take out their copies of *Charlotte's Web* and break into small groups.
- Ask students to recap, or summarize, what has happened in chapter 10 in their small groups. Ask students to talk with their group about Wilbur's, Goose's, and Templeton's actions, thoughts, and feelings about Charlotte's narrow escape.
- You may use this time to meet with students about their Lesson 6 Exit Passes, either individually or in small groups, to help clarify each character's actions, thoughts, and feelings.
- Remind students that they will add to their Thoughts, Actions, Feelings chart and charts from previous lessons during today's reading. Have students return to their individual seats.

SAYINGS AND PHRASES (5 MIN.)

- **Think-Pair-Share:** Turn to a partner and discuss how you can tell if words or phrases are used literally or nonliterally in a story. Signal when both partners have contributed to the conversation. Sample answer is below:
 - » Answers may vary, but they could include that literal words or phrases mean exactly what is written, and nonliteral meanings are figurative or not realistic.
- Have students take out Activity Page 5.1 and have them review the literal and nonliteral phrases in chapters 8–9.
- Ask volunteers to share the literal and/or nonliteral meanings of the phrase discussed in partners.

Activity Page 5.1



- Explain that Charlotte and other characters continue to use literal and nonliteral phrases when speaking with each other about Charlotte's trick.
- Tell students that they will continue determining the meaning of literal and nonliteral phrases in chapters 11–12.



MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Literal and Nonliteral Meanings

Entering/Emerging	Ask students simple yes/no questions, such as “Do literal phrases say exactly what they mean?” (<i>yes</i>), “Do nonliteral phrases use exact words?” (<i>no</i>), or “Do nonliteral phrases use figurative language?” (<i>yes</i>)
Transitioning/Expanding	Have students work with a partner to discuss the meanings of literal and nonliteral phrases with the following prompts: “A literal phrase is _____, a nonliteral phrase is _____.”
Bridging	Have students work with a partner to discuss the meanings of literal and nonliteral phrases in complete sentences.

CHAPTERS 11–12 (60 MIN.)


Activity Page 7.1



D Differentiation

Challenge

Have students provide additional words that mean “out of the ordinary.”

- Ask students to take out their sticky notes and pencil along with Activity Page 7.1. Explain that they will continue determining the meaning of literal and nonliteral phrases in chapters 11–12. Remind students to post any questions about literal and nonliteral phrases on the Questions Parking Lot.
- Remind students that they can refer to Activity Page 5.1 for examples of phrases that can have literal meanings and nonliteral meanings.
- Tell them to record the page number where they find the words or phrases as they add to their charts.
- Have students start reading chapter 11 with a partner up until the sentence, “Our pig is out of the ordinary.” on page 80. Have students focus on the phrase “out of the ordinary.”
- Go to the blank Literal and Nonliteral Phrases chart and model note-taking by adding to the rows. Read the first phrase aloud:
 - **Phrase:** out of the ordinary
-  **Think-Pair-Share:** Turn to a partner and discuss whether the phrase has a literal meaning, nonliteral meaning, or both. Signal when both partners have contributed to the conversation.
- As students conclude their conversations, have them share their partner's thoughts on the meanings of the phrase.

- Tell students that the phrase “out of the ordinary” has the following literal meaning in the text:
 - beyond what is normal or standard
- Write the following on the chart and have students record:
 - **Literal Meaning:** beyond what is normal or standard
 - **Nonliteral Meaning:** none
- Ask them whether the phrase has a literal or nonliteral meaning in the novel and guide them in recording the answer in the last column.
 - **Meaning in the Text:** literal
- Have students continue reading to the end of page 80. Have students look at the sentence where Mrs. Zuckerman says, “it seems to me you’re a little off.”
- Ask, “Does this phrase have a literal meaning, a nonliteral meaning, or both? What’s the meaning of this phrase?”
 - » This phrase has a nonliteral meaning because she is saying they are not right or incorrect.
- Go to the Literal and Nonliteral Phrases chart and add the following notes in the second row of each section:
 - **Phrase:** a little off
 - **Literal Meaning:** not straight
 - **Nonliteral Meaning:** not right or incorrect
 - **Meaning in the Text:** nonliteral
- Have students record the meanings and the meaning used in the text in the correct columns in the row.
- Tell students to look at the next phrase, “as solid as they come” on page 81, and determine the meanings used in the text in the third row on Activity Page 7.1. Have students share their responses and record on the Literal and Nonliteral Phrases Chart.
 - **Phrase:** as solid as they come
 - **Literal Meaning:** hard or all together
 - **Nonliteral Meaning:** one of the best
 - **Meaning in the Text:** nonliteral

Differentiation

Challenge

Tell students that the phrase “a little off” can also have other meanings. Have students provide additional examples of literal and nonliteral meanings of “a little off.” (e.g. not feeling well)

- Have students finish reading chapter 11. Tell students they will continue reading to determine the literal and nonliteral meanings of phrases in the next chapter.
- Have students read chapter 12 with their partner and complete Activity Page 7.1 independently.
- At the end of Chapter 12, ask students the following comprehension questions:
 1. **Literal.** What phrase did Charlotte weave into her web?
 - » “some pig”
 2. **Inferential.** Who does Mr. Zuckerman feel is “out of the ordinary” and why? Who does Mrs. Zuckerman feel is “out of the ordinary” and why?
 - » Mr. Zuckerman believes Wilbur is out of the ordinary because of the message on the web, but Mrs. Zuckerman believes Charlotte is out of the ordinary because the message is on the web.
 3. **Literal.** How does Charlotte feel about the effect her trick has on the Zuckermans?
 - » Charlotte is happy that her trick is working on the Zuckermans.
 4. **Inferential.** The Zuckermans tell the minister first about the “miracle” on the web. Why do you think they tell the minister first?
 - » Answers may vary, but they could include that they trust the minister or think he might confirm the message is a miracle.
 5. **Literal.** Wilbur receives “special treatment” as visitors come to Zuckerman’s farm. What “special treatment” does Wilbur receive?
 - » Wilbur receives more food as visitors come to the farm.
 6. **Literal.** Charlotte calls a meeting with the animals. What is the purpose of the meeting?
 - » Charlotte calls the meeting to talk about the message in her web, share how her trick is saving Wilbur, and get new ideas for the web.
 7. **Inferential.** The old sheep suggests that Templeton can help find words as ideas for the web, but Charlotte thinks Templeton does not think “of the other fellow.” What does Charlotte mean by this phrase?
 - » Answers may vary, but they could include that Charlotte does not think Templeton helps other animals.

8. **Literal.** How does the old sheep persuade Templeton to help the animals save Wilbur?
- » Answers may vary, but they could include that the old sheep explains to Templeton the benefits of helping Wilbur, or the old sheep tells Templeton what happens if he does not help Wilbur.
9. **Inferential.** Why does Charlotte call Wilbur “terrific” and “sensational” when he calls himself “average?”
- » Answers may vary, but they could include Charlotte saying nice words to Wilbur or Charlotte trying to cheer up her best friend.
10. **Evaluative.** 👤👤 *Think-Pair-Share:* Do you agree with Wilbur that he is not terrific? Why or why not? Turn to a partner and explain your thinking. Signal when both partners have contributed to the conversation.
- » Answers may vary.
- Read the questions posted in the “Questions Parking Lot.” Have students respond to the questions as a group. Clarify any additional misconceptions about literal and nonliteral phrases after students respond to the questions.



MULTILINGUAL/ENGLISH LEARNERS

Reading

Reading Comprehension

Entering/Emerging	Provide simple yes/no questions, such as “Did Wilbur receive special treatment when visitors came to the farm?” (<i>yes</i>) and “Does Wilbur think he is terrific?” (<i>no</i>)
Transitioning/Expanding	Provide sentence starters such as “Wilbur received special treatment because . . .” or “The old sheep persuaded Templeton to . . .”
Bridging	Encourage students to respond in complete sentences using details from the story.

DISCUSS AND REFLECT (10 MIN.)

- Have students get together with an assigned partner and discuss their reactions to some of the phrases in chapters 11–12. Have students help each other reflect on literal and nonliteral phrases using Activity Page 7.1 as a reference. On the back of Activity Page 7.1, have students write responses about the nonliteral phrase “as solid as they come” using the following sentence starter and the conjunctions *because*, *but*, or *so*: “The author uses the phrase *as solid as they come*. . .” Sample answers are provided below:
 - » The author uses the phrase *as solid as they come* because it explains Zuckerman’s contentment with Wilbur.
 - » The author uses the phrase *as solid as they come*, but only after Zuckerman notices how special Wilbur is.
 - » The author uses the phrase *as solid as they come*, so readers can understand how Zuckerman views Wilbur after seeing the web.
- Address any additional questions students may have about literal and nonliteral phrases.
- Students may continue to add to the Literal and Nonliteral Phrases Chart throughout the unit.
- Collect Activity Page 7.1 to evaluate students’ understanding of literal and nonliteral phrases.

WORD WORK: GLISTENED (5 MIN.)

1. In today’s reading you read “The web glistened in the light.”
2. Say the word *glistened* with me.
3. *Glistened* means to sparkle in light.
4. The author explains Charlotte’s web sparkled on foggy mornings.
5. Have you ever seen something that glistened? What did you see? Be sure to use the word *glistened* when you tell about it. (Ask two to three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I saw _____ glistened . . .”)
6. What’s the word we’ve been talking about? What part of speech is it?
 - » *glistened*; verb

Use a Creating Sentences activity for follow-up. Explain that the word *glistened* can be used to describe things at specific times. Tell students that they will create oral sentences using the word *glistened*, along with the conjunctions *and*, *because*, *so*, and *but*. You may wish to complete the first one for students as an example. Sample answers are provided below.

1. grass, morning
 - » The grass in our neighborhood glistened this morning.
2. ocean, noon
 - » Around noon, the ocean waves and sailboats glistened in the sunlight.
3. stars, night
 - » Last night, the stars glistened in the sky.
4. dress, evening
 - » My sister's dress glistened at the party that evening.
5. rocks, morning
 - » The rocks on the beach glistened as the sun rose in the morning.

Lesson 7: Determining the Meaning of Phrases, Part 2

Writing



Primary Focus: Students will complete a blank story map identifying the characters and key events from chapter 12, with assistance. [L.3.2c, RL.3.5, W.3.8]

MAPPING THE STORY (30 MIN.)

- Display Activity Page 7.2.
- Ask students if they have ever seen a story map before. Allow them to share their experience with story maps or planning organizers from Grade 2 or Grade 3 *Timeless Tales: Classic Stories* unit.
- Tell students that later in this unit they will be using this story map to plan their own narrative, or story.
- Have students discuss which event in chapter 12 they feel is the most important.
 - » Answers may vary, but they could include Charlotte's message in her web or the animals' meeting about trying to save Wilbur.

Activity Page 7.2



D Differentiation

Challenge

Have students independently complete Activity Page 7.2.

Support

Ask students to review the definition of *dialogue*.

Support

Fold Activity Page 7.2 to only show the sections: title, characters, setting, and plot. Then, unfold the remainder of the page for students to complete.

- Have students locate Activity Page 7.2.
- Explain that they will complete this story map based on the most important event from chapter 12.
- Ask volunteers to share responses for each part of the story map, see the answers below as a guide. Model continually referencing the text in chapter 12 while filling out the story map. Prompt students with questions to assist in completing the story map, such as “What happened next? Then what happened? Who was there? What did they say? Should we add more detail to this sentence?” etc.
- Tell students the title can be added at the end based on the content of the story map.
- You may wish to use the sample answers below:
 - **Title:** A Meeting
 - **Characters:** Wilbur, Charlotte, gander, goose, goslings, sheep, lamb, Templeton
 - **Setting:** barn
 - **Beginning:** Charlotte calls a meeting for new word suggestions for the web.
 - **Middle:** The animals decide on the word *terrific*. Wilbur does not believe he is terrific. Templeton does not want to help find new words for the web.
 - **End:** Old Sheep convinces Templeton to find words for the web. Charlotte reminds Wilbur that he is terrific.
 - **Final thought:** Charlotte believes Wilbur is a terrific animal.
 - **Dialogue:** “You’re terrific as far as I am concerned,” says Charlotte.
 - **Character actions, thoughts, or feelings:** Charlotte feels Templeton will not help because he only thinks about himself. Wilbur thinks he is an average pig, but Charlotte feels he is sensational.
- Tell students they will have more practice with story maps in the next lesson.
- Save the answers to Activity Page 7.2 to reference in the next lesson.



Check for Understanding

Turn and Talk: What is the plot of a narrative?

- » the beginning, middle, and end events in a story



MULTILINGUAL/ENGLISH LEARNERS

Writing

Interacting via Written English

Entering/Emerging	Review each section of the story map with students, pointing out the images to assist students in providing answers for each section.
Transitioning/Expanding	Have students review each section of the story map with a partner.
Bridging	Allow students to ask unanswered questions about the sections of the story map.

End Lesson

8

Personal and Character Perspectives

PRIMARY FOCUS OF LESSON

Reading

Students will demonstrate an understanding about personal perspectives and character perspectives in chapters 13–14 of the novel. [RL.3.1, RL.3.6]

Students will demonstrate an understanding of the Tier 2 word *sociable*. [L.3.4]

Writing

Students will plan a narrative about a friendship between Wilbur and one of Charlotte's grandchildren. [W.3.3, W.3.3a, W.3.5]

FORMATIVE ASSESSMENT


Activity Page 8.2

Planning a Narrative Students will plan a story about Wilbur developing a friendship with one of Charlotte's grandchildren. [W.3.3, W.3.3a, W.3.5]



Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (80 min.)			
Lesson 7 Review	 Small Group	10 min.	<input type="checkbox"/> <i>Charlotte's Web</i> <input type="checkbox"/> sticky notes <input type="checkbox"/> Activity Pages 6.1, 7.2, 8.1 <input type="checkbox"/> Visual Support 8.1 <input type="checkbox"/> board/chart paper
Perspective	Whole Group	10 min.	
Chapters 13–14	Whole Group/ Partner	45 min.	
Discuss and Reflect	Whole Group	10 min.	
Word Work: <i>Sociable</i>	Whole Group	5 min.	
Writing (40 min.)			
Narrative Planning	Whole Group/ Independent	40 min.	<input type="checkbox"/> Activity Page 8.2 <input type="checkbox"/> Visual Support 8.2 <input type="checkbox"/> board/chart paper <input type="checkbox"/> Grade 3 Narrative Writing Rubric

ADVANCE PREPARATION

Reading

- Ensure students have sticky notes for the “Questions Parking Lot.”
- Prepare for Think-Pair-Share and small group activities while introducing the chapters in the unit. To ensure that all students have the opportunity to contribute during Think-Pair-Share and partner writing exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.
- Prepare students to have a blank piece of paper for the Write-Share-Write activity in the Perspective segment.

➤ Visual Support 8.1

- Prepare to display Visual Support 8.1, or create your own on the board/chart paper.

Personal and Character Perspectives		
Scene	Character’s Perspective	Personal Perspective
Charlotte spinning a new web	happy because she cheers herself on as she finishes the web	focused because she gives herself directions as she spins the new web
Templeton finding new words for Charlotte	Answers may vary.	Answers may vary.
Wilbur performing actions for Charlotte	Answers may vary.	Answers may vary.
Mrs. Arable’s story about Fern to Dr. Dorian	Answers may vary.	Answers may vary.

- Prepare to have students read the chapters in partners and answer questions in whole group/partners during the Reading segment.

Writing

➤ Visual Support 8.2

- Prepare to display Visual Support 8.2 and the Grade 3 Narrative Writing Rubric, found in the Teacher Resources section. Alternatively, you may create your own on the board/chart paper.

Universal Access

Reading

➤ Visual Support 8.1

- Create a physical version of Visual Support 8.1 and display it in a place that is easy to access in the classroom. Students can participate and contribute by making comprehensive illustrations for each section of the chart. Students can refer to this chart throughout the unit as they work on the narrative writing task.

Writing

➤ Visual Support 8.2

- Create a physical version of Visual Support 8.2 and the Grade 3 Narrative Writing Rubric and display them in a place that is easy to access in the classroom. Students can participate and contribute by making comprehensive illustrations for each section of both charts. Students can refer to these charts throughout the unit as they work on the Narrative Writing task.

VOCABULARY

- You may choose to preview the vocabulary words before reading the text, but it is not required. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

Core Vocabulary

orb lines, n. lines in a circular shape in a spider web

radial lines, n. lines from the center of a circle to a particular point

rummaging, v. searching through carelessly

triumphantly, adv. successfully

romp, n. carefree play

thrashing, v. to move about wildly

lullaby, n. a song sung to help someone sleep

fibs, n. lies or untruths

sociable, adj. friendly

enchanting, adj. delightful and pleasing

Vocabulary Chart for Chapters 13–14

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	orb lines radial lines	rummaging triumphantly romp thrashing lullaby fibs sociable enchanting	
Spanish Cognates	líneas orbitales líneas radiales	triunfalmente sociable encantador	
Multiple-Meaning			
Sayings and Phrases			

Lesson 8: Personal and Character Perspectives

Reading



Primary Focus

Students will demonstrate an understanding about personal perspectives and character perspectives in chapters 13–14 of the novel. [RL.3.1, RL.3.6]

Students will demonstrate an understanding of the Tier 2 word *sociable*. [L.3.4]

LESSON 7 REVIEW (10 MIN.)



Small Group

- Have students take out their copies of *Charlotte's Web* along with Activity Page 7.2 and break into small groups.
- Ask students to recap, or summarize, what has happened in chapters 11–12 in their small groups. Ask students to discuss the characters and key events on the Story Map.
- You may use this time to meet with students about their responses to Activity Page 7.2.
- Remind students that they will add to their Story Map chart and charts from previous lessons during today's reading. Have students return to their individual seats.

Activity Page 7.2



PERSPECTIVE (10 MIN.)

- Have students take out Activity Page 6.1. Remind students that they discussed the meaning of perspective in the *Timeless Tales: Classic Stories* unit.
- Remind students that perspective in fictional stories is how a character views or experiences something. A character's perspective can be determined by their experiences, thoughts, actions, and feelings. A character's perspective can also change during the story based on their reactions to events.
- Tell students that personal perspective is the reader's experiences, thoughts, actions, feelings about scenes in a story. Personal perspective can be the same as or different from the perspectives of the characters.
- Have students refer to Activity Page 6.1 and review the thoughts, actions, and feelings of the characters about the explosion scene.

Activity Page 6.1



- **Write-Share-Write:** Write one character's perspective and your own perspective of the explosion scene. Share your thoughts with a partner. While sharing, your partner will write down your thoughts on character and personal perspectives. Expand on your own writing based on insights discussed during sharing. Signal when both you and your partner have finished writing. Sample answers are below:
 - » character's perspective: Charlotte was relieved to escape Avery's capture.
 - » personal perspective: I think Wilbur and Charlotte were the only animals that were excited for Charlotte's escape from Avery.
- Explain to students that the characters have perspectives and they have their own perspectives about events in chapters 13–14.
- Tell students that they will practice explaining character perspectives and personal perspectives in chapters 13–14.



MULTILINGUAL/ENGLISH LEARNERS

Speaking and Listening

Character and Personal Perspectives

Entering/Emerging	Ask students simple yes/no questions, such as "Is a personal perspective from your experiences?" (<i>yes</i>), "Is a character perspective from your thoughts?" (<i>no</i>), or "Can we tell a character's perspective from their actions?" (<i>yes</i>)
Transitioning/Expanding	Have students work with a partner to discuss character and personal perspectives with the following prompts: "A character perspective is _____, A personal perspective is _____."
Bridging	Have students work with a partner to discuss the meanings of character and personal perspectives in complete sentences.



Check for Understanding

Ask students to name two types of perspectives.

- » character perspectives and personal perspectives

CHAPTERS 13–14 (45 MIN.)

- Ask students to take out their sticky notes and pencil along with Activity Page 8.1. Explain that they will practice describing character perspectives and personal perspectives in chapters 13–14. Remind students to post any questions about literal and nonliteral phrases on the Questions Parking Lot.
- Remind students to record the page number where they find the words or illustrations as they add to their charts.
- Tell students that, throughout the lesson, they will work with a partner to add more information to their Personal and Character Perspectives Chart on Activity Page 8.1.
- Have students start reading chapter 13 with a partner up until the sentence “Good girl!” on page 94. Have students describe the scene.
 - » Charlotte spinning a new web
- Ask, “What is Charlotte’s perspective as she spins a new web? What is your perspective of Charlotte as she spins a new web?” Remind students to use words and phrases from the text to describe Charlotte’s perspective and their own perspective.
 - » Answers may vary, but they could include that Charlotte is happy as she spins the web because she cheers herself on as she finishes the web. My perspective is Charlotte is focused because she gives herself directions as she spins the new web.
- Go to the blank Personal and Character Perspectives chart and model note-taking by adding the following note in the first row under:
 - **Scene:** Charlotte spinning a new web
 - **Character’s Perspective:** happy because she cheers herself on as she finishes the web
 - **Personal Perspective:** focused because she gives herself directions as she spins the new web
- Have students record this information on Activity Page 8.1.
- Have students continue reading the end of chapter. As they read, have students describe the character’s perspective and personal perspective of the following scenes:
 - Templeton finding new words for Charlotte on pages 97–99
 - Wilbur showing his best moves on pages 100–101

Activity Page 8.1



D Differentiation

Support

Remind students that their personal perspectives may be similar or different from the character's perspective or the perspective of other readers.

- Remind students to use the character's experiences, thoughts, actions, and feelings to describe their perspectives.
- Have students share their answers for chapter 13 and record on the Personal and Character Perspectives chart.
- Tell students they will continue reading to determine character and personal perspectives in the next chapter.
- Have students read chapter 14 with their partner.
- Tell students to record the personal and character perspective information about the following scene on Activity Page 8.1:
 - **Scene:** Mrs. Arable's story about Fern to Dr. Dorian
- Have students share their answers for chapter 14 and record on the Personal and Character Perspectives chart.
- At the end of Chapter 14, ask students the following comprehension questions:
 1. **Literal.** What word did Charlotte weave into her new web? What does the word mean?
 - » Answers will vary, but they should include the word is *terrific* and could mean great, amazing, tremendous, etc.
 2. **Inferential.** Charlotte is very interested in her work and cheers herself on as she spins a new web. Based on evidence in the text, what is her perspective of her work once completed? What is your perspective of her work?
 - » Answers may vary, but they could include that Charlotte is satisfied with her work because she completed the task. I am also satisfied with Charlotte's work because she worked really hard to weave a new word into her web.
 3. **Inferential.** Templeton brings the words "crunchy" and "preshrunk" from the dump to show Charlotte. Charlotte does not think these words are good words for a new web. Based on evidence from the text, what is Charlotte's perspective of Templeton as he finds new ideas for the web? What is your perspective of Templeton?
 - » Answers may vary, but they could include that Charlotte sees Templeton as unsupportive because he chooses word ideas that won't help to save Wilbur. I see Templeton as a selfish animal who is only finding new ideas for the web to help himself.
 4. **Literal.** What new word does Charlotte decide to weave in her web?
 - » radiant

5. **Inferential.** Charlotte asks Wilbur to perform actions to show that he is radiant. What is Charlotte's perspective of Wilbur's actions?
- » Answers may vary, but they could include that Charlotte is not sure Wilbur's actions prove he is radiant.
6. **Inferential.** Fern tells her mother about the stories of Charlotte's relatives. What is Fern's perspective of Charlotte's stories? What is her mother's perspective of Charlotte's stories?
- » Answers may vary, but they could include that Fern thinks Charlotte's stories are exciting and real, but her mother thinks Charlotte's stories are fake and unrealistic.
7. **Inferential.** Mrs. Arable explains her concern about Fern and her stories. What is Dr. Dorian's perspective of Fern? What is your perspective of Fern?
- » Answers may vary, but they could include that Dr. Dorian believes Fern is normal because she is young and has a love for animals. I believe Fern is silly for talking with animals.
8. **Evaluative.** *Think-Pair-Write:* What is your perspective on whether Wilbur's actions show he is radiant? Turn to a partner and explain your thinking. Afterwards, write a response to the following sentence prompts using conjunctions *because*, *and*, *but*, or *so*: "I believe Wilbur's actions show he is radiant . . ." or "I believe Wilbur's actions show he isn't radiant . . ." Sample answers are below:
- » I believe Wilbur's actions show he isn't radiant because his moves are not special.
 - » I believe Wilbur's actions show he is radiant and he is funny when he jumps around the barn.
 - » I believe Wilbur's actions show he isn't radiant, but he tried to show that he is with his backflip in the barn.
 - » I believe Wilbur's actions show he is radiant, so he should show the other animals his moves.
- Read the questions posted in the "Questions Parking Lot." Have students respond to the questions in whole group. Clarify any additional misconceptions about character and personal perspectives after students respond to the questions.



MULTILINGUAL/ENGLISH LEARNERS

Reading

Reading Comprehension

Entering/Emerging	Ask students simple yes/no questions such as, “Does Mrs. Arable believe Fern’s stories are true?” (<i>no</i>) or “Does Dr. Dorain believe Fern’s stories are true?” (<i>yes</i>)
Transitioning/Expanding	Have students work with a partner to respond orally to questions.
Bridging	Encourage students to respond in complete sentences, using evidence from the text to support their answers.

DISCUSS AND REFLECT (10 MIN.)

- Have students look at Activity Page 8.1.
- Go to the displayed Personal and Character Perspectives Chart.
- Have students get together with an assigned partner and compare their notes and discuss their perspectives to some of the events in chapters 13–14. Have students help each other reflect on character and personal perspectives using Activity Page 8.1 as a reference.

➤ Visual Support 8.1

- Address any additional questions students may have about character and personal perspectives. Refer to Visual Support 8.1 as needed.
- Tell students they may continue to add to the Personal and Character Perspectives Chart throughout the unit.
- Have students keep Activity Page 8.1 for use in later lessons.



Check for Understanding

Ask students to describe ways to determine character and personal perspectives.

- » experiences, thoughts, actions, feelings

WORD WORK: SOCIABLE (5 MIN.)

1. In today's reading you read "It is a very sociable place."
2. Say the word *sociable* with me.
3. *Sociable* means friendly.
4. Fern describes the barn as a very sociable place where her best friends are.
5. Have you ever been to a *sociable* place? Where did you go? Be sure to use the word *sociable* when you tell about it. (Ask two to three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "I remember going to _____. It was sociable because . . .")
6. What's the word we've been talking about? What part of speech is it?
» *sociable*; adjective

Use an Acting activity for follow-up. Ask students to demonstrate to a partner how they would act in sociable places, such as a playground or a friend's house. Make sure students use the word *sociable* in a complete sentence throughout the activity.

D Differentiation

Challenge

Have students think of places where people are not sociable.

Lesson 8: Personal and Character Perspectives

Writing



Primary Focus: Students will plan a narrative about a friendship between Wilbur and one of Charlotte's grandchildren. [W.3.3, W.3.3a, W.3.5]

NARRATIVE PLANNING (40 MIN.)

- Tell students that for the rest of the unit they will be planning and writing a fictional narrative about friendship based on events in the novel.
- Remind students that they listened to and wrote narratives in previous units. Tell students that fictional narratives are stories from your imagination.
- Show students the following writing prompt:
 - Wilbur and Charlotte develop a lifelong friendship in the novel *Charlotte's Web*. Wilbur continues this friendship with Charlotte's relatives. Write a fictional narrative describing Wilbur's friendship with one of Charlotte's grandchildren. Your narrative should establish new and interesting ideas, be organized, and include grade-level conventions.

Activity Page 8.2



- Have students read the writing prompt and share what characters will be in their narrative. Tell students that they are creating a new character that is a grandchild of Charlotte. Ask students, “Which character should everyone have in their narrative?”
 - » Wilbur
- Ask students to name the steps in the writing process.
 - » plan, draft, edit, revise, and publish
- Tell students they are going to start planning their narratives by identifying the characters, setting, and plot that will be in their narratives.
- Display the Grade 3 Narrative Writing Rubric and go through each of the sections with students. Tell students that the rubric shows all of the elements that need to be included in their narratives.
- Tell students to look closely at the Ideas section. Have students describe what details and information are needed in their narratives:
 - introduce the characters and setting
 - establish a situation

➤ Visual Support 8.2

- Display Visual Support 8.2 and have students take out Activity Page 8.2. Tell students that they are going to plan their writing by choosing the characters, setting, and plot.
- Give students time to complete Activity Page 8.2 independently.
- Circulate and provide support referring to the displayed Stop Map as needed.



MULTILINGUAL/ENGLISH LEARNERS

Writing

Narrative Planning

Entering/Emerging	Dictate students' responses about the characters, setting, and problem.
Transitioning/Expanding	Ask questions about the characters, setting, and problem, such as “Who are the characters?” or “What is the problem in the story?”
Bridging	Encourage students to write the characters, setting, and problem and provide assistance as needed.

End Lesson

9

Descriptive Words and Dialogue

PRIMARY FOCUS OF LESSON

Reading

Students will demonstrate an understanding about descriptive words and dialogue in chapter 15 of the novel. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *modest*. [L.3.4]

Writing

Students will draft dialogue and descriptive words to develop their writing about the friendship between Wilbur and one of Charlotte's grandchildren. [W.3.3b, W.3.8]

FORMATIVE ASSESSMENT


Exit Pass

Writing Students will draft dialogue and descriptive words of actions, thoughts, and feelings for Wilbur and one of Charlotte's grandchildren. [W.3.3b, W.3.8]



Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (80 min.)			
Lesson 8 Review	 Small Group	10 min.	<input type="checkbox"/> <i>Charlotte's Web</i> <input type="checkbox"/> sticky notes <input type="checkbox"/> Activity Pages 8.1, 9.1 <input type="checkbox"/> Visual Support 9.1 <input type="checkbox"/> board/chart paper
Descriptive Words and Dialogue Review	Whole Group	10 min.	
Chapter 15	Whole Group/ Partner	45 min.	
Discuss and Reflect	Whole Group	10 min.	
Word Work: <i>Modest</i>	Whole Group	5 min.	
Writing (40 min.)			
Narrative Planning: Descriptive Words and Dialogue	Whole Group/  Small Group /Independent	40 min.	<input type="checkbox"/> Activity Page 8.2 <input type="checkbox"/> Grade 3 Narrative Writing Rubric <input type="checkbox"/> board/chart paper

ADVANCE PREPARATION

Reading

Note: Chapter 15 describes how Wilbur dreams of men “coming to get him with knives and guns” to describe his fears on page 115. Please work as needed with your school leaders to decide how to address this topic.

- Ensure students have sticky notes for the “Questions Parking Lot.”
- Prepare for Think-Pair-Share and small group activities while introducing the chapter in the unit. To ensure that all students have the opportunity to contribute during Think-Pair-Share and partner writing exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

➤ Visual Support 9.1

- Prepare to display Visual Support 9.1 or create your own on the board/chart paper.

Describing Characters and Setting
dying, beautiful, radiant, terrific, modest, versatile

Dialogue from Wilbur	Dialogue from Charlotte
“You’re going <i>with</i> me, aren’t you, Charlotte?”	“It’s time I made an egg sac and filled it with eggs.”

- Prepare to have students read the chapter in partners and answer questions in whole group/partners during the Reading segment.

Writing

➤ Visual Support 8.2

- Prepare to display Visual Support 8.2 and the Grade 3 Narrative Writing Rubric, or create your own on the board/chart paper.
- Prepare for small group activities while planning their narratives in the unit.

Universal Access

Reading

➤ Visual Support 9.1

- Create a physical version of Visual Support 9.1 and display it in a place that is easy to access in the classroom. Students can participate and contribute by

making comprehensive illustrations for each section of the chart. Students can refer to this chart throughout the unit as they work on their Narrative Writing task.

Writing

> Visual Support 8.2

- Create a physical version of Visual Support 8.2 and the Grade 3 Narrative Writing Rubric and display them in a place that is easy to access in the classroom. Students can participate and contribute by making comprehensive illustrations for each section of both charts. Students can refer to these charts throughout the unit as they work on their Narrative Writing task.

VOCABULARY

- You may choose to preview the vocabulary words before reading the text, but it is not required. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

Core Vocabulary

anxiety, n. an uneasy or nervous feeling

modest, adj. being shy or quiet about about one’s abilities; not boastful

inconvenient, adj. annoying, uncomfortable, or causing difficulty

versatile, adj. able to do many things; useful for many things

Vocabulary Chart for Chapter 15			
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary		anxiety modest inconvenient versatile	
Spanish Cognates		ansiedad modesto inconveniente versátil	
Multiple-Meaning			
Sayings and Phrases			

Lesson 9: Descriptive Words and Dialogue

Reading



Primary Focus

Students will demonstrate an understanding about descriptive words and dialogue in chapter 15 of the novel. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *modest*. [L.3.4]

LESSON 8 REVIEW (10 MIN.)



Small Group


- Have students take out their copies of *Charlotte's Web* along with Activity Page 8.1 and break into small groups.
- Ask students to recap, or summarize, what has happened in chapters 13–14 in their small groups. Ask students to talk about personal and character perspectives of events in the chapters.
- You may use this time to meet with students about their Lesson 8 Exit Passes, either individually or in small groups, to help clarify their own perspective and Mrs. Arable's perspective of Fern and her stories.
- Remind students that they will add to their Personal and Character Perspective Chart and charts from previous lessons during today's reading. Have students return to their individual seats.

DESCRIPTIVE WORDS AND DIALOGUE REVIEW (10 MIN.)

- Remind students that they discussed dialogue and descriptive words in previous units and lessons.
- Ask, "Where do we find dialogue in a story?"
 - » where the characters speak to each other
- Dialogue, like perspective, can shift from one character to another. Tell students they find dialogue in quotation marks, and the parts of the story that are not in quotation marks are called narration. Narration tells all the parts of the story from beginning to end except for what the characters actually say. However, narration can tell how the character says something, such as:
 - she asked
 - he shouted

Activity Page 8.1



- replied Charlotte
- said Mrs. Arable
- Write the following sentences on the board. Point out the dialogue and narration parts of the sentences and the appropriate punctuation and placement for each type of sentence:
 - “This is my brother, Carlos,” said Manuel.
 - “Are you going to the party?” asked Maria.
 - “I really want to read that book!” exclaimed Jonah.
- Remind students that descriptive words, or adjectives, are words that describe people, places, and things. In novels, descriptive words describe the characters and setting.
- Show students the following text from the novel:
 - “How enchanting!” he said. “It must be real nice and quiet down there.”
-  **Think-Pair-Share:** Turn to a partner and identify the dialogue and descriptive words in the text. Signal when both partners have contributed to the conversation. Share the dialogue or descriptive word your partner shared with you. Answers are below:
 - » dialogue: “It must be real nice and quiet down there.”
 - » descriptive words: nice, quiet
- Explain to students that there is dialogue between characters and descriptive words of characters and setting in chapter 15.
- Tell students that they will practice describing dialogue between characters and descriptive words in chapter 15.



Check for Understanding

Ask students to describe dialogue and descriptive words.

- » Dialogue is conversation between characters and descriptive words are words that describe characters, setting, and events in stories.

D Differentiation

Support

Have students use their fingers to show what quotation marks look like.

CHAPTER 15 (45 MIN.)

Activity Page 9.1



- Ask students to take out their sticky notes and pencil along with Activity Page 9.1. Explain that they will practice identifying descriptive words and dialogue in chapter 15. Remind students to post any questions about descriptive words and dialogue on the Questions Parking Lot.
- Remind students to record the page number where they find the words as they add to their charts. This way they can easily go back to that page if they have questions or want more information.
- Have students start reading chapter 15 with a partner up until the end of page 113. Tell students that this page is describing how the crickets let everyone know the seasons are changing. What dialogue do the crickets use to let everyone know summer is ending? How do the crickets describe the end of summer?
 - » The crickets say, “Over and gone, over and gone. Summer is dying, dying.” The crickets use the word dying to describe the end of summer.
- Go to the Descriptive Words and Dialogue Chart and model note-taking by adding the following note in the first row under:
 - **Descriptive Words of Characters and Setting:** dying
 - **Dialogue between Characters:** “Over and gone, over and gone. Summer is dying, dying.”
- Have students look at the Descriptive Words and Dialogue Chart on Activity Page 9.1. Have students write “dying” in the box under the “Descriptive Words” section and “Summer is over and gone” in the box under the “Dialogue” section.
- Have students continue reading the end of chapter. As they read, have students identify descriptive words and dialogue for the following:
 - Words to describe Wilbur and Charlotte
 - Charlotte and Wilbur’s conversation about going to the Fair
- Remind students to look for words that describe the characters and setting to identify descriptive words, and look for quotation marks to identify dialogue.
- Go to the Descriptive Words and Dialogue Chart and add descriptive words and dialogue in the chapter. Examples may include:
 - **Descriptive Words of Characters and Setting:** beautiful, radiant, terrific, modest, versatile

D Differentiation

Support

Tell students that descriptive words often appear before nouns in sentences, and sometimes they can identify them after forms of the verb *to be*.

- » is, are, am, was, were, been, being

- **Dialogue between Characters:** “You’re going *with* me, aren’t you, Charlotte?” says Wilbur; or Charlotte says, “It’s time I made an egg sac and filled it with eggs.”
- After reading, give students a few minutes to add any notes about descriptive words and dialogue to the Descriptive Words and Dialogue Chart on Activity Page 9.1. Provide examples orally and add them to the sample chart.
- At the end of Chapter 15, ask students the following comprehension questions:
 1. **Literal.** What words are used to describe the crickets’ song about the end of summer?
 - » sad and monotonous
 2. **Inferential.** The animals heard the crickets’ song and had different thoughts about summer coming to an end. What words will you use to describe the mood of a few animals at this moment?
 - » Answers may vary, but they could include that the goslings feel happy that they won’t be little goslings anymore or Charlotte feels sad because she knows her time with Wilbur is coming to an end.
 3. **Literal.** Mr. Zuckerman watches Wilbur entertain the crowds at the farm. What does Mr. Zuckerman say about Wilbur?
 - » Mr. Zuckerman says, “The pig is radiant.”
 4. **Literal/Inferential.** The animals feared that the attention towards Wilbur will “go to his head,” but Wilbur is described as modest. What is the meaning of the phrase “go to his head?” Why do you think the author uses the word *modest* to describe Wilbur?
 - » Answers may vary, but they could include that the phrase “go to his head” means Wilbur thinks he is better than the other animals. The word *modest* is used to describe Wilbur differently from the animals in the barn.
 5. **Literal.** What is Wilbur’s request for Charlotte? What is Charlotte’s response? Use one quotation for Charlotte’s response.
 - » Wilbur asks Charlotte if she is going to the Fair with him. Charlotte responds, “Oh, I just don’t feel like leaving my web. Too much going on around here.”
 6. **Literal.** What is Charlotte’s “work” that needs to happen?
 - » Charlotte has to lay her eggs.

D Differentiation

Challenge

Tell students that a *monotonous* tone sounds dry and with no change in sound. Have students think and share sounds that have a *monotonous* tone.

7. **Inferential.** Charlotte says to Wilbur, “I’ll come to the Fair if I possibly can.” Why does Charlotte say this to Wilbur?

- » Answers may vary, but they could include that Charlotte shows she still wants to help Wilbur or Charlotte says this to stop Wilbur’s requests for her to go to the Fair.

8. **Evaluative.** *Think-Pair-Write:* What descriptive words can you use to describe Wilbur’s mood and Charlotte’s mood during their conversation about attending the Fair, and why? Turn to a partner and explain your thinking. Afterwards, write a response using conjunctions *because*, *but* and *so* or with the dependent clause, “Whereas Wilbur’s mood is _____, Charlotte’s mood is _____ because . . .” Sample answers are below:

- » Wilbur’s mood is anxious and sad when talking about going to the Fair, but Charlotte’s mood is worried and focused on laying her eggs.
 - » Whereas Wilbur’s mood is sad because Charlotte may not attend the Fair, Charlotte’s mood is worried because she wants to lay her eggs in the barn.
 - » Wilbur is anxious about going to the Fair alone, so he begs Charlotte to go with him.
 - » Charlotte is concerned about leaving the barn before laying her eggs, but she goes to the Fair to help Wilbur.
- Read the questions posted in the “Questions Parking Lot.” Have students respond to the questions in whole group. Clarify any additional misconceptions about descriptive words and dialogue after students respond to the questions.



MULTILINGUAL/ENGLISH LEARNERS

Reading

Reading Comprehension

Entering/Emerging

Ask simple questions in which students can respond with a single word, such as “Were the animals happy or sad about summer coming to an end?” (*sad*) or “Was Charlotte’s work to spin a web or to lay her eggs?” (*eggs*)

Transitioning/ Expanding

Provide sentence starters such as “Charlotte’s work was...” or “Wilbur asked Charlotte...”

Bridging

Encourage students to respond in complete sentences using evidence from the text.

DISCUSS AND REFLECT (10 MIN.)

- Have students look at Activity Page 9.1.
- Go to the displayed Descriptive Words and Dialogue Chart. Have students review descriptive words and dialogue in chapter 15.
- Explain that these are examples of descriptive words and dialogue and that some of their notes may be different.
- Ask students what the purpose is for taking notes.
 - » Answers may vary, but they could include to gain a deeper understanding of descriptive words and dialogue in the novel.

> Visual Support 9.1

- Address any additional questions students may have about descriptive words and dialogue. Refer to Visual Support 9.1 as needed.

Note: Students may continue to add to the Descriptive Words and Dialogue Chart throughout the unit.

- Have students get together with an assigned partner and compare their notes and discuss descriptive words and dialogue found in chapter 15. Have students help each other reflect on descriptive words and dialogue using Activity Page 9.1 as a reference.
- Have students keep Activity Page 9.1 for use in later lessons.



Check for Understanding

Ask students, “Is dialogue the narrative part of a novel?”

» no

WORD WORK: MODEST (5 MIN.)

1. In today’s reading you read “Wilbur was modest; fame did not spoil him.”
2. Say the word *modest* with me.
3. *Modest* means showing humility about one’s abilities.
4. The author describes Wilbur as modest to show he did not believe that he was better than the other animals in the barn.

D Differentiation

Challenge

Have students find synonyms and antonyms for the word *modest*.

5. Do you remember times when you were modest about something you were good at? Be sure to use the word *modest* when you tell about it. (Ask two to three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "I remember being modest when _____ because ...")
6. What's the word we've been talking about? What part of speech is it?
 - » *modest*; adjective

Use a Brainstorming/Acting activity for follow-up. Say, "Turn to your partner and brainstorm the kinds of phrases or actions that show someone is being modest. Examples may include waving hands and turning your head away in a shy manner, or phrases like 'no, not just me,' 'I'm like everyone else,' and 'It's teamwork.' Practice the gestures and phrases with your partner."

Lesson 9: Descriptive Words and Dialogue

Writing



Primary Focus: Students will draft dialogue and descriptive words to develop their writing about the friendship between Wilbur and one of Charlotte's grandchildren. [W.3.3b, W.3.8]

NARRATIVE PLANNING: DESCRIPTIVE WORDS AND DIALOGUE (40 MIN.)



Small Group

> Visual Support 8.2

- Display Visual Support 8.2, and have students take out Activity Page 8.2. Remind students that they started to plan a narrative about Wilbur's friendship with one of Charlotte's grandchildren. Have students discuss the characters, setting, and plot of their story in small groups.
- Remind students of the steps in the writing process and tell students they are going to continue planning their narratives by adding descriptive words and dialogue.
- Display the Grade 3 Narrative Rubric and have students find the section that relates to dialogue. Ask, "In what section can you find dialogue and descriptive words?"
 - » organization

Activity Page 8.2



- Have students look at the characters on their chart. Ask, “What descriptive words will you use to describe each character?” Have students think about and write descriptive words for the characters.
- Ask, “What descriptive words will you use to describe the setting for your narrative?” Have students think about and write words to describe the setting.
- Have students look at the beginning, middle, and ending of the plot in their plan. Ask, “What dialogue could Wilbur exchange with Charlotte’s grandchild at the beginning, middle, and end of the story based on your narrative plan?” Have students think about and write possible dialogue between Charlotte’s grandchild and Wilbur in each section of the plot.
- Circulate while students are working on Activity Page 8.2 and provide support as needed.
- Allow students time to continue developing the characters, setting, and plot along with adding descriptive words and dialogue independently before collecting them for review.



MULTILINGUAL/ENGLISH LEARNERS

Writing

Dialogue between Characters

Entering/Emerging

Dictate students' words and sentences showing dialogue between characters.

Transitioning/ Expanding

Provide sentence starters to students as they write dialogue for characters, such as “Wilbur says_____” or “Wilbur replied_____.”

Bridging

Encourage students to write in complete sentences with dialogue between characters and provide assistance as needed.

End Lesson

10

Drafting a Narrative, Part 1

PRIMARY FOCUS OF LESSON**Reading**

Students will demonstrate an understanding about events in chapters 16–17 of the novel. [RL.3.1]

Writing

Students will draft a narrative about a friendship between Wilbur and one of Charlotte's grandchildren. [W.3.3a, W.3.3b, W.3.4]



FORMATIVE ASSESSMENT**Activity Page 10.1**

Writing Students will write the beginning and middle sections of their narratives.
[W.3.3a, W.3.3b, W.3.4]



Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (60 min.)			
Lesson 9 Review	 Small Group	10 min.	<input type="checkbox"/> <i>Charlotte's Web</i> <input type="checkbox"/> sticky notes <input type="checkbox"/> Activity Page 9.1
Chapters 16–17	Whole Group/ Partner	40 min.	
Discuss and Reflect	 Small Group	10 min.	
Writing (60 min.)			
Introducing the Characters, Setting, and Problem	Whole Group	30 min.	<input type="checkbox"/> Activity Pages 8.2, 10.1 <input type="checkbox"/> Grade 3 Narrative Writing Rubric
Narrative Drafting	Independent	30 min.	

ADVANCE PREPARATION

Reading

Note: Chapter 17 has the word “Indian” as adjectives for a blanket. Please work as needed with your school leaders to decide how to address this topic.

- Prepare your “Questions Parking Lot” for students to post questions about events in chapters 16–17. Ensure students have sticky notes to write their questions.
- Prepare for Think-Pair-Share and small group activities while introducing the chapter in the unit. To ensure that all students have the opportunity to contribute during Think-Pair-Share and partner writing exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.
- Prepare students to have a blank piece of paper for the Lesson 9 Review segment.
- Prepare to have students read the chapter in partners and answer questions in whole group/partners during the Reading segment.

Writing

➤ Visual Support 8.2

- Prepare to display Visual Support 8.2 and the Grade 3 Narrative Writing Rubric.
- Prepare for small group activities while planning their narratives in the unit.

Universal Access

Reading

- You may want to work in a small group during the Reading and Writing activities.

VOCABULARY

- You may choose to preview the vocabulary words before reading the text, but it is not required. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

Core Vocabulary

Navajo, n. a Native American from northern New Mexico and Arizona and southern Utah

lugged, v. carried

trampled, v. stepped on repeatedly

loot, n. valuable things taken by theft

pummeled, v. hit something repeatedly

buffeted, v. knocked or punched repeatedly

sunstroke, n. a condition brought on by overheating due to direct exposure to the sun

heave, n. a moment of raising up or throwing

purebred, adj. of the same breed or variety

listless, adj. without energy

Vocabulary Chart for Chapters 16–17

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	Navajo sunstroke	lugged trampled loot pummeled buffeted heave purebred listless	
Spanish Cognates			
Multiple- Meaning			
Sayings and Phrases			

Lesson 10: Drafting a Narrative, Part 1

Reading



Primary Focus: Students will demonstrate an understanding about events in chapters 16–17 of the novel. [RL.3.1]

LESSON 9 REVIEW (10 MIN.)



Small Group

Activity Page 9.1



- Have students take out their copies of *Charlotte's Web*, Activity Page 9.1, and paper.
- Have students break into small groups. Explain that they are going to write two sentences using the following sentence expansion prompts in the Somebody Wanted But So Then chart below:

Somebody	Charlotte was not sure she
Wanted	to attend the Fair with Wilbur while preparing to lay her eggs
But	she did not want to let Wilbur down
So	Charlotte thought about her promise to Wilbur
Then	she decided to attend the Fair

- Tell students that when writing the second sentence, they will need to add a comma and the conjunction *and* before the phrase “she decided to attend the Fair.” Model writing the commas for each sentence on the board or chart paper. Sample answer is below.
 - Charlotte was not sure she wanted to attend the Fair with Wilbur while preparing to lay her eggs, but she did not want to let Wilbur down. So Charlotte thought about her promise to Wilbur, and then she decided to attend the Fair.
- Ask students to work in their small groups and recap, or summarize, what happened in chapter 15, with a focus on the conversation between Wilbur and Charlotte about attending the Fair. Ask students to talk about the perspectives of characters, descriptive words, and dialogue used to describe the events in the chapter.

- Remind students that they will add to their Descriptive Words and Dialogue Chart and charts from previous lessons during today's reading. Have students return to their individual seats.



Check for Understanding

Ask students to tell what Wilbur and Charlotte discuss at the end of chapter 15.

- » Wilbur and Charlotte discussed if she is able to go to the Fair.

CHAPTERS 16–17 (40 MIN.)

- Have students turn to the Table of Contents and look at the titles for chapters 16 and 17. Have students turn to a partner and predict the events that will happen with Wilbur and Charlotte in the chapters. Remind students to use information from previous chapters to support their predictions.
- Ask volunteers to share their predictions with the class using evidence from previous chapters and the titles of chapters 16 and 17.
- Explain that Wilbur goes to the Fair to win a prize which could save his life, but Wilbur is worried about losing to an impressive pig that is competing for the same prize. Let students know that they are going to read about Wilbur's experiences before leaving the farm and Charlotte's conversation with Wilbur's competitor at the Fair.
- Ask students to take out their sticky notes and pencil. Remind students to post any questions about descriptive words and dialogue on the Questions Parking Lot.
- Have students read chapter 16. Tell students to focus on what the characters are doing, thinking, and feeling as they prepare to leave for the Fair.
- At the end of chapter 16, ask students the following comprehension questions:
 1. **Inferential.** All of the people and animals went to sleep early, except for one animal. Who stays up late, and why do you think this animal did not go to sleep early?
 - » Answers may vary, but they could include that Charlotte stays up late because she is still deciding if she is going to the Fair with Wilbur.

D Differentiation

Support

Tell students the meaning of the word *competitor* is someone striving to win the same prize.


Support

Remind students that “doing” refers to actions and “thinking” refers to characters' thoughts.

2. **Literal.** Mrs. Zuckerman decides to give Wilbur a “buttermilk bath.” How does Wilbur feel about himself as he receives a bath?
 - » Wilbur feels radiant and happy as he receives his bath.
3. **Inferential.** The old sheep calls the Fair a “rat’s paradise” to Templeton. What does the old sheep mean by this phrase? Why do you think the old sheep uses this phrase with Templeton?
 - » Answers may vary, but they could include that the phrase “a rat’s paradise” means the Fair is a place with a lot of food spilled by people and animals. Old Sheep describes the Fair as a paradise so Templeton changes his mind about not going to the Fair with Wilbur.
4. **Literal.** The old sheep suggests that Wilbur resists as he is put into his crate. Why does the old sheep give Wilbur this suggestion? Use evidence from the text to support your response.
 - » Answers may vary, but they could include that the old sheep knows pigs try to resist being put into crates or wants to ensure Wilbur is saved by preventing Zuckerman from suspecting anything is wrong if Wilbur does not resist.
5. **Literal.** Wilbur hears the conversation between Mr. Arable and the Zuckermans. What did Mr. Arable say to make Wilbur faint?
 - » Wilbur hears Mr. Arable tell the Zuckermans that they will get “extra ham and bacon” when it’s time “to kill that pig.”
6. **Literal.** What animals go with Wilbur to the Fair?
 - » Templeton and Charlotte
- Have students read chapter 17 with a partner. Tell students to focus on the conversation between Charlotte and the competitor pig.
- At the end of chapter 17, ask students the following comprehension questions:
7. **Inferential.** Charlotte tells Wilbur about the pig in the next pen and Wilbur starts crying. Why do you think Wilbur starts to cry?
 - » Answers may vary, but they could include that Wilbur is sad that the new pig is bigger than him or Wilbur believes he will not win a prize because of the size and age of the new pig.
8. **Literal.** What name does the new pig give to Charlotte in their short conversation?
 - » The new pig calls himself Uncle.

9. **Literal.** Charlotte dislikes Uncle after their conversation. What descriptive words do Charlotte use to describe her dislike of Uncle to Wilbur?

- » Answers may vary, but they could include unattractive personality, too familiar, too noisy, or cracks weak jokes.

10. **Evaluative.**  *Think-Pair-Share:* Charlotte tells Wilbur about her tiredness. Wilbur responds, “Perhaps if you spin a web and catch a couple of flies you’ll feel better” on page 136. Why would Wilbur make this suggestion to Charlotte? Turn to a partner and share your response. Signal when both partners have contributed to the conversation. Samples answers are below:

- » I believe Wilbur makes this suggestion because he wanted her to eat her favorite meal.
 - » I believe Wilbur makes this suggestion because he understands that Charlotte receives energy from eating flies.
- Read the questions posted in the “Questions Parking Lot.” Have students respond to the questions in whole group. Clarify any additional misconceptions about events before leaving for the Fair and the conversation between Charlotte and Uncle after students respond to the questions.

Differentiation

Challenge

Have students find synonyms and antonyms for the word *dislike*.



MULTILINGUAL/ENGLISH LEARNERS

Reading


Reading Comprehension

Entering/Emerging	Ask students simple yes and no questions such as, “Does Wilbur feel happy after his buttermilk bath?” (<i>yes</i>) or “Does Charlotte like Uncle after the conversation?” (<i>no</i>)
Transitioning/Expanding	Have students describe Uncle using 2 words said by Charlotte with prompts such as, “Charlotte describes Uncle as_____.”
Bridging	Have students describe Uncle in complete sentences using three or more words said by Charlotte.

DISCUSS AND REFLECT (10 MIN.)



Small Group

- Have students work in small groups to discuss the events around leaving for the Fair and Charlotte's conversation with Uncle. Have students use specific quotes and illustrations from the text to support their responses.
- Ask, "Do you believe Charlotte and Wilbur are confident that he can win a prize after meeting Uncle at the Fair?" Remind students to use evidence from the text to support their responses.
- Have students discuss their responses to the question in small groups.
- Ask volunteers to share their responses about Charlotte and Wilbur's confidence that Wilbur can win the prize after meeting Uncle.
-  **Think-Pair-Share:** Turn to your partner and explain why you think Wilbur can win a prize against Uncle at the Fair. Support your opinion with evidence from the text. Signal when both partners have contributed to the conversation.
- Ask volunteers to share their thoughts about whether or not Wilbur can win a prize against Uncle.

Lesson 10: Drafting a Narrative, Part 1

Writing



Primary Focus: Students will draft a narrative about a friendship between Wilbur and one of Charlotte's grandchildren. [W.3.3a, W.3.3b, W.3.4]

INTRODUCING THE CHARACTERS, SETTING, AND PROBLEM (30 MIN.)

> Visual Support 8.2

- Display Visual Support 8.2 and have students take out Activity Page 8.2.
- Remind students that they planned their narratives about Wilbur's friendship with one of Charlotte's grandchildren.
- Remind students of the steps in the writing process and tell students that they are going to draft the beginning and start drafting the middle sections of their narratives.

- Display the Grade 3 Narrative Rubric and focus on the Ideas section. Have students read the descriptions in the Proficient section. Remind students that their narratives need the following elements:
 - introduce the characters and setting
 - establish a situation
- Have students turn to chapter 2 on page 8 of *Charlotte's Web* and read the first paragraph with a partner and focus on the description of Fern, Wilbur, and other characters. After reading, tell students that this paragraph is a great example of how to introduce the characters in a narrative.
- Have students turn to chapter 3 on page 13 in the novel and read the first two paragraphs on pages 13 and 14 with a partner. Tell students that these paragraphs are great examples of how to introduce the setting in a narrative.
- Tell students that the beginning section of their narratives introduces the characters, setting, and problem. This is where they should use descriptive words to describe characters' internal and external traits and the location where the problem occurs in their narratives. The beginning section of the narrative can be 1–2 paragraphs.
- Remind students that just like in *Charlotte's Web*, they are writing their narratives from the perspective of Wilbur and one of Charlotte's grandchildren.
- Go back to the Grade 3 Narrative Rubric and focus on the Organization section. Have students read the following descriptors in the Proficient section:
 - includes an event sequence
 - includes relevant dialogue and description
- Explain that an event sequence is the order that events follow each other.
- Have students look at Activity Page 8.2 and identify the sequence of events starting in the middle section. Tell students that the middle section will have many details and descriptions about how the characters solve the problem. This is where they include many descriptive words and dialogue that describe mood, experiences, thoughts, actions, and feelings. The middle section will be the longest section of their narratives with multiple paragraphs.

Differentiation

Support

Remind students that a character's *perspective* is based on their experiences, thoughts, actions, and feelings.

Activity Page 10.1



NARRATIVE DRAFTING (30 MIN.)

- Have students take our Activity Page 10.1. Remind students that they are drafting the beginning section and starting the middle section of their narratives. Remind students to use Activity Page 8.2 and any charts from previous lessons to support their writing.
- Remind students that their paragraphs need three to five sentences with a topic sentence and concluding sentence. Remind them that their paragraphs should answer the following questions:
 - who
 - what
 - where
 - when
 - why
 - how
- Allow students time to draft their narratives before collecting them for review. You may pull students in small groups and answer any questions they have about writing the beginning and middle sections of their narratives.



MULTILINGUAL/ENGLISH LEARNERS

Writing

Writing the Beginning Section

Entering/Emerging	Have students dictate phrases that describe the characters, setting, and problem, providing dictation if needed.
Transitioning/ Expanding	Have students write short phrases that describe the characters, setting and problem.
Bridging	Encourage students to write in complete sentences using descriptive words. Provide assistance as needed.

End Lesson

11

Drafting a Narrative, Part 2

PRIMARY FOCUS OF LESSON**Reading**

Students will demonstrate an understanding about events in chapters 18–19 of the novel. [RL.3.1]

Writing

Students will draft a narrative about a friendship between Wilbur and one of Charlotte's grandchildren. [W.3.3a, W.3.3b, W.3.4]



FORMATIVE ASSESSMENT**Activity Page 10.1**

Writing Students will finish drafting the middle section of their narratives. [W.3.3a, W.3.3b, W.3.4]



Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (60 min.)			
Lesson 10 Review	 Small Group	10 min.	<input type="checkbox"/> <i>Charlotte's Web</i> <input type="checkbox"/> sticky notes
Chapters 18–19	Whole Group/ Partner	40 min.	
Discuss and Reflect	 Small Group /Partner	10 min.	
Writing (60 min.)			
Writing Review	Whole Group	10 min.	<input type="checkbox"/> Activity Pages 8.2, 10.1 <input type="checkbox"/> Grade 3 Narrative Writing Rubric
Narrative Drafting	Independent	50 min.	

ADVANCE PREPARATION

Reading

- Prepare your “Questions Parking Lot” for students to post questions about events in chapters 18–19. Ensure students have sticky notes to write their questions.
- Prepare for Think-Pair-Share and small group activities while introducing the chapter in the unit. To ensure that all students have the opportunity to contribute during Think-Pair-Share and partner writing exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.
- Prepare to have students read the chapter in partners and answer questions in whole group/partners during the Reading segment.
- Prepare students to have a blank piece of paper for the Write-Pair-Share activity in the Discuss and Reflect segment.

Writing

➤ Visual Support 8.2

- Prepare to display Visual Support 8.2 and the Grade 3 Narrative Writing Rubric.
- Prepare for small group activities while drafting their narratives in the unit.

Universal Access

Reading

- You may want to work in a small group during the reading and writing activities.

VOCABULARY

- You may choose to preview the vocabulary words before reading the text, but it is not required. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

Core Vocabulary

refreshed, adj. feeling energized and new again

humble, adj. not thinking of oneself as better than others

masterpiece, n. a piece of work done with great skill

magnum opus, n. a Latin word for the greatest work by a creator

waterproof, adj. repels water

languishing, adj. little energy; sluggish

acute, adj. severe and serious

licked, adj. defeated

hankering, n. strong craving

commotion, n. a disturbance with a lot of noise

Vocabulary Chart for Chapters 18–19

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	magnum opus	refreshed humble masterpiece waterproof languishing acute hankering commotion	
Spanish Cognates		refrescado conmoción	
Multiple-Meaning		licked	
Sayings and Phrases			

Lesson 11: Drafting a Narrative, Part 2

Reading



Primary Focus: Students will demonstrate an understanding about events in chapters 18–19 of the novel. [RL.3.1]

LESSON 10 REVIEW (10 MIN.)



Small Group

- Have students take out their copies of *Charlotte's Web* along and break into small groups.
- Ask students to recap, or summarize, what has happened in chapters 16–17, specifically about events around Wilbur leaving for the Fair and the conversation between Charlotte and Uncle. In their small groups, have students talk about the perspectives of the characters, descriptive words, and dialogue used to describe the events in the chapters.
- Have students return to their individual seats.



Check for Understanding

Ask students what Wilbur does after Charlotte describes Uncle.

» starts to cry

CHAPTERS 18–19 (40 MIN.)

- Have students turn to the Table of Contents and look at the titles for chapters 18 and 19. Have students turn to a partner and predict the events that will happen with Wilbur and Charlotte in the chapters. Remind students to use information from previous chapters to support their predictions.
- Ask volunteers to share their predictions with the class using evidence from previous chapters and the titles of chapters 18 and 19.
- Tell students that they are going to read about the great work made by Charlotte and the outcome of the pig competition.

D Differentiation

Support

Tell students the meaning of the word *outcome* is something that happens after a result.

- Ask students to take out their sticky notes and pencil. Remind students to post any questions about characters' experiences, thoughts, actions, feelings, mood, and dialogue on the Questions Parking Lot.
- Have students read chapter 18 with their partner. Tell students to focus on the conversation between Wilbur and Charlotte at the Fair.
- At the end of chapter 18, ask students the following comprehension questions:
 1. **Literal.** Charlotte asks Templeton to bring the last word for her to spin in the web for Wilbur, and he brings the word *humble*. Why does Charlotte agree to the word?
 - » She believes the meanings “not proud” and “close to the ground” are descriptions of Wilbur.
 2. **Inferential.** The author describes Wilbur feeling lonely without Charlotte nearby and not feeling lonely with Charlotte near him. What do you think Wilbur's feelings reveal about his friendship with Charlotte?
 - » Answers may vary, but they could include enjoying the time spent talking and helping him.
 3. **Inferential.** Wilbur asks Charlotte about what she is making in the corner of the crate, and she says she is making something for herself for a change. Why do you think Charlotte makes this statement to Wilbur?
 - » Answers may vary, but they could include doing something that is not for Wilbur or doing something that makes her feel accomplished.
 4. **Literal.** What does Charlotte call what she is making for herself?
 - » a masterpiece
- Have students read chapter 19 with their partner. Tell students to focus on the conversations about Charlotte's masterpiece and Uncle's prize.
- At the end of chapter 19, ask students the following comprehension questions:
 5. **Literal.** The next morning, Wilbur sees Charlotte's masterpiece. What is it and what new phrase does Charlotte use to describe it?
 - » Wilbur sees Charlotte's egg sac and Charlotte calls it her *magnum opus* or greatest work.
 6. **Literal.** What is inside Charlotte's *magnum opus*?
 - » five hundred and fourteen babies

D Differentiation

Challenge

Have students find additional synonyms to describe Charlotte's mood.

7. **Inferential.** Charlotte's voice changes as she explains to Wilbur that she may not see her children. What do you think Charlotte's mood is during this conversation with Wilbur?
 - » Answers may vary, but they could include sad, unhappy, or blue.
 8. **Inferential.** Templeton returns to the crate and shares news about the prize on Uncle's crate to Wilbur and Charlotte. What mood change do you think happens when Templeton shares the news?
 - » Answers may vary, but they could include surprised, disappointed, or angry.
 9. **Literal.** After the announcement that Wilbur is nominated to receive a special prize, everyone is happy to hear the news, including Charlotte. Why is Charlotte happy to hear the news?
 - » She knows that she has saved Wilbur's life.
 10. **Evaluative.** *Think-Pair-Write:* The Zuckermans see Uncle's new blue ribbon. Turn to a partner and share the Zuckermans' thoughts and feelings. Afterwards, write a sentence in each one of these sentence types: declarative, interrogative, exclamatory, imperative, describing their thoughts and feelings about Wilbur at that moment. Signal when both you and your partner have finished your writing. Sample answers are below:
 - » The Zuckermans are sad to see Uncle's new ribbon.
 - » Why are the Zuckermans concerned about Uncle's new ribbon?
 - » I cannot believe Uncle received a ribbon!
 - » Look at Uncle's new blue ribbon.
- Read the questions posted in the "Questions Parking Lot." Have students respond to the questions in a whole group. Clarify any additional misconceptions about the conversations around Charlotte's masterpiece and the outcome of the pig competition after students respond to the questions.



MULTILINGUAL/ENGLISH LEARNERS

Reading Reading Comprehension

Entering/Emerging	Ask simple yes and no questions such as, "Does Charlotte have an egg sac?" (yes) or "Do the Zuckermans see a blue ribbon on Wilbur's crate?" (no)
Transitioning/Expanding	Have students answer questions about Wilbur and Charlotte using the following prompts: "Wilbur feels _____ when Charlotte is nearby." or "Charlotte feels _____ when she speaks about seeing her children."
Bridging	Encourage students to answer questions in complete sentences about conversations between Charlotte and Wilbur.

DISCUSS AND REFLECT (10 MIN.)

Small Group

- Have students work in small groups to discuss the events around Charlotte's masterpiece and the outcome of the pig competition. Have students use specific quotes and illustrations from the text to support their responses.
- Ask, "Do you believe Charlotte finally saves Wilbur with her web at the Fair?" Remind students to use evidence from the text to support their responses.
- Have students discuss their responses to the question in small groups.
- Ask volunteers to share their responses about Charlotte finally saving Wilbur at the Fair.
- **Write-Pair-Share:** Share the following prompt with students:
 - Describe what you think would have been the outcome if Charlotte did not spin the web at the Fair.
- Have students write one to two sentences describing their opinions about Charlotte not spinning the web at the Fair. After writing, tell students to share their writing with a partner. Remind students to signal when both partners have contributed to the conversation.

Lesson 11: Drafting a Narrative, Part 2

Writing



Primary Focus: Students will draft a narrative about a friendship between Wilbur and one of Charlotte's grandchildren. [W.3.3a, W.3.3b, W.3.4]

WRITING REVIEW (10 MIN.)

> Visual Support 8.2

- Display Visual Support 8.2 and have students take out Activity Page 8.2.
- Remind students that they drafted the beginning section and started the middle section of their narratives about Wilbur's friendship with one of Charlotte's grandchildren.

D Differentiation

Support

Remind students that *mood* is the feelings the text gives a reader.

- Have students work in small groups to discuss the beginning section by answering the following questions:
 - Who are the characters?
 - Where does the story take place?
 - What words are used to describe the characters and setting?
 - What is the problem?
- Review the steps in the writing process and tell students that they are going to finish drafting the middle section of their narratives.
- Display the Grade 3 Narrative Rubric and focus on the Organization section. Review the following descriptors in the Proficient section:
 - includes an event sequence
 - includes relevant dialogue and description
- Remind students that the middle section shows a sequence of events that describe how the characters solve the problem. This is where they include descriptive words and dialogue between characters to describe their perspectives and mood. This section will be the longest section of their narratives.



MULTILINGUAL/ENGLISH LEARNERS

Writing

Sequencing the Plot

Entering/Emerging

Have students write or dictate words to describe the sequence of events in the middle section of their narratives.

Transitioning/ Expanding

Have students write short phrases to describe the sequence of events in the middle section of their narratives.

Bridging

Have students write complete sentences to describe the sequence of events in the middle section of their narratives.

NARRATIVE DRAFTING (50 MIN.)

- Have students take out their narrative drafts on Activity Page 10.1. Remind students that they are finishing the draft of the middle section, but can make revisions to the beginning sections of their narratives. Remind students to use Activity Page 8.2 and any charts from previous lessons to support their writing.
- Remind students that their paragraphs need three to five sentences with a topic sentence and concluding sentence. Their paragraphs should answer the following questions:
 - who
 - what
 - where
 - when
 - why
 - how
- Allow students time to draft their narratives before collecting them for review. You may pull students in small groups to answer any questions about writing the middle section of their narratives.

Activity Page 10.1



MULTILINGUAL/ENGLISH LEARNERS

Writing

Writing the Sequence of the Plot

Entering/Emerging	Have students write words to describe the plot sequence, providing dictation if needed.
Transitioning/Expanding	Have students write phrases to describe the plot sequence in their story. Provide assistance if needed.
Bridging	Encourage students to write complete sentences that describe the plot sequence. Provide light support if needed.

End Lesson

12

Narrative Drafts: Conclusion and Temporal Words

PRIMARY FOCUS OF LESSON

Reading

Students will demonstrate an understanding about the characters and events in chapters 20–21 of the novel. [RL.3.1]

Writing

Students will draft a conclusion and add temporal words for their narratives. [W.3.3c, W.3.3d, W.3.4]

FORMATIVE ASSESSMENT




Activity Page 10.1

Writing Students will write the conclusion and add temporal words to each section of their narratives. [W.3.3c, W.3.3d, W.3.4]



Teacher Presentation Screens:
all lessons include slides

LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (60 min.)			
Lesson 11 Review	 Small Group	10 min.	<input type="checkbox"/> <i>Charlotte’s Web</i> <input type="checkbox"/> sticky notes
Chapters 20–21	Whole Group/ Partner	40 min.	
Discuss and Reflect	 Small Group /Partner	10 min.	
Writing (60 min.)			
Writing a Conclusion	Whole Group/  Small Group /Partner	10 min.	<input type="checkbox"/> Activity Pages 8.2, 10.1 <input type="checkbox"/> Grade 3 Narrative Writing Rubric
Temporal Words Review	Whole Group/ Partner	10 min.	<input type="checkbox"/> narrative drafts
Narrative Drafting	Independent	40 min.	

ADVANCE PREPARATION

Reading

- Prepare your “Questions Parking Lot” for students to post questions about events in chapters 20–21. Ensure students have sticky notes to write their questions.
- Prepare for Think-Pair-Share and small group activities while introducing the chapter in the unit. To ensure that all students have the opportunity to contribute during Think-Pair-Share and partner writing exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.
- Prepare to have students read the chapter in partners and answer questions in whole group/partners during the Reading segment.

Writing

➤ Visual Support 8.2

- Prepare to display Visual Support 8.2 and the Grade 3 Narrative Writing Rubric.
- Prepare for small group activities while drafting their narratives in the unit.

Universal Access

Reading

- You may want to work in a small group during the reading and writing activities.

VOCABULARY

- You may choose to preview the vocabulary words before reading the text, but it is not required. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

Core Vocabulary

tailgate, n. a door on the back of a car or truck that can be let down

sundry, adj. including a group of different types of things

phenomenon, n. an event that is hard to understand

drenched, v. to be soaking wet

trifle, n. something with little importance

sentiments, n. specific thoughts or views based on feelings

desolation, n. a hopeless, lonely feeling

mimicked, v. copied

adrift, adj. without ties to something else

forlorn, adj. deserted or lonely

Vocabulary Chart for Chapters 20–21

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	tailgate	sundry phenomenon drenched trifle sentiments desolation mimicked adrift forlorn	
Spanish Cognates		fenómeno sentimientos desolación	
Multiple-Meaning			
Sayings and Phrases			

Lesson 12: Narrative Drafts: Conclusion and Temporal Words

Reading



Primary Focus: Students will demonstrate an understanding about the characters and events in chapters 20–21 of the novel. [RL.3.1]

LESSON 11 REVIEW (10 MIN.)



Small Group

- Have students take out their copies of *Charlotte's Web* and break into small groups.
- Ask students to recap, or summarize, the events in chapters 18–19. They should focus on, specifically Charlotte's greatest accomplishment and the first prize given in the pig competition. Have students talk about the perspectives of characters, descriptive words, and dialogue used to depict the events in the chapters.
- Have students return to their individual seats.



Check for Understanding

What two phrases does Charlotte use to describe her greatest accomplishment?

» *masterpiece* and *magnum opus*

CHAPTERS 20–21 (40 MIN.)

- Have students turn to the Table of Contents and look at the titles for chapters 20 and 21.
- Ask students to take out their sticky notes and pencil. Remind students to post any questions about characters' experiences, thoughts, actions, feelings, mood, and dialogue on the Questions Parking Lot.
- Have students read chapter 20 with their partner. Tell students to focus on Wilbur and the outcome of his nomination for a special prize.

- At the end of Chapter 20, ask students the following comprehension questions:
 1. **Literal.** Everyone watches as the Arables' truck enters the special judging ring in front of the grandstand. How does Wilbur feel as he enters the area? Use evidence from the text to support your answer.
 - » Wilbur is happy but scared because he trembles as he enters the judges' area.
 2. **Inferential.** Charlotte listens to the announcement about Wilbur and feels courageous. Why do you think she is courageous at this moment?
 - » Answers may vary, but they could include that she is confident that Wilbur will win a prize.
 3. **Literal.** The announcer uses many descriptive words to describe Wilbur as extraordinary on pages 157–158. What other words are used to describe Wilbur?
 - » Answers may vary, but they could include distinguished, unique, terrific, or radiant.
 4. **Literal.** What special prize does Wilbur win?
 - » twenty-five dollars and a bronze medal
 5. **Evaluative.** *Think-Pair-Write:* The illustration on page 161 shows Wilbur and Mr. Zuckerman receiving their special prize. What do you believe is Wilbur's mood when he receives the special prize? Turn to a partner and explain your thinking. Afterwards, write a response to the following sentence prompt using conjunctions *because*, *and*, or *so*: "I believe Wilbur is _____ when receiving the prize . . ." Sample answers are below:
 - a. I believe Wilbur is shy when receiving the prize because he blushed when receiving a medal from a judge.
 - b. I believe Wilbur is scared when receiving the prize, and nervous because he is not looking at the cameraman in the picture.
 - c. I believe Wilbur is scared when receiving the prize, so he did not move when the judge gave him a medal.
- Have students read chapter 21 with their partner. Tell students to focus on the conversation between Wilbur and Charlotte and Wilbur's idea to help Charlotte on her last day.
- At the end of chapter 21, ask students the following comprehension questions:

D Differentiation


Challenge

Have students give examples of someone or something that is extraordinary and give reasons why.

D Differentiation

Challenge

Have students explain if the sentence is a literal or nonliteral.

6. **Literal/Inferential.** Charlotte tells Wilbur, “Your success in the ring this morning, to a small degree, is *my* success.” What is the meaning of this sentence? What does it reveal about the friendship between Charlotte and Wilbur?
 - » Answers may vary, but they could include Charlotte describing the strong connection between her and Wilbur’s wins due to her hard work in her webs and the closeness of their friendship.
 7. **Inferential.** Wilbur describes the helpful things that Charlotte did for him and he realizes that he has not done anything for Charlotte. What is Charlotte’s perspective about Wilbur? Use evidence from the text to support your answer.
 - » Answers may vary, but could include that Charlotte is content with the friendship with Wilbur regardless of his help because she likes him.
 8. **Literal.** Charlotte tells Wilbur that she is not going to make it back to the barn. What does Wilbur decide to do to help Charlotte?
 - » take the egg sac back to the barn
 9. **Evaluative.**  *Think-Pair-Share:* Wilbur asks Templeton to help in saving Charlotte’s egg sac in time before they leave the Fair. Who do you think saves Charlotte’s babies, Templeton or Wilbur? Turn to a partner and explain your thinking using evidence from the text to support your answer. Signal when both partners have contributed to the conversation.
 - » Answers may vary.
- Read the questions posted in the “Questions Parking Lot.” Have students respond to the questions in whole group. Clarify any additional misconceptions about conversation about events about Wilbur’s special prize and idea to help Charlotte after students respond to the questions.



MULTILINGUAL/ENGLISH LEARNERS


Reading

Reading Comprehension

Entering/Emerging	Ask simple questions such as, “What prize does Wilbur win at the Fair?” (<i>twenty-five dollars and a bronze medal</i>) or “Who has the idea to save Charlotte’s egg sac?” (<i>Wilbur</i>)
Transitioning/Expanding	Have students answer questions about Wilbur and Charlotte using the following prompts: “Wilbur feels _____ when he wins the special prize.” or “Charlotte feels _____ when she hears about Wilbur’s win.”
Bridging	Have students answer questions in complete sentences about Wilbur winning the special prize and his idea to help Charlotte.

DISCUSS AND REFLECT (10 MIN.)

Small Group

- Have students work in small groups to discuss the events around Wilbur's special prize and his idea to help Charlotte. Have students use specific quotes and illustrations from the text to support their responses.
-  **Think-Pair-Share:** Ask, "Do you believe Charlotte is at peace with Wilbur caring for her babies without her?" Turn to your partner and explain your thinking using evidence from the text to support your responses. Signal when both partners have contributed to the conversation. Sample answers are below:
 - » I believe Charlotte is at peace with Wilbur caring for her babies because he decided to save the egg sac after knowing Charlotte would not make it back to the barn.
 - » I believe Charlotte is at peace with Wilbur caring for her babies because she saw Wilbur wink at her after putting the egg sac in his mouth for protection.
- As students conclude their conversations, ask them to share one piece of evidence or idea their partner shared with them, noting key words or ideas on a whiteboard or chart paper.

Lesson 12: Narrative Drafts: Conclusion and Temporal Words

Writing



Primary Focus: Students will draft a conclusion and add temporal words for their narratives. [W.3.3c, W.3.3d, W.3.4]

WRITING A CONCLUSION (10 MIN.)

Small Group

> Visual Support 8.2

- Display Visual Support 8.2 and have students take out Activity Page 8.2.
- Remind students that they drafted the beginning and middle sections of their narratives about Wilbur's friendship with one of Charlotte's grandchildren.
- Ask students, "What are the steps of the writing process?"
 - » plan, draft, edit, revise, and publish
- Tell students they are going to write the conclusion of their narratives.

Activity Page 8.2



D Differentiation

Support

Have students think of stories, fairy tales, and fables that have happy endings.

- Display the Grade 3 Narrative Rubric and focus on the Organization section. Review the following descriptors in the Proficient section:
 - provide a sense of closure
- Explain there are many ways to write a conclusion, but they are going to write a resolved ending. A resolved ending describes the resolution to the problem introduced in the beginning section of the narratives and describes how the characters' lives come to a close in the story. The ending can be a happy ending if it goes along with the sequence of the story. This section, like the beginning section, will be 1–2 paragraphs.
- Have students discuss the ending of their story using Activity Page 8.2 in small groups. Tell students to decide if their conclusion is a happy ending.

TEMPORAL WORDS REVIEW (10 MIN.)

- Remind students that they learned about temporal words in the *Timeless Tales: Classic Stories* unit.
- Write the following temporal words on the board:
 - first
 - next
 - then
 - finally
- Have students read the words and discuss where they have seen these words in the novel.
- Display the Grade 3 Narrative Rubric and focus on the Conventions section. Review the following descriptors in the Proficient section:
 - uses temporal words to signal event order
- Have students to read the following sentences in small groups and add temporal words to the sentences to make a new paragraph:
 - Wilbur meets Charlotte in the barn.
 - Charlotte decides to save Wilbur.
 - Charlotte creates webs with special words.
 - Charlotte helps Wilbur win a prize at the Fair.

- Have volunteers read their paragraphs with the temporal words. Read the following paragraph:
 - First, Wilbur meets Charlotte in the barn. Next, Charlotte decides to save Wilbur. Then, Charlotte creates webs with special words. Finally, Charlotte helps Wilbur win a prize at the Fair.
- Ask students to name other words that show the sequence of events and write these words on the board with the first four words. Possible words/phrases include:
 - before
 - after
 - while
 - during
 - second
 - later
 - soon
 - after
 - in the end
 - in the beginning
 - between
 - suddenly
 - in the meantime
- Tell students that they are going to add temporal words to the middle section of their narratives. Have students take out their narratives, look at the middle section, and decide where to place temporal words in the paragraphs in small groups. Tell students that they will add temporal words after writing their conclusion.



MULTILINGUAL/ENGLISH LEARNERS

Writing

Writing Temporal Words

Entering/Emerging	Have students write <i>first</i> and <i>last</i> for the beginning and concluding sentences in their narratives.
Transitioning/Expanding	Have students write <i>first</i> , <i>next</i> , and <i>last</i> for the beginning, middle, and concluding sentences in their narratives.
Bridging	Provide light support with writing temporal words in their narratives.

Activity Page 10.1



NARRATIVE DRAFTING (40 MIN.)

- Have students take out their narrative drafts on Activity Page 10.1. Remind students that they are writing the conclusion and adding temporal words in the middle section of their narratives. Explain they can make light revisions to the beginning and middle sections as they finish their drafts. Remind students to use Activity Page 8.2 and any charts from previous lessons to support their writing.
- Tell students to review their narrative drafts and decide how they can expand sentences using the following conjunctions:
 - and
 - as
 - but
 - for
 - nor
 - if
 - so
 - or
 - yet
 - because

- Remind students that their paragraphs need three to five sentences with a topic sentence and concluding sentence. Your paragraphs should answer the following questions:
 - who
 - what
 - where
 - when
 - why
 - how
- Allow students time to draft and read over their narratives before collecting them for review. Tell students to refer to the Narrative Writing Rubric to make sure they have included every element from the Ideas, Organization, and Conventions sections in their narrative drafts. You may pull students in small groups to answer any questions about writing the conclusion or adding temporal words in their narratives.

~~~~~ **End Lesson** ~~~~~



## 13

# Narrative Peer Review and Revision

## PRIMARY FOCUS OF LESSON

### Reading

Students will demonstrate an understanding about the characters and events in chapter 22 of the novel. [RL.3.1]

### Writing

Students will revise their narratives using peer feedback. [W.3.3, W.3.5]

## FORMATIVE ASSESSMENT



**Activity Page 13.2** **Writing** Students will respond to peer feedback by revising their narratives. [W.3.3, W.3.5]





**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                          | Grouping Recommendations                                                                                      | Time    | Materials                                                                                                            |
|--------------------------|---------------------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------|
| Reading (40 min.)        |                                                                                                               |         |                                                                                                                      |
| Lesson 12 Review         |  Small Group                 | 10 min. | <input type="checkbox"/> <i>Charlotte's Web</i><br><input type="checkbox"/> sticky notes                             |
| Chapter 22               | Whole Group/<br>Partner                                                                                       | 20 min. |                                                                                                                      |
| Discuss and Reflect      | Whole Group/<br> Small Group | 10 min. |                                                                                                                      |
| Writing (80 min.)        |                                                                                                               |         |                                                                                                                      |
| Summarizing My Narrative | Whole Group/<br>Partner/<br>Independent                                                                       | 10 min. | <input type="checkbox"/> Activity Pages 10.1, 13.1–13.3<br><input type="checkbox"/> Grade 3 Narrative Writing Rubric |
| Peer Review and Feedback | Whole Group/<br>Partner                                                                                       | 40 min. |                                                                                                                      |
| Narrative Revisions      | Independent                                                                                                   | 30 min. |                                                                                                                      |



## ADVANCE PREPARATION

### Reading

- Prepare your “Questions Parking Lot” for students to post questions about events in chapter 22. Ensure students have sticky notes to write their questions.
- Prepare for Think-Pair-Share and small group activities while introducing the chapter in the unit. To ensure that all students have the opportunity to contribute during Think-Pair-Share and partner writing exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.
- Prepare students to have a blank piece of paper for the chapter 22 and Discuss and Reflect segments.
- Prepare to have students read the chapter in partners and answer questions in whole group/partners during the Reading segment.

### Writing

- Prepare to display the Grade 3 Narrative Writing Rubric.
- Prepare for small group activities while drafting their narratives in the unit.

### Universal Access

#### Reading

- You may want to work in a small group during the reading and writing activities.



## VOCABULARY

- You may choose to preview the vocabulary words before reading the text, but it is not required. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

### Core Vocabulary

**trinket, n.** a small item with little value

**updraft, n.** an upward motion

**hallowed, adj.** greatly honored

**garrulous, adj.** very talkative

Vocabulary Chart for Chapter 22

| Vocabulary Type     | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words            | Tier 1<br>Everyday Speech Words |
|---------------------|---------------------------------|---------------------------------------------|---------------------------------|
| Vocabulary          |                                 | trinket<br>updraft<br>hallowed<br>garrulous |                                 |
| Spanish Cognates    |                                 | gárrulo                                     |                                 |
| Multiple-Meaning    |                                 |                                             |                                 |
|                     |                                 |                                             |                                 |
| Sayings and Phrases |                                 |                                             |                                 |



## Lesson 13: Narrative Peer Review and Revision

## Reading



**Primary Focus:** Students will demonstrate an understanding about the characters and events in chapter 22 of the novel. [RL.3.1]

## LESSON 12 REVIEW (10 MIN.)



## Small Group

- Have students take out their copies of *Charlotte's Web* along and break into small groups.
- Ask students to recap, or summarize, what has happened in chapters 20–21, specifically about events on Wilbur's nomination for a special prize and Wilbur helping Charlotte on her last day at the Fair, in their small groups. Have students talk about the perspectives of characters, descriptive words, and dialogue used to describe the events in the chapters.
- Have students return to their individual seats.



## Check for Understanding

What idea does Wilbur have to help Charlotte at the Fair?

- » to save Charlotte's babies

## CHAPTER 22 (20 MIN.)

- Write the following questions on the board before your begin reading:
  - What do you see?
  - What do you think about it?
  - What does it make you wonder?




- Have students turn to the Table of Contents, look at the title for chapter 22, and write a one-sentence response to each question you wrote on the board. Have students share their writing with a partner. Bring students back together to discuss how chapter titles can help readers predict the events that will happen with Wilbur and Charlotte in the text. When students answer what the title makes them wonder about, they may make predictions about conversations between Wilbur and Charlotte's children based on evidence from previous chapters.
- Tell students that they are going to read about the outcome of Wilbur's conversations with Charlotte's children.
- Ask students to take out their sticky notes and pencil. Remind students to post any questions about characters' experiences, thoughts, actions, feelings, mood, and dialogue on the Questions Parking Lot.
- Have students read chapter 22 with their partner. Tell students to focus on Wilbur and his conversations with Charlotte's children.
- At the end of Chapter 22, ask students the following comprehension questions:
  1. **Inferential.** Days after winning his prize, Wilbur feels happy. Why is Wilbur happy?
    - » Answers may vary, but they could include that Wilbur is happy because he is no longer afraid of being killed.
  2. **Inferential.** Wilbur stops and looks at Charlotte's old web in the barn's doorway. How does Wilbur feel at this moment?
    - » Answers may vary, but they could include that Wilbur feels sad because he misses Charlotte.
  3. **Literal.** Templeton visits Wilbur multiple times a day. What promise does Wilbur keep with Templeton?
    - » to allow Templeton the first serving of his food
  4. **Literal.** What is the most important thing in Wilbur's life?
    - » Charlotte's egg sac
  5. **Inferential.** Wilbur notices Charlotte's children crawl out the egg sac and wave to him. How does Wilbur feel at this moment? Use evidence from the text to support your answer.
    - » Answers may vary, but they could include that Wilbur is excited to see the children because he squeals and does a backflip.



## D Differentiation

### Support

Tell students that the word *generations* means the groups of children and grandchildren from one person or animal.

6. **Inferential.** When Zuckerman opens the barn door, Charlotte's children begin to leave. What mood change occurs for Wilbur when Charlotte's children leave the barn? Use evidence from the text to support your response.
    - » Answers may vary, but they could include that Wilbur's mood changes from happy to sad because he tells the children he is afraid to be left alone without a friend.
  7. **Literal.** How many of Charlotte's children decide to stay at the barn? Why do they stay? Use evidence from the text to support your answer.
    - » Three of Charlotte's children stay because they like the barn and Wilbur.
  8. **Evaluative.**  *Think-Pair-Share:* Wilbur watches Charlotte's children, grandchildren, and great-grandchildren live in the barn. What do you believe is Wilbur's mood as he meets generations of Charlotte's relatives? Turn to a partner and share your answer. Signal when both partners have contributed to the conversation.
    - » Answers may vary.
- Read the questions posted in the "Questions Parking Lot." Have students respond to the questions in whole group. Clarify any additional misconceptions about Wilbur meeting Charlotte's children after students respond to the questions.



### MULTILINGUAL/ENGLISH LEARNERS

#### Reading

#### Reading Comprehension

|                                |                                                                                                                                                                                                                                |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Ask simple questions such as, "Does Wilbur protect Charlotte's egg sac?" (yes) or "How many of Charlotte's children stay at the barn?" ( <i>three</i> )                                                                        |
| <b>Transitioning/Expanding</b> | Have students answer questions about Wilbur and Charlotte using the following prompts: "The most important thing in Wilbur's life is _____." or "Wilbur feels _____ when he sees Charlotte's children crawl from the egg sac." |
| <b>Bridging</b>                | Have students answer questions in complete sentences about Wilbur's first conversations with Charlotte's children.                                                                                                             |

### DISCUSS AND REFLECT (10 MIN.)



#### Small Group

- Have students work in small groups to discuss the events around Wilbur's first meeting and conversations with Charlotte's children. Have students use specific quotations and illustrations from the text to support their responses.



- Ask, “How would you describe Wilbur’s friendship with Charlotte’s children in the barn?” Have students write a sentence using each of the sentence types; declarative, interrogative, exclamatory, and imperative, to describe Wilbur’s friendship with Charlotte’s children. Remind students to use evidence from the text to support their opinions. Sample answers are below:
  - » Wilbur and Charlotte’s children have a loyal friendship because they make a pledge to each other.
  - » How does Wilbur show honesty to Charlotte’s children at the start of their friendship?
  - » I am excited to have three new friends!
  - » I will treasure your friendship forever!
- Have students discuss their responses to the question in small groups.
- Ask volunteers to share their responses about Wilbur’s friendship with Charlotte’s children.

## Lesson 13: Narrative Peer Review and Revision

# Writing



**Primary Focus:** Students will revise their narratives using peer feedback.  
[W.3.3, W.3.5]

### SUMMARIZING MY NARRATIVE (10 MIN.)

- Have students take out Activity Page 13.1. Tell students that they are going to write summaries and a title for their narratives.
- First, have students summarize their narratives in questions 1–3. Remind students to think about the characters and important details in their stories.
- Then, have students think of title ideas using their narrative summaries. Tell students that a good title for a narrative has the following:
  - relates to the story
  - descriptive without telling the plot
  - short and fits on one line
  - capitalized properly

### Activity Page 13.1



## D Differentiation

### Support

Have students name the part of the book where they can find the title.

### Challenge

Have students give good titles for stories, fairy tales, fables, and movies they’ve heard.



- Have students look at and read the title of the novel *Charlotte's Web*. Review the following questions with students about the title of the novel:
  - Does the title relate to the story?
    - » yes
  - How does the title describe the plot?
    - » The messages in Charlotte's webs help to save Wilbur's life.
  - Is the title short and fits on one line?
    - » yes
  - Is the title capitalized?
    - » yes
- Remind students that the words in titles are capitalized except for the following conjunctions:
  - and
  - as
  - but
  - for
  - nor
  - if
  - so
  - or
  - yet
- Have students complete Activity Page 13.1. When students are finished, have them write the title of their narrative on the first line of Activity Page 10.1.
- Tell students that they can use the summaries in Activity Page 13.1 to add to their final presentations.





## MULTILINGUAL/ENGLISH LEARNERS

### Writing

#### Writing a Good Title

|                                |                                                                                       |
|--------------------------------|---------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Provide heavy support with writing a title for their narratives, including dictation. |
| <b>Transitioning/Expanding</b> | Provide moderate support with writing a title for their narratives.                   |
| <b>Bridging</b>                | Provide light support with writing a title for their narratives.                      |

### PEER REVIEW AND FEEDBACK (40 MIN.)

- Divide the class into pairs. Whenever possible, pair students with someone they have not worked with thus far in the unit so they can have a fresh perspective on their writing.
- Have students take out Activity Page 13.2. Remind students that they finished drafting their narratives about Wilbur's friendship with one of Charlotte's grandchildren.
- Ask students, "What are the steps of the writing process?"
  - » plan, draft, revise, edit and publish
- Tell students they are going to revise their narratives using feedback from their peers.
- Display the Grade 3 Narrative Rubric. Review the following descriptors in the Proficient section:
  - introduces characters
  - establishes a situation
  - includes an event sequence
  - includes relevant dialogue and description
  - provide a sense of closure
  - uses temporal words to signal event order
- Explain that they are going to have an opportunity to listen to a peer's narrative and give feedback and read their own narrative to a peer and receive feedback.

### Activity Page 13.2





- Have students look at Activity Page 13.2. Review the instructions for readers and listeners, and have them complete the activity.
- After students complete the activity, ask “What is one improvement you will make in your narrative?”
- Have volunteers share one improvement they are making in their narratives.

### NARRATIVE REVISIONS (30 MIN.)

#### Activity Page 13.3



### D Differentiation

#### Support

Have students think about the characters, setting, plot, dialogue, descriptive words, and temporal words as places to improve their narratives.

- Have students take out Activity Pages 13.3 and 10.1. Remind students that they are revising their narrative drafts based on peer feedback. Remind students to use Activity Page 13.2 to support their revisions.
- Allow students time to revise their narratives before collecting them for review. Tell students to answer the questions on Activity Page 13.3 as they complete the revisions. Remind students to refer to the Narrative Writing Rubric to make sure they have included every element from the Ideas, Organization, and Conventions sections in their narrative drafts. You may pull students in small groups to answer any questions about revising their narratives.



#### MULTILINGUAL/ENGLISH LEARNERS

##### Writing Narrative Revisions

|                                |                                                                            |
|--------------------------------|----------------------------------------------------------------------------|
| <b>Entering/Emerging</b>       | Provide heavy support with revising their narratives, including dictation. |
| <b>Transitioning/Expanding</b> | Provide moderate support with revising their narratives.                   |
| <b>Bridging</b>                | Provide light support with revisions to their narratives.                  |

End Lesson







## 14

# Narrative Final Drafts

**PRIMARY FOCUS OF LESSON****Reading**

Students will summarize the main events between Wilbur and Charlotte and will explain one lesson learned about friendship in the novel. [RL.3.2]

**Writing**

Students will edit their drafts and use technology or an alternative to publish their narratives. [W.3.3, W.3.5, W.3.6]

**FORMATIVE ASSESSMENT**

**Activity Page 14.1** **Writing** Students will edit their narratives. [W.3.5]


**Activity Page 14.2** **Writing** Students will publish their narratives using technology or an alternative. [W.3.6]





**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                         | Grouping Recommendations                                                                                         | Time    | Materials                                                                                                                   |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (15 min.)</b>                |                                                                                                                  |         |                                                                                                                             |
| Novel Review: Discussion and Reflection |  <b>Small Group</b><br>/Partner | 15 min. | <input type="checkbox"/> <i>Charlotte's Web</i>                                                                             |
| <b>Writing (105 min.)</b>               |                                                                                                                  |         |                                                                                                                             |
| Editing Narratives                      | Whole Group/<br>Independent                                                                                      | 25 min. | <input type="checkbox"/> Activity Pages 10.1, 13.1, 14.1, 14.2<br><input type="checkbox"/> Grade 3 Narrative Writing Rubric |
| Narrative Final Drafts                  | Whole Group/<br>Independent                                                                                      | 50 min. |                                                                                                                             |
| Presentation Preparation                | Independent                                                                                                      | 30 min. |                                                                                                                             |



## ADVANCE PREPARATION

### Reading

- Prepare to have students answer questions in whole groups/partners during the Reading segment. To ensure that all students have the opportunity to contribute during Think-Pair-Share and partner writing exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.
- Prepare students to have a blank piece of paper for the Novel Review segment.

### Writing

- Ensure students have access to technology to publish their narratives. You may want to plan time at your school's technology lab before publishing. Remind students of your school's policies and procedures with technology use.
- Ensure students have access to posters, markers, and colored pencils to create their presentations.
- Prepare for small group activities while publishing their narratives in the unit.

### Universal Access

- You may want to work in a small group during the reading and writing activities.



## Lesson 14: Narrative Final Drafts

# Reading



**Primary Focus:** Students will summarize the main events between Wilbur and Charlotte and will explain one lesson learned about friendship in the novel. [RL.3.2]

## NOVEL REVIEW: DISCUSSION AND REFLECTION (15 MIN.)



### Small Group

- Have students take out their copies of *Charlotte's Web*.
- **Think-Pair-Share:** Turn to a partner and recap, or summarize, the main events between Charlotte and Wilbur in the novel by discussing one or more of the following events:
  - Wilbur meeting Charlotte
  - Charlotte's idea for saving Wilbur
  - Wilbur and Charlotte going to the Fair
  - Wilbur winning a special prize
  - Wilbur helping to save Charlotte's babies
- Have students talk about the perspectives of characters, descriptive words, and dialogue used to describe the events between Wilbur and Charlotte in the novel.
- Remind students to signal when both partners have contributed to the conversation. As students conclude their conversations, ask them to share one fact or idea their partner shared with them, noting key words or ideas on a whiteboard or chart paper.
- Remind students that the events in the novel reveal how Wilbur and Charlotte develop a friendship.
- Have students break into small groups. Ask, "What lessons can we learn about friendship from Wilbur and Charlotte?" Have students use evidence from the text to write their opinions using the following sentence starters. Samples answers are below:
  - » One lesson I learned about friendship from Wilbur and Charlotte is never give up on someone during hard times because they will help you in return.
  - » I learned that honesty is important from the friendship between Wilbur and Charlotte, so I can be truthful with my friends about easy and difficult situations.



» Wilbur and Charlotte's friendship showed me the importance of keeping promises, but I also learned to talk with my friend first if I cannot keep my promise.

- Have students discuss their responses to the question in small groups.
- Ask volunteers to share their responses about lessons learned about friendship from Wilbur and Charlotte.
- Have students return to their individual seats.



#### MULTILINGUAL/ENGLISH LEARNERS

#### Reading

#### Reading Comprehension

##### Entering/Emerging

Ask simple questions such as, "Does Charlotte spin messages in her web to save Wilbur?" (*yes*) or "Does Charlotte decide to not attend the Fair with Wilbur?" (*no*)

##### Transitioning/ Expanding

Have students answer questions about Wilbur and Charlotte using the following prompts: "Wilbur and Charlotte meet\_\_\_\_\_" or "Charlotte helps Wilbur by\_\_\_\_\_."

##### Bridging

Have students answer questions in complete sentences about events between Charlotte and Wilbur.

### Lesson 14: Narrative Final Drafts

# Writing



**Primary Focus:** Students will edit their drafts and use technology or an alternative to publish their narratives. [W.3.3, W.3.5, W.3.6]

#### EDITING NARRATIVES (25 MIN.)

#### Activity Page 14.1



- Have students take our Activity Pages 14.1 and 10.1.
- Ask students, "What are the steps of the writing process?"
  - » plan, draft, revise, edit, and publish
- Tell students that they are going to edit their narratives.
- Tell students they will edit their narrative drafts. Remind students that editing involves corrections to grammar, punctuation, and spelling in their writing.
- Direct students to Activity Page 14.1. Review each question. Remind students to focus on each question as they edit for capitalization, punctuation, spelling, and grammar in their narratives.



- Allow students time to edit their narrative drafts before collecting their checklists for review. Tell students that they will use their edited drafts to publish the final drafts of their narratives.
- If students are using technology to edit, remind them that they are making edits on the computer.

## NARRATIVE FINAL DRAFTS (50 MIN.)

- Have students take out Activity Pages 14.2 and 10.1.
- Ask students, “What are the steps of the writing process?”
  - » plan, draft, revise, edit, and publish
- Tell students they will publish their narratives.
- Remind students that publishing involves making a final version of their narratives. This version of their narratives should be a clean version with no edits or revisions needed.
- Explain that they will write their final drafts on Activity Page 14.2 using Activity Page 10.1. This is where they take their time and write the final version so it is legible and clean.
- Allow students time to write the final drafts of their narratives before collecting them for review. You may pull students in small groups to answer any questions about publishing their narratives.
- Use the Grade 3 Narrative Writing Rubric to evaluate students’ narratives.

## Activity Page 14.2



### MULTILINGUAL/ENGLISH LEARNERS

#### Writing

#### Narrative Final Drafts

|                                     |                                                                                                                                                                                                 |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Have students number each paragraph and copy one paragraph at a time. Have students check that all sentences are copied before moving to the next paragraph.                                    |
| <b>Transitioning/<br/>Expanding</b> | Have students number the beginning, middle, and ending sections, and copy the paragraphs in each section. Have students check that all paragraphs are copied before moving to the next section. |
| <b>Bridging</b>                     | Provide assistance with writing their final drafts if needed.                                                                                                                                   |



## Activity Page 13.1



### PRESENTATION PREPARATION (30 MIN.)

- Have students take out Activity Page 13.1. Tell students that they are going to prepare presentations about their narratives.
- Tell students they will create their presentations using technology or posters after writing their final drafts on Activity Page 14.2. Explain that they are going to create a ten-minute presentation that summarizes the following elements:
  - characters, setting, and problem
  - plot in event sequence
  - one moment of dialogue between characters
  - the ending describing how the problem is solved
- Remind students to be creative in how they include the important elements of their narratives. Encourage students to think about eye-catching color combinations, relevant illustrations or images, and powerful quotations from their narratives. Tell students to use the information on Activity Page 13.1 for words and phrases to include in their presentation.

End Lesson







## 15

# Narrative Presentations

**PRIMARY FOCUS OF LESSON****Speaking and Listening**

Students will share their narratives with peers. [SL.3.4, SL.3.6]

**Writing**

Students will write a reflection about friendship from their group presentations. [W.3.4]

**FORMATIVE ASSESSMENT****Exit Pass**


**Writing** Students will write a reflection about what they learned about friendship from their peers' presentations. [W.3.4]





**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                   | Grouping Recommendations                                                                      | Time    | Materials      |
|-----------------------------------|-----------------------------------------------------------------------------------------------|---------|----------------|
| Speaking and Listening (100 min.) |                                                                                               |         |                |
| Final Touches                     | Partner/<br>Independent                                                                       | 10 min. | □ sticky notes |
| Narrative Presentations           |  Small Group | 90 min. |                |
| Writing (20 min.)                 |                                                                                               |         |                |
| Reflection                        | Independent                                                                                   | 20 min. |                |



## ADVANCE PREPARATION

### Speaking and Listening

- Prepare for students to start their presentations. Ensure students have access to technology or any materials needed to share their presentations. Make sure space is provided for students to share their presentations.
- Ensure students have sticky notes to write questions in group presentations.
- To ensure that all students have the opportunity to contribute during Turn and Talk exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

### Writing

- Prepare to distribute paper for the Exit Pass.

### Universal Access

- You may want to work with a small group to help students prepare for their presentations.



## Lesson 15: Narrative Presentations

# Speaking and Listening



**Primary Focus:** Students will share their narratives with peers. [SL.3.4, SL.3.6]

**FINAL TOUCHES (10 MIN.)**

- Give students time to complete the final touches to their presentations.
- Remind students that their presentation should summarize the following:
  - characters, setting, and problem
  - plot in event sequence
  - one moment of dialogue between characters
  - the ending describing how the problem is solved
- Have students practice their presentation with a partner during this time.
- Tell students to focus on their presentation. Remind students of the following tips for presenting:
  - speak clearly at an understandable pace
  - speak in complete sentences
  - speak with expressiveness
  - make eye contact with the audience
  - smile and relax
- **Turn and Talk:** Turn to your partner and discuss the parts of your presentation that went well and need improvement. Signal when both partners have contributed to the conversation.
- Walk around the classroom and support students as needed.

## D Differentiation

### Support

Have students work with a partner to finish the final touches on their presentations.



## NARRATIVE PRESENTATIONS (90 MIN.)



### Small Group

- Tell students it is time to share their narrative presentations. Divide students into small groups. Ensure students have the technology and materials to share their presentations.
- Remind students of the following tips as their peers share their presentations:
  - gain your peers' attention in respectful ways
  - listen to others with care
  - speak and ask questions one at a time after the presentation
- Tell students to use their sticky notes to write any questions they have about each presentation and share them with their peers after they finish presenting. Questions should be related to the characters, setting, problem, plot, and conclusion of the narrative. Model questioning using the following sentence starters:
  - "Who is Charlotte's grandchild in your story?"
  - "What problem does Wilbur and Charlotte's grandchild have in their friendship?"
  - "How do the characters solve their friendship problem?"
- Begin the time for students to share their presentations. Ensure each student has ten minutes to talk about their narratives.
- Include five minutes for students to ask questions and give positive comments about each project.
- Congratulate students on their hard work when the presentations are over.



### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening Presentations

##### Entering/Emerging

Provide students with simple questions to ask about the characters, setting, problem, plot, and conclusion.

##### Transitioning/ Expanding

Provide students with question stems to ask during presentations, such as "What is the \_\_\_\_\_ in your story?" or "How do \_\_\_\_\_ and Wilbur solve the problem?"

##### Bridging

Provide support as needed.



## Lesson 15: Narrative Presentations

# Writing



**Primary Focus:** Students will write a reflection about friendship from their group presentations. [W.3.4]

### REFLECTION (20 MIN.)

- Have students take out paper and pencil.
- Ask students, “What is one lesson that you learned about friendship from the novel and the group presentations?” Tell students to begin at least one sentence with a dependent clause.
- Tell students that a dependent clause is a group of words that contain a subject and verb but is not a complete sentence. Dependent clauses often use commas.
- Display the following sentence:
  - If I do not leave now, I will miss the school bus.
- Tell students that the phrase “if I do not leave now” is a dependent clause, and “I will miss the school bus.” is an independent clause, or a complete sentence with a subject and verb.
- Allow students time to write their reflections before collecting them for review. You may pull students in small groups to answer any questions about friendship that are discussed in their presentation groups.
- If time allows, allow students to share their writing orally with the class. Have two to three students provide specific feedback about friendship in their peer’s writing using the following sentence starters: “The way you describe friendship makes me think about . . .,” “The quotation\_\_\_\_\_ from \_\_\_\_\_ describes . . .,” or “When you said\_\_\_\_\_, it revealed . . .” Sample answers are below:
  - » The way you describe friendship makes me think about support because I believe supporting your friend is important.
  - » The quotation “friends listen always” from Olivia’s narrative describes the importance of listening and caring in a friendship.
  - » When you said “work together,” it revealed your perspective on the importance of teamwork in friendship.





## MULTILINGUAL/ENGLISH LEARNERS

### Writing Reflections

|                                     |                                                                            |
|-------------------------------------|----------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Provide heavy support with writing their reflections, including dictation. |
| <b>Transitioning/<br/>Expanding</b> | Provide moderate support with writing their reflections.                   |
| <b>Bridging</b>                     | Provide light support with writing their reflections.                      |



### Exit Pass

Students will write a reflection about what they learned about friendship from their peers' presentations. **[W.3.4]**

**End Lesson**









## 16

# Unit Assessment

**LESSON AT A GLANCE**

|                                   | Grouping Recommendations | Time    | Materials                     |
|-----------------------------------|--------------------------|---------|-------------------------------|
| <b>Unit Assessment (120 min.)</b> |                          |         |                               |
| Reading and Language              | Independent              | 60 min. | □ Student Assessment Page 7.1 |
| Writing                           | Independent              | 60 min. |                               |

**Digital Assessment**

To access the digital assessment, please log on to Amplify and assign the assessment to your students.



## ADVANCE PREPARATION

### Unit Assessment

**Note:** The time provided for this assessment is 120 minutes, but if students finish early, you may wish to ask them to use the additional time to reread excerpts or draw accompanying illustrations for their unit writing project once they have completed the assessment.

- Ensure each student has a copy of Student Assessment Page 7.1.



## Lesson 16: Unit Assessment

# Unit Assessment

**READING AND LANGUAGE (60 MIN.)**

- Inform students that they will work independently to answer questions about *Charlotte's Web*.
- Distribute Student Assessment Page 7.1.
- Inform them that they will have 60 minutes to work on this task. Write the time on the board.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually. Assist students as needed, but do not provide them with answers.

**WRITING (60 MIN.)**

- Inform students that they will continue working on Student Assessment Page 7.1 independently to answer a writing prompt about *Charlotte's Web*.
- Inform them that they will have 60 minutes to work on this task. Write the time on the board.
- Once students have finished their writing task, encourage them to review their papers quietly, rereading and checking their writing carefully.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually.

Student Assessment  
Page 7.1





## ASSESSMENT ANALYSIS

### Correct Answers and Rationales—Reading and Language

| Items | Correct Answers                                                                                                                                                                          | Points   | Standard(s)      |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------|
| 1     | b. Mr. Arable wants to get rid of the runt of the litter.                                                                                                                                | 1 point  | [RL.3.1]         |
| 2     | Answers may vary, but they could include that he feels uncomfortable because the world is so big.                                                                                        | 1 point  | [RL.3.1]         |
| 3     | Answers may vary, but they could include that she has been watching Wilbur and wants to be his friend.                                                                                   | 1 point  | [RL.3.1, RL.3.3] |
| 4     | d. The goose gives it to Templeton.                                                                                                                                                      | 1 point  | [RL.3.1]         |
| 5     | Answers may vary, but they could include that the mood is joyful or celebratory. Charlotte and Wilbur give the goose and gander their congratulations (Wilbur shouts his).               | 2 points | [RL.3.3]         |
| 6     | Answers may vary, but they could include that if Wilbur was no longer in the barn, Templeton would not have a source of food (Wilbur's trough).                                          | 1 point  | [RL.3.4]         |
| 7     | 4, 2, 1, 3, 5                                                                                                                                                                            | 1 point  | [RL.3.1]         |
| 8     | b. "Never hurry and never worry!"                                                                                                                                                        | 1 point  | [RL.3.1]         |
| 9     | Answers may vary, but they could include that she does not like Fern only spending time with animals and thinking that they can talk. She talks to the family doctor about her concerns. | 2 points | [RL.3.1]         |
| 10    | c. acrobatic                                                                                                                                                                             | 1 point  | [RL.3.1]         |
| 11    | Answers may vary, but they could include that she does not feel well and thinks she may not get to meet her babies.                                                                      | 1 point  | [RL.3.3]         |
| 12    | Answers may vary, but they could include that Uncle wins first prize, but Wilbur wins a special award instead.                                                                           | 1 point  | [RL.3.1]         |
| 13    | a. He carries her egg sac back with him.                                                                                                                                                 | 1 point  | [RL.3.1]         |
| 14    | Wilbur tells Templeton that he can have the first scraps of his food from now on.                                                                                                        | 1 point  | [RL.3.3]         |
| 15    | Answers may vary, but they could include that when they start to leave, Wilbur becomes "frantic" and upset; when he finds out that three have stayed, he is joyful and happy.            | 2 points | [RL.3.3]         |
| 16    | Meaning 1<br>Part of speech: noun                                                                                                                                                        | 2 points | [L.3.4]          |
| 17    | a. to pause briefly                                                                                                                                                                      | 1 point  | [L.3.4]          |
| 18    | nonliteral                                                                                                                                                                               | 1 point  | [RL.3.4]         |
| 19    | b. gullible                                                                                                                                                                              | 1 point  | [L.3.4]          |
| 20    | c. to sparkle                                                                                                                                                                            | 1 point  | [L.3.4]          |

**Total: \_\_\_\_\_/24 points**



# Pausing Point

## NOTE TO TEACHER

Your students have now finished reading the novel *Charlotte's Web*. Students have learned about the characters, setting, problem, and plot in the story. Students have also learned about Wilbur and Charlotte and how their friendship develops as Charlotte makes plans to save Wilbur's life. It is recommended that you pause here and spend two days reviewing, reinforcing, or extending the material taught.

You may do the activities in any order or combination, using the whole class or small groups to meet the needs of students.

## ACTIVITIES

### Key Vocabulary Brainstorming

**Materials:** chart paper or white board

- Give students a vocabulary word, such as *masterpiece*. Have students brainstorm everything that comes to mind when they hear the word, such as *great work* or *wonder*. Record students' responses on a piece of chart paper or whiteboard for reference.

### Word Web for Wilbur or Charlotte

**Materials:** poster board, markers, pencils, crayons

- Have students create a web with a word that describes Wilbur or Charlotte. Have students think about new words for Wilbur and Charlotte that are not used in the novel.

### Comic Strip

**Materials:** Construction paper, markers, colored pencils

- Have students create a comic strip that explains the plot in the story. Remind students to think of the events that occur at the beginning, middle, and end of the plot.



## **An Alternative Ending at the Fair**

- Have students write an alternative ending to the events at the Fair. Have students think about the conversations involving Uncle, Uncle's prize, and Wilbur's special prize.

## **Celebrating Charlotte's Accomplishments**

**Materials:** poster board, chart paper, markers, crayons, colored pencils

- In small groups, have students create signs to celebrate Charlotte's accomplishments. Have students think of a word that describes Charlotte and include it in the sign.

## **Thank You, Charlotte!**

**Materials:** construction paper, markers, pencils, paper

- Have students create a thank-you card with a gratitude letter from Wilbur to Charlotte. Tell students to mention specific conversations between Wilbur and Charlotte and actions that help to save Wilbur's life.

## **Act It Out**

**Materials:** poster, cardboard, markers, construction paper

- In small groups, have students choose their favorite scene and act it out. Encourage students to use different props and materials in the scene.

## **Writing Prompts**

Have students write a response to the following writing prompts:

- "When Wilbur left the barn for the first time, he felt \_\_\_\_\_ because. . ."
- "The Zuckermans believe Wilbur is a terrific pig because. . ."
- "One lesson that I've learned about friendship from Charlotte and Wilbur is. . ."
- "Charlotte's destiny and Wilbur's destiny are linked together because. . ."



## Character Riddles

Read the following riddles and allow students to answer each.

- a. “I love animals. I have a problem with my father when he wants to get rid of one of the pigs. I enjoy watching and listening to the animals’ stories at the barn. Who am I? (Fern)
- b. “I am known as the sneaky animal at the barn. I enjoy collecting different things around the barn and the dump. My new egg makes an explosion that saves Charlotte’s life. Who am I? (Templeton)
- c. I own a farm. The Arables sell me a pig that is extraordinary and radiant. The pig wins a special prize at the Fair. Who am I? (Mr. Zuckerman)
- d. I am the newest animal at the barn. I capture and eat insects in my webs. I devise a plan to save Wilbur with my webs. Who am I? (Charlotte)

## Spider Study

**Materials:** books about spiders, spider terrariums

- You may wish to observe local spiders so students can recognize spiders in the area. You can place terrariums with different common spiders for students to observe their daily actions. Students can record observations in a notebook.

## Life Cycles of Farm Animals

**Materials:** books about farm animals, poster, markers, colored pencils, construction paper, computer

- In small groups, have students research the life cycles of farm animals. Have students focus on one of the animals and insects in *Charlotte’s Web*. After collecting their research, have students present their research to the class. You may want students to use technology to research and present information about life cycles.







# Teacher Resources

**In this section you will find:**

- Grade 3 Narrative Writing Rubric
- Activity Book Answer Key



## GRADE 3 NARRATIVE WRITING RUBRIC

### Grade 3 Writing Rubric: Narrative Writing

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.3.3]**

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.3.3a]**
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **[W.3.3b]**
- Use temporal words and phrases to signal event order. **[W.3.3c]**
- Provide a sense of closure. **[W.3.3d]**
- Produce simple, compound, and complex sentences. **[L.3.1i]**

|                     | <b>Advanced (5 points)</b>                                                                                                                                                                                                                                                                                                    | <b>Proficient (4 points)</b>                                                                                                                                                                 | <b>Basic (0 points)</b>                                                                                                                                                                                                             |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ideas</b>        | <p>The composition</p> <ul style="list-style-type: none"> <li>establishes a situation</li> <li>introduces a narrator and/or characters</li> <li>demonstrates awareness of audience and purpose</li> </ul>                                                                                                                     | <p>The composition</p> <ul style="list-style-type: none"> <li>establishes a situation</li> <li>introduces a narrator and/or characters</li> </ul>                                            | <p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> <li>establish a situation</li> <li>introduce a narrator and/or characters</li> </ul>                                            |
| <b>Organization</b> | <p>The composition</p> <ul style="list-style-type: none"> <li>organizes an event sequence that unfolds naturally</li> <li>uses dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</li> <li>provides a sense of closure</li> </ul> | <p>The composition</p> <ul style="list-style-type: none"> <li>includes an event sequence</li> <li>includes relevant dialogue and description</li> <li>provides a sense of closure</li> </ul> | <p>The composition does not do one or more of the following:</p> <ul style="list-style-type: none"> <li>include an event sequence</li> <li>include relevant dialogue and description</li> <li>provide a sense of closure</li> </ul> |
| <b>Conventions</b>  | <p>The composition</p> <ul style="list-style-type: none"> <li>uses temporal words to signal event order</li> <li>uses language to add subtlety through connotative meanings</li> </ul>                                                                                                                                        | <p>The composition uses temporal words to signal event order.</p>                                                                                                                            | <p>The composition does not use temporal words to signal event order.</p>                                                                                                                                                           |

**Total: \_\_\_\_\_/15 points**



## ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.1 Activity Page

### Story Elements Notes

| Characters                                                                                                                                                                                                                                                                                                                                          | Setting                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Page 1. Fern, Mrs. Arable, Papa/Mr. Arable</p> <p>Page 4. Avery</p> <p>Page 7. Wilbur</p> <p>Page 12. The Zuckermans/Uncle Homer/Aunt Edith</p>                                                                                                                                                                                                  | <p>Page 1. "setting the table for breakfast"</p> <p>Pages 3–4. Fern was upstairs and came downstairs.</p> <p>Page 6. "Fern was seated on the floor in the corner of the kitchen."</p> <p>Pages 8–9. under an apple tree inside the yard</p> <p>Page 10. "down to the brook for a swim"</p> <p>Page 12. Wilbur went from living in "his home under the apple tree and went to live in a manure pile in the cellar of Zuckerman's barn."</p> |
| Problem                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Pages 1–2. The Arables decide to "do away" with Wilbur because he is a small pig and they believe he does not have a chance to survive. Fern is upset and wants to keep Wilbur.</p> <p>Page 12. Mr. Arable decides to sell Wilbur because he is large enough to sell and his appetite increases. Fern is crying about Mr. Arable's decision.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                            |

Unit 7 Novel Study: Charlotte's Web

3

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.1 Activity Page

### Describe Wilbur: Internal Traits

| Feelings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Thoughts                                                                                                                                                                                                                                                                                                                                                             | Actions                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Page 16. "lonely and bored" when Fern did not visit the barn</p> <p>Page 16. "He didn't feel like going to sleep, he didn't feel like digging, he was tired of standing still, tired of lying down."</p> <p>Page 17. Wilbur liked the feeling of freedom but also felt different with "nothing between him and the big world."</p> <p>Page 22. "dazed and frightened" by the noises</p> <p>Page 22. felt relieved to see Mr. Zuckerman</p> <p>Page 23. "didn't care" and "paid no attention" to the goose's warnings</p> <p>Page 24. "felt peaceful and happy and sleepy" after eating and receiving praise from Zuckerman</p> | <p>Page 19. wasn't sure he would like the woods because it was a distance and he had never been there</p> <p>Page 19. "If this is what it's like to be free ... I'd rather be penned up in my own yard."</p> <p>Page 22. tried to follow directions but couldn't do them at the same time</p> <p>Page 24. "I'm really too young to go out into the world alone."</p> | <p>Page 16. "walked indoors, climbed to the top of the manure pile, and sat down"</p> <p>Page 17. walked to the fence and pushed the board on the fence loose</p> <p>Page 18. jumped in the air, twirled, ran, stopped, looked around, smelled around, walked to the orchard, pushed and dug the ground</p> <p>Pages 20–21. "Wilbur dodged between Lurvy's legs."</p> <p>Page 23. walked to his trough and ate his food</p> |

Unit 7 Novel Study: Charlotte's Web

5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.2 Activity Page

### Wilbur's "Big Escape": Internal Traits

| Before the "big escape"                                    | After the "big escape"                                                                               |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <p><b>Feelings</b></p> <p>lonely and bored</p>             | <p><b>Feelings</b></p> <p>liked freedom, but scared by the noises from the animals and Zuckerman</p> |
| <p><b>Thoughts</b></p> <p>did not want to sleep or dig</p> | <p><b>Thoughts</b></p> <p>unsure about going to the woods and too young to be in world alone</p>     |
| <p><b>Actions</b></p> <p>just sat on a pile of manure</p>  | <p><b>Actions</b></p> <p>jumped, ran, skipped, but walked back into the barn</p>                     |

Unit 7 Novel Study: Charlotte's Web

7

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

3.1 Activity Page

### Character Motivation: A New Friend

| Wilbur                                                                                                              | New Friend                                                  |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <p><b>Motivation 1:</b></p> <p>wants a friend to receive love and play with him</p>                                 | <p><b>Motivation 1:</b></p> <p>watched and liked Wilbur</p> |
| <p><b>Motivation 2:</b></p> <p>felt friendless and rejected by the barn animals; no one wanted to play with him</p> | <p><b>Motivation 2:</b></p> <p>Answers may vary.</p>        |
| <p><b>Motivation 3:</b></p> <p>felt lonely on the "worst day of his life"</p>                                       | <p><b>Motivation 3:</b></p> <p>Answers may vary.</p>        |

Unit 7 Novel Study: Charlotte's Web

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

4.1 Activity Page

### Determining Mood

| Phrases or Illustration                                                         | Type of Mood           |
|---------------------------------------------------------------------------------|------------------------|
| illustration with Fern, goose, gander, and Templeton. (page 46)                 | angry, mad, upset      |
| Zuckerman sees seven goslings and thinks it is "lovely." (page 47)              | happy, excited         |
| Wilbur is enjoying his friendship with Charlotte and good health. (pages 48–49) | happy, content, joyful |
| illustration of Wilbur and the old sheep (page 50)                              | sad, unhappy           |

Unit 7 Novel Study: Charlotte's Web

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.1 Activity Page

### Literal and Nonliteral Phrases

| Phrase                                                    | Literal Meaning                                         | Nonliteral Meaning               | Meaning in the Text (literal or nonliteral) |
|-----------------------------------------------------------|---------------------------------------------------------|----------------------------------|---------------------------------------------|
| 1. "a lively imagination"<br>page 54                      | an active and exciting imagination                      | none                             | literal                                     |
| 2. "Maybe our ears aren't as sharp as Fern's."<br>page 54 | pointy ears                                             | keen sense of hearing            | nonliteral                                  |
| 3. "You're no bundle of sweet peas yourself."<br>page 61  | You are not a sweet pea. (flower)                       | You do not smell clean or fresh. | nonliteral                                  |
| 4. "Never hurry and never worry!"<br>page 65              | Do not rush and do not focus on problems in the future. | none                             | literal                                     |

Unit 7 Novel Study: Charlotte's Web

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

6.1 Activity Page

### The Explosion: Thoughts, Actions, Feelings

|                                      | Wilbur                   | Goose                    | Templeton                |
|--------------------------------------|--------------------------|--------------------------|--------------------------|
| Thoughts<br><i>Answers may vary.</i> | <i>Answers may vary.</i> | <i>Answers may vary.</i> | <i>Answers may vary.</i> |
| Actions<br><i>Answers may vary.</i>  | <i>Answers may vary.</i> | <i>Answers may vary.</i> | <i>Answers may vary.</i> |
| Feelings<br><i>Answers may vary.</i> | <i>Answers may vary.</i> | <i>Answers may vary.</i> | <i>Answers may vary.</i> |

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

7.1 Activity Page

### Literal and Nonliteral Phrases

| Phrase                                                                | Literal Meaning                                                | Nonliteral Meaning                                            | Meaning in the Text (literal or nonliteral) |
|-----------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------|
| 5. "out of the ordinary"<br>page 80                                   | beyond what is normal/standard                                 | none                                                          | literal                                     |
| 6. "a little off"<br>page 80                                          | not straight                                                   | incorrect                                                     | nonliteral                                  |
| 7. "as solid as they come"<br>page 81                                 | hard or all together                                           | one of the best                                               | nonliteral                                  |
| 8. "Wilbur's destiny and your destiny are closely linked."<br>page 90 | Wilbur's destiny is physically chained to Templeton's destiny. | What happens to Wilbur affects what will happen to Templeton. | nonliteral                                  |

Unit 7 Novel Study: Charlotte's Web

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

7.2 Activity Page

### Blank Story Map

|                                                                                                                                                                                                    |               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Title: A Meeting                                                                                                                                                                                   |               |
| Characters: Wilbur, Charlotte, gander, goose, goslings, sheep, lamb, Templeton                                                                                                                     | Setting: barn |
| Beginning: Charlotte calls a meeting for new word suggestions for the web.                                                                                                                         |               |
| Middle: The animals decide on the word <i>terrific</i> . Wilbur does not believe he is terrific. Templeton does not want to help find new words for the web.                                       |               |
| End: The old sheep convinces Templeton to find words for the web. Charlotte reminds Wilbur that he is terrific.                                                                                    |               |
| Final thought: Charlotte believes Wilbur is a terrific animal.                                                                                                                                     |               |
| Dialogue: "You're terrific as far as I am concerned," says Charlotte.                                                                                                                              |               |
| Character actions, thoughts, or feelings: Charlotte feels Templeton will not help because he only thinks about himself. Wilbur thinks he is an average pig, but Charlotte feels he is sensational. |               |

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

8.1 Activity Page

### Personal and Character Perspectives

| Scene                                        | Character's Perspective                                     | Personal Perspective                                                  |
|----------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------|
| Charlotte spinning a new web                 | happy because she cheers herself on as she finishes the web | focused because she gives herself directions as she spins the new web |
| Templeton finding new words for Charlotte    |                                                             |                                                                       |
| Wilbur performing actions for Charlotte      |                                                             |                                                                       |
| Mrs. Arable's story about Fern to Dr. Dorian |                                                             |                                                                       |

Unit 7 Novel Study: Charlotte's Web

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

9.1 Activity Page

### Descriptive Words and Dialogue

|                                                        |                                                        |
|--------------------------------------------------------|--------------------------------------------------------|
| Describing Characters and Setting                      |                                                        |
| dying, beautiful, radiant, terrific, modest, versatile |                                                        |
| Dialogue from Wilbur                                   | Dialogue from Charlotte                                |
| "You're going <i>with</i> me, aren't you, Charlotte?"  | "It's time I made an egg sac and filled it with eggs." |

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