CHARLOTTE’S WEB
Grade Level: Second Grade
Presented by: Pamela Lee, Margaret Davenport, Michelle Rogers
Length of Unit: 19 Lessons

I. ABSTRACT
This unit is written for a variety of learners. It integrates Language Arts and Science. Students learn the value of friendship and how each character portrays friendship through the creation of character webs, advertisements, and character scrapbooks. They learn the seasonal cycle and how it effects life cycles.

II. OVERVIEW
A. Concept Objectives
1. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members
2. Understand that cyclical changes are common to living systems such as life cycles, seasonal cycles, etc

B. Content Objectives
1. Recall incidents, characters, facts, and details of Charlotte’s Web
2. Develop a variety of written material such as stories, reports, letters, poems, and descriptions
3. Utilize reasonable judgement when choosing material to include in written works based on the purpose and type of composition
4. Use the saying: “Don’t judge a book by its cover”
5. Explain the four seasons as the earth’s orbit around the sun
6. Explain the seasons and life processes including:
   * Spring: sprouting; sap flow in plants; mating and hatching
   * Summer: growth
   * Fall: ripening; migration
   * Winter: plant dormancy; animal hibernation
7. Identify the life cycle as birth, growth, reproduction, and death

C. Skills Objectives
1. Recognize that there are multiple definitions of some words
2. Apply a variety of strategies, e.g. using context clues, discussing the meaning of the sentence
3. Identify and organize the critical details of a story both visually and verbally
4. Describe a character; paraphrase a plot; compare and contrast plots; explain the comparison as allusion or metaphor; make predictions about various outcomes, relate events in a story to events in life
5. Relate a sequence of events in order
6. Compare and contrast literary characters in classic and contemporary stories, and connect them to student’s own experience
7. Demonstrate an understanding of interactions between organisms, including the food chain, in a given environment
8. Demonstrate the change of state of water and relate this to changes in the real world, including clouds, fog, and precipitation
9. Relate the cause of seasons to the tilt and orbit of Earth
III. BACKGROUND KNOWLEDGE
A. Teachers
   - Core Knowledge Sequence: Content Guidelines for Grades K – 8, Core Knowledge Foundation
   - What Your 2ND Grader Needs to Know, edited by E. D. Hirsch, Jr.
   - Charlotte’s Web by E. B. White
B. Students
   - Kindergarten Core Knowledge – Seasons and Weather; Plants and Growth
   - First Grade Core Knowledge – Food Chain

IV. RESOURCES
   - Core Knowledge Sequence: Content Guidelines for Grades K – 8, Core Knowledge Foundation
   - What Your 2ND Grader Needs to Know edited by E. D. Hirsch, Jr.
   - Charlotte’s Web by E. B. White

V. LESSONS
Lesson One: Friends
A. Daily Objectives
   1. Concept Objectives
      a. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members
   2. Content Objectives
      a. Recall incidents, characters, facts, and details of Charlotte’s Web
      b. Develop a variety of written material such as stories, reports, letters, poems, and descriptions
      c. Utilize reasonable judgement when choosing material to include in written works based on the purpose and type of composition
   3. Skills Objectives
      a. Apply a variety of strategies, e.g. using context clues, discussing the meaning of the sentence
      b. Identify and organize the critical details of a story both visually and verbally
B. Materials
   1. Charlotte’s Web by E. B. White
   2. Chart tablet
   3. Student’s Response Journal
C. Background Notes
   None needed
D. Key Vocabulary
   None
E. Procedures/Activities
   1. Prior to reading and prior to introducing the book, write the following on the board or chart tablet: “A friend is…”
   2. In their Response Journals, students write the Book Title, author, and date. Charlotte’s Web by E. B. White
   3. Briefly discuss the sentence starter. Ask, “Who can tell me what friends do? How do friends treat each other?”
4. Allow 10 – 15 minutes for students to write about the prompt. Share the responses.
5. Read Chapters 1 & 2 from Charlotte’s Web discuss any vocabulary as needed in the text.
6. Briefly discuss the 2 chapters. Write student responses on chart paper.
   Where does the story take place (setting)?
   Can you describe a farm?
   Name the 2 main characters. (Fern, Wilbur)
   What is the problem?
   Name a major event in these chapters.
7. On a separate chart (Title this FRIENDS) list the answers to these questions:
   How does Fern show that she is a friend to Wilbur?
   How does Wilbur show he is a friend to Fern?

F. Evaluation/Assessment
   Teacher observation of class participation

G. Standardized Test/State Test Connections
   TAAS Objective 1: The student will determine the meaning of words in a variety of written texts.
   TAAS Objective 2: The student will identify supporting ideas in a variety of written texts.
   TAAS Objective 3: The student will summarize a variety of written texts.
   TAAS Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts.
   TAAS Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations.

Lesson Two: Emotions

A. Daily Objectives
   1. Concept Objectives
      a. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members
   2. Content Objectives
      a. Recall incidents, characters, facts, and details of Charlotte’s Web
      b. Develop a variety of written material such as stories, reports, letters, poems, and descriptions
      c. Utilize reasonable judgement when choosing material to include in written works based on the purpose and type of composition
   3. Skills Objectives
      a. Apply a variety of strategies, e.g. using context clues, discussing the meaning of the sentence
      b. Identify and organize the critical details of a story both visually and verbally
      c. Describe a character; paraphrase a plot; compare and contrast plots; explain the comparison as allusion or metaphor; make predictions about various outcomes, relate events in a story to events in life

C. Materials
1. Charlotte’s Web by E. B. White
2. Student Response Journals
3. Friend chart from Lesson One

D. Background Notes
None needed

E. Key Vocabulary
None needed

F. Procedures/Activities
1. Date Response Journals. Have students write “At the beginning of Chapter 3, Wilbur felt…” Skip down several lines and have them write “I know because…”
2. Tell students to listen as you read to find out how Wilbur feels.
3. Read Chapter 3 of Charlotte’s Web through the 2nd to last paragraph on page 16; discuss any vocabulary as needed.
4. Allow students 5 – 10 minutes to complete their journal entries.
5. Ask students to set aside their journals as you complete Chapter 3
6. Briefly discuss the last of Chapter 3.
   How was the goose a friend to Wilbur? (add this answer to the Friends chart from Lesson One)
   How do Wilbur’s feelings change by the end of the chapter?
7. On the same journal page, students write “At the end of Chapter 3, Wilbur feels… I know because…” Allow 10 – 15 minutes to complete.

G. Evaluation/Assessment
Student Response Journals – Appendix A – Response Journal Rubric

H. Standardized Test/State Test Connections
   TAAS Reading Objective 1: The student will determine the meaning of words in a variety of written texts.
   TAAS Reading Objective 2: The student will identify supporting ideas in a variety of written texts.
   TAAS Reading Objective 3: The student will summarize a variety of written texts.

Lesson Three: Loneliness
A. Daily Objectives
1. Concept Objectives
   a. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members
2. Content Objectives
   a. Recall incidents, characters, facts, and details of Charlotte’s Web
3. Skills Objectives
   a. Apply a variety of strategies, e.g. using context clues, discussing the meaning of the sentence
   b. Identify and organize the critical details of a story both visually and verbally
   c. Compare and contrast literary characters in classic and contemporary stories, and connect them to student’s own experience

B. Materials
1. Charlotte’s Web by E. B. White
2. Character web (Appendix I) – Templeton
3. Chart tablet
4. Student Response Journals
C. Background Notes
   None needed
D. Key Vocabulary
   None
E. Procedures/Activities
   1. Write “Lonely” at the top of a piece of chart paper
   3. Read Chapter 4, Charlotte’s Web; discuss any vocabulary as needed.
   4. Allow 10 – 15 minutes for students to write in their Response Journals about a time that they were lonely. Share responses.
   5. Complete a Character web (Appendix I) for Templeton.
F. Evaluation/Assessment
   Student Response Journals – Appendix A – Response Journal Rubric
G. Standardized Test/State Test Connections
   TAAS Reading Objective 1: The student will determine the meaning of words in a variety of written texts.
   TAAS Reading Objective 2: The student will identify supporting ideas in a variety of written texts.
   TAAS Reading Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations

Lesson Four: Charlotte
A. Daily Objectives
1. Concept Objectives
   a. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members
2. Content Objectives
   a. Recall incidents, characters, facts, and details of Charlotte’s Web
   b. Develop a variety of written material such as stories, reports, letters, poems, and descriptions
   c. Utilize reasonable judgement when choosing material to include in written works based on the purpose and type of composition
3. Skills Objectives
   a. Apply a variety of strategies, e.g. using context clues, discussing the meaning of the sentence
   b. Identify and organize the critical details of a story both visually and verbally
   c. Describe a character; paraphrase a plot; compare and contrast plots; explain the comparison as allusion or metaphor; make predictions about various outcomes, relate events in a story to events in life

2007 Core Knowledge National Conference, Charlotte’s Web, Grade 2
d. Demonstrate an understanding of interactions between organisms, including the food chain, in a given environment

B. Materials
1. Charlotte’s Web by E. B. White
2. Character web (Appendix I) – Charlotte
3. Chart paper – titled “Anticipation”
4. Student Response Journals

D. Background Notes
Don’t judge a book by its cover – The way something looks may not tell you what it’s really like. The way a person looks may not tell you much about what that person is really like.

E. Key Vocabulary
Don’t judge a book by its cover - The way something looks may not tell you what it’s really like. The way a person looks may not tell you much about what that person is really like.

F. Procedures/Activities
1. Discuss Anticipation. Ask students to think of a time when they were anticipating something.
   How did you feel?
   What kinds of things did you do?
   Was it difficult to wait?
3. “Today we are going to find out how Wilbur handles anticipation.”
4. Read Chapter 5, Charlotte’s Web; discuss any vocabulary as needed.
5. Discuss Chapter 5.
   Compare what Wilbur did while he anticipated morning and a new friend to how you feel when anticipating something.
6. Discuss Charlotte. Complete a Character web (Appendix I) for Charlotte.
7. How does Wilbur feel about his new friend?
8. Reread page 41 “Well,” he thought, I’ve got a new friend…” through “…fears that often go with finding a new friend.”
9. Discuss the question Wilbur asks himself “How can I learn to like her?”
10. Ask, “What choices does Wilbur have?” Discuss the consequences of each choice.
11. Introduce saying, “Don’t judge a book by its cover” Discuss its meaning. How does this apply to Wilbur’s feelings towards Charlotte?
12. Allow 10 – 15 minutes for students to write in Response Journals about a time that they made a new friend. Share responses.

G. Evaluation/Assessment

H. Standardized Test/State Test Connections
TAAS Reading Objective 1: The student will determine the meaning of words in a variety of written texts.
TAAS Reading Objective 2: The student will identify supporting ideas in a variety of written texts.
TAAS Reading Objective 3: The student will summarize a variety of written texts.
Lesson Five: Seasonal Cycles

A. Daily Objectives

1. Concept Objectives
   a. Understand that cyclical changes are common to living systems such as life cycles, seasonal cycles, etc

2. Content Objectives
   a. Explain the four seasons as the earth’s orbit around the sun
   b. Explain the seasons and life processes including:
      * Spring: sprouting; sap flow in plants; mating and hatching
      * Summer: growth
      * Fall: ripening; migration
      * Winter: plant dormancy; animal hibernation

3. Skills Objectives
   a. Describe a character; paraphrase a plot; compare and contrast plots; explain the comparison as allusion or metaphor; make predictions about various outcomes, relate events in a story to events in life
   b. Relate the cause of seasons to the tilt and orbit of Earth

B. Materials

1. Charlotte’s Web by E. B. White
2. Chart paper divided into four sections – Spring, Summer, Fall, Winter
3. 6 pieces of 9x12 manilla paper per student (to make books)
4. Globe
5. Flashlight

C. Background Notes
Students: Four seasons from Kinder Core Knowledge

D. Key Vocabulary

   Sprouting – beginning to grow
   Sap – juices of plants, that contain and transport the materials necessary to growth
   Dormancy – sleeping, hibernating, not growing
   Ripening – fully grown
   Migration – journey to a milder climate during the winter
   Mating – finding a partner
   Hatching - birth

E. Procedures/Activities

1. Read Chapter 6, Charlotte’s Web, by E. B. White discuss any vocabulary as needed.
2. Briefly discuss Chapter 6
3. Review the Four Seasons from Kindergarten – Spring, Summer, Fall, Winter
   On a chart compare and contrast the 4 seasons.

Example:

<table>
<thead>
<tr>
<th></th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm days</td>
<td>Warm days</td>
<td>Cool days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cool nights</td>
<td>Warm nights</td>
<td>Cool nights</td>
<td>Cool nights</td>
<td></td>
</tr>
<tr>
<td>Rainy, foggy</td>
<td>Sunny</td>
<td>Sunny</td>
<td>Rain, snow</td>
<td></td>
</tr>
</tbody>
</table>
4. Discuss the causes of seasons as the tilt and orbit of the earth in relationship to the sun. Demonstrate using a globe and a flashlight.

5. Hold the flashlight so that it is pointing parallel to the floor at the equator on the globe. Ask a student to slowly rotate the globe. As the globe rotates point out the areas that at light and dark.

6. Now holding the flashlight in the same position, move the globe on an ellipse (oval) around the flashlight. Point out that as the globe nears the flashlight these are the summer months. When the globe is at the farthest point from the flashlight, these are the winter months.

7. Ask students if they can tell why.

8. Students make a Season Book.

9. Students decide which season they want to work on.

10. On the cover of the book they write the season and their name. Then decorate the cover according to the season.

11. On page 1, draw the sun in the center of the top 2/3 of the page. Draw the earth in relation to the sun according to the season. The bottom 1/3 of the page is reserved for the student to explain the season as the earth’s orbit and tilt in relationship to the sun.

12. Follow this pattern for the remaining 4 pages of the book. Top 2/3 for illustration and bottom 1/3 for explanation.

13. On page 2 of the book, illustrate and explain the weather in the chosen season.

14. On page 3 of the book, illustrate and explain animals in the chosen season.

15. On page 4, illustrate and explain plant life in the season.

16. On page 5 illustrate themselves involved in a seasonal activity and explain.

F. Evaluation/Assessment

Assess using Appendix B – Season Book Rubric

G. Standardized Test/State Test Connections

TAAS Reading Objective 2: The student will identify supporting ideas in a variety of written texts.

TAAS Reading Objective 3: The student will summarize a variety of written texts.
c. Utilize reasonable judgement when choosing material to include in written works based on the purpose and type of composition

3. Skills Objectives
   a. Apply a variety of strategies, e.g. using context clues, discussing the meaning of the sentence
   b. Identify and organize the critical details of a story both visually and verbally
   c. Describe a character; paraphrase a plot; compare and contrast plots; explain the comparison as allusion or metaphor; make predictions about various outcomes, relate events in a story to events in life
   d. Compare and contrast literary characters in classic and contemporary stories, and connect them to student’s own experience

B. Materials
   1. Charlotte’s Web by E. B. White
   2. Character webs (Appendix I) for Fern, Wilbur, Charlotte, Sheep, Goose, Templeton
   3. Pre-made scrapbooks for students (See Culminating Activity) – 5 pages per book

C. Background Notes
   None needed

D. Key Vocabulary
   None

E. Procedures/Activities
   1. Read Chapters 7 & 8 discuss any vocabulary as needed.
   2. Briefly discuss the chapters
   3. If not already completed, complete a Character web (Appendix I) for each of the following characters – Fern, Wilbur, Charlotte, Sheep, Goose, Templeton. If these were completed during each lesson, use those that are already done.
   4. Place the Character webs (Appendix I) on 6 different tables in the room.
   5. Explain to students that they are going to make a scrapbook for only one character in the story.
   6. Ask students to think about which character they like best. Allow a few minutes for them to think and decide.
   7. Ask students to move to the web of their favorite character.
   8. Pass out scrapbooks.
   9. Students write their own names on the cover. Then they write their character’s name.
   10. Students illustrate the cover with mementos their character might collect.

   Example:
F. Evaluation/Assessment
   Appendix J – Book Cover Rubric
   Appendix C – Scrapbook Rubric. This is part of the Culminating Activity. Show students the Rubric before they begin so they understand how the project will be scored. In this way they will realize how pieces of the whole project fit together for a score.

G. Standardized Test/State Test Connections
   TAAS Reading Objective 1: The student will determine the meaning of words in a variety of written texts.
   TAAS Reading Objective 2: The student will identify supporting ideas in a variety of written texts.
   TAAS Reading Objective 3: The student will summarize a variety of written texts.
   TAAS Reading Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations

Lesson Seven: Boasting

A. Daily Objectives
   1. Concept Objectives
      a. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members
   2. Content Objectives
      a. Recall incidents, characters, facts, and details of Charlotte’s Web
      b. Develop a variety of written material such as stories, reports, letters, poems, and descriptions
      c. Utilize reasonable judgement when choosing material to include in written works
   3. Skills Objectives
      a. Apply a variety of strategies, e.g. using context clues, discussing the meaning of the sentence
      b. Describe a character; paraphrase a plot; compare and contrast plots; explain the comparison as allusion or metaphor; make predictions about various outcomes, relate events in a story to events in life
      c. Compare and contrast literary characters in classic and contemporary stories, and connect them to student’s own experience
Lesson Eight: Synonyms

A. Daily Objectives

1. Concept Objectives
   a. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members

2. Content Objectives
   a. Develop a variety of written material such as stories, reports, letters, poems, and descriptions
   b. Utilize reasonable judgement when choosing material to include in written works based on the purpose and type of composition

3. Skills Objectives
   a. Recognize that there are multiple definitions of some words
   b. Apply a variety of strategies, e.g. using context clues, discussing the meaning of the sentence

B. Materials

1. Charlotte’s Web by E. B. White
2. 3 x 5 index cards (1 per student)
3. Chart paper titled “Said”
None needed

D. Key Vocabulary
   Synonym – a word that means almost the same as another word

E. Procedures/Activities
   1. Discuss the meaning of synonyms
   2. Give each child a 3 x 5 card
   3. Ask them to listen for synonyms for the word “said,” every time they hear a synonym they are to write the word on their card.
   4. Read Chapter 10; discuss any vocabulary as needed.
   5. On a chart paper write “SAID” at the top.
   6. Ask student for the synonyms they heard. Write these words on the chart.

   Examples from the chapter:

   thought  asked  replied  shouted  cried
   groaned  yelled  ordered  screamed  called  sang
   suggested  announced  commanded  gobbled

   8. Try each synonym in the sentence. Discuss how changing the word, changes the way the sentence is read.
   9. In pairs, students practice reading several sentences to their partner.

F. Evaluation/Assessment
   Teacher observation of class participation. Students use of synonyms in writing should increase.

G. Standardized Test/State Test Connections
   TAAS Reading Objective 1: The student will determine the meaning of words in a variety of written texts.

Lesson Nine: Friendship

A. Daily Objectives
   1. Concept Objectives
      a. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members
      b. Understand that cyclical changes are common to living systems such as life cycles, seasonal cycles, etc

   2. Content Objectives
      a. Recall incidents, characters, facts, and details of Charlotte’s Web
      b. Develop a variety of written material such as stories, reports, letters, poems, and descriptions
      c. Utilize reasonable judgement when choosing material to include in written works based on the purpose and type of composition

   3. Skills Objectives
      a. Apply a variety of strategies, e.g. using context clues, discussing the meaning of the sentence
b. Identify and organize the critical details of a story both visually and verbally
c. Describe a character; paraphrase a plot; compare and contrast plots; explain the comparison as allusion or metaphor; make predictions about various outcomes, relate events in a story to events in life
d. Demonstrate an understanding of interactions between organisms, including the food chain, in a given environment
e. Demonstrate the change of state of water and relate this to changes in the real world, including clouds, fog, and precipitation

B. Materials
1. Charlotte’s Web by E. B. White
2. Drawing paper
3. Student Scrapbooks

C. Background Notes
None needed

D. Key Vocabulary
None

E. Procedures/Activities
1. Discuss states of water (solid, liquid, gas) and how it relates to weather (snow, sleet, hail; rain, fog; clouds)
2. Read Chapter 11 discuss any vocabulary as needed
3. Discuss how Charlotte is helping Wilbur
4. Create an advertisement for your character. Show your character’s admirable qualities. Tell how your character is a good friend.
5. Glue your advertisement into your scrapbook

F. Evaluation/Assessment
Appendix J – Book Cover Rubric
Appendix C – Scrapbook Rubric

G. Standardized Test/State Test Connections
TAAS Reading Objective 1: The student will determine the meaning of words in a variety of written texts.
TAAS Reading Objective 2: The student will identify supporting ideas in a variety of written texts.
TAAS Reading Objective 3: The student will summarize a variety of written texts.
TAAS Reading Objective 6: The student will recognize points of view, propaganda, and/or statements of fact and opinion in a variety of written texts.

Lesson Ten: Reading for Enjoyment
A. Daily Objectives
1. Concept Objectives
   a. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members
   b. Understand that cyclical changes are common to living systems such as life cycles, seasonal cycles, etc
2. Content Objectives
   a. Recall incidents, characters, facts, and details of Charlotte’s Web
3. Skills Objectives
   a. Apply a variety of strategies, e.g. using context clues, discussing the meaning of the sentence
   b. Identify and organize the critical details of a story both visually and verbally
   c. Describe a character; paraphrase a plot; compare and contrast plots; explain the comparison as allusion or metaphor; make predictions about various outcomes, relate events in a story to events in life
   d. Compare and contrast literary characters in classic and contemporary stories, and connect them to student’s own experience

B. Materials
   1. Charlotte’s Web by E. B. White

C. Background Notes
   None needed

D. Key Vocabulary
   None

E. Procedures/Activities
   1. Read Chapters 12 & 13 discuss any vocabulary as needed.
   2. Discuss each chapter as you finish reading

F. Evaluation/Assessment
   Student participation

G. Standardized Test/State Test Connections
   TAAS Reading Objective 1:  The student will determine the meaning of words in a variety of written texts.
   TAAS Reading Objective 2:  The student will identify supporting ideas in a variety of written texts.
   TAAS Reading Objective 3:  The student will summarize a variety of written texts.
   TAAS Reading Objective 5:  The student will analyze information in a variety of written texts in order to make inferences and generalizations

Lesson Eleven:  Telling the Truth

A. Daily Objectives
   1. Concept Objectives
      a. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members
   2. Content Objectives
      a. Develop a variety of written material such as stories, reports, letters, poems, and descriptions
      b. Utilize reasonable judgement when choosing material to include in written works based on the purpose and type of composition
   3. Skills Objectives
      a. Apply a variety of strategies, e.g. using context clues, discussing the meaning of the sentence
      b. Describe a character; paraphrase a plot; compare and contrast plots; explain the comparison as allusion or metaphor; make predictions about various outcomes, relate events in a story to events in life
c. Compare and contrast literary characters in classic and contemporary stories, and connect them to student’s own experience

B. Materials
1. Charlotte’s Web by E. B. White
2. Students’ Response Journals

C. Background Notes
None needed

D. Key Vocabulary
None

E. Procedures/Activities
1. Read Chapter 14 discuss any vocabulary as needed
2. In Response Journals, students write about a time that they were telling the truth like Fern and no one believed them. Share responses.

F. Evaluation/Assessment
Appendix A – Response Journal Rubric

G. Standardized Test/State Test Connections
TAAS Reading Objective 1: The student will determine the meaning of words in a variety of written texts.
TAAS Reading Objective 3: The student will summarize a variety of written texts.
TAAS Reading Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations

Lesson Twelve: Life Cycles

A. Daily Objectives
1. Concept Objectives
a. Understand that cyclical changes are common to living systems such as life cycles, seasonal cycles, etc

2. Content Objectives
a. Recall incidents, characters, facts, and details of Charlotte’s Web
b. Develop a variety of written material such as stories, reports, letters, poems, and descriptions
c. Utilize reasonable judgement when choosing material to include in written works based on the purpose and type of composition
d. Identify the life cycle as birth, growth, reproduction, and death

3. Skills Objectives
a. Apply a variety of strategies, e.g. using context clues, discussing the meaning of the sentence
b. Identify and organize the critical details of a story both visually and verbally
c. Describe a character; paraphrase a plot; compare and contrast plots; explain the comparison as allusion or metaphor; make predictions about various outcomes, relate events in a story to events in life
d. Relate a sequence of events in order
e. Compare and contrast literary characters in classic and contemporary stories, and connect them to student’s own experience

B. Materials
1. Charlotte’s Web by E. B. White
2. Transparency of Life Cycle Diagram – Appendix E or draw on chart paper

C. Background Notes
   The life cycle is defined as birth, growth, reproduction, and death

D. Key Vocabulary
   Birth – being born
   Growth – natural development
   Reproduction – produce young
   Death – the end of life

E. Procedures/Activities
   1. Read Chapter 15; discuss any vocabulary as needed.
   2. Discuss the chapter including the seasons and how they effect animals, Charlotte in particular.
      Why is Charlotte not feeling well?
      Explain why Wilbur wants Charlotte to go to the fair.
      Who is a better friend, Wilbur or Charlotte?
      Why do you think so?
   3. Identify and diagram the life cycle as birth, growth, reproduction, death

F. Evaluation/Assessment
   Teacher observation of class participation

G. Standardized Test/State Test Connections
   TAAS Reading Objective 1: The student will determine the meaning of words in a variety of written texts.
   TAAS Reading Objective 2: The student will identify supporting ideas in a variety of written texts.
   TAAS Reading Objective 3: The student will summarize a variety of written texts.
   TAAS Reading Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations

Lesson Thirteen: Reading for Enjoyment

A. Daily Objectives
   1. Concept Objectives
      a. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members
      b. Understand that cyclical changes are common to living systems such as life cycles, seasonal cycles, etc
   2. Content Objectives
      a. Recall incidents, characters, facts, and details of Charlotte’s Web
      b. Develop a variety of written material such as stories, reports, letters, poems, and descriptions
      c. Utilize reasonable judgement when choosing material to include in written works based on the purpose and type of composition
   3. Skills Objectives
      a. Apply a variety of strategies, e.g. using context clues, discussing the meaning of the sentence
      b. Identify and organize the critical details of a story both visually and verbally
c. Compare and contrast literary characters in classic and contemporary stories, and connect them to student’s own experience
d. Demonstrate an understanding of interactions between organisms, including the food chain, in a given environment

B. Materials
   1. *Charlotte’s Web* by E. B. White
   2. Student Response Journals

C. Background Notes
   None needed

D. Key Vocabulary
   None

E. Procedures/Activities
   1. Read and discuss Chapter 16 discuss any vocabulary as needed.
   2. In Response Journal students write about their favorite part of the chapter. Share responses.

F. Evaluation/Assessment
   Appendix A – Response Journal Rubric

G. Standardized Test/State Test Connections
   TAAS Reading Objective 1: The student will determine the meaning of words in a variety of written texts.
   TAAS Reading Objective 2: The student will identify supporting ideas in a variety of written texts.
   TAAS Reading Objective 3: The student will summarize a variety of written texts.
   TAAS Reading Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations

Lesson Fourteen: Mothers

A. Daily Objectives
   1. Concept Objectives
      a. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members
   2. Content Objectives
      a. Recall incidents, characters, facts, and details of *Charlotte’s Web*
      b. Develop a variety of written material such as stories, reports, letters, poems, and descriptions
      c. Utilize reasonable judgement when choosing material to include in written works based on the purpose and type of composition
   3. Skills Objectives
      a. Recognize that there are multiple definitions of some words
      b. Apply a variety of strategies, e.g. using context clues, discussing the meaning of the sentence
      c. Identify and organize the critical details of a story both visually and verbally
      d. Describe a character; paraphrase a plot; compare and contrast plots; explain the comparison as allusion or metaphor; make predictions about various outcomes, relate events in a story to events in life
e. Compare and contrast literary characters in classic and contemporary stories, and connect them to student’s own experience
f. Demonstrate an understanding of interactions between organisms, including the food chain, in a given environment

B. Materials
1. Charlotte’s Web by E. B. White
2. Transparency of Venn Diagram - Appendix D
3. Copy of Venn Diagram – Appendix D – for each student

C. Background Notes
None needed

D. Key Vocabulary
None

E. Procedures/Activities
1. Read Chapter 17; discuss any vocabulary as needed.
2. Using a transparency of Appendix D – Venn Diagram – Class compares Mrs. Arable and Mrs. Zuckerman to their teacher

F. Evaluation/Assessment
Give each student a Venn Diagram. They are to compare Mrs. Arable and Mrs. Zuckerman to their primary caregiver (mother, father, grandmother, etc.)

G. Standardized Test/State Test Connections
TAAS Reading Objective 1: The student will determine the meaning of words in a variety of written texts.
TAAS Reading Objective 2: The student will identify supporting ideas in a variety of written texts.
TAAS Reading Objective 3: The student will summarize a variety of written texts.
TAAS Reading Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations

Lesson Fifteen: Reading for Enjoyment
A. Daily Objectives
1. Concept Objectives
   a. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members
   b. Understand that cyclical changes are common to living systems such as life cycles, seasonal cycles, etc
2. Content Objectives
   a. Recall incidents, characters, facts, and details of Charlotte’s Web
   b. Develop a variety of written material such as stories, reports, letters, poems, and descriptions
   c. Utilize reasonable judgement when choosing material to include in written works based on the purpose and type of composition
3. Skills Objectives
   a. Apply a variety of strategies, e.g. using context clues, discussing the meaning of the sentence
b. Describe a character; paraphrase a plot; compare and contrast plots; explain the comparison as allusion or metaphor; make predictions about various outcomes, relate events in a story to events in life

B. Materials
   1. Charlotte’s Web by E. B. White
   2. Student Response Journal

C. Background Notes
   None needed

D. Key Vocabulary
   None

E. Procedures/Activities
   1. Read Chapter 17 discuss any vocabulary as needed
   2. In Response Journals students write about their favorite part of the chapter.

F. Evaluation/Assessment
   Appendix A – Response Journal Rubric

G. Standardized Test/State Test Connections
   TAAS Reading Objective 1: The student will determine the meaning of words in a variety of written texts.
   TAAS Reading Objective 3: The student will summarize a variety of written texts.

Lesson Sixteen: Life Cycles

A. Daily Objectives
   1. Concept Objectives
      a. Understand that cyclical changes are common to living systems such as life cycles, seasonal cycles, etc
   2. Content Objectives
      a. Identify the life cycle as birth, growth, reproduction, and death
   3. Skills Objectives
      a. Relate a sequence of events in order

B. Materials
   1. Charlotte’s Web
   2. Transparency of Appendix E - Life Cycle Diagram
   3. Student Scrapbooks

C. Background Notes
   Life cycle is identified as birth, growth, reproduction, and death

D. Key Vocabulary
   Life cycle is identified as birth, growth, reproduction, and death

E. Procedures/Activities
   1. Read Chapter 18 discuss any vocabulary as needed
   2. Discuss the life cycle. Some creatures are hatched from eggs; some born live. Illustrate the cycle of a frog. (Appendix E)
Example

3. Discuss the life cycle of each of the characters the students chose in Lesson 6.

   Fern (humans) – baby – child – adult – baby
   Wilbur (pig) -- piglet -- young pig – adult – piglet
   Charlotte (spider) – egg sac – baby spiders – adult – egg sac
   Sheep – baby lambs – young sheep – adult – baby
   Goose – egg – gosling chick – gosling – adult – egg
   Templeton (rat) – baby rat – young rat – adult – baby rat

4. In your scrapbook draw the life cycle of your character.

F. Evaluation/Assessment
   Appendix F – Life Cycle Rubric

G. Standardized Test/State Test Connections
   TAAS Reading Objective 2: The student will identify supporting ideas in a variety of written texts.

Lesson Seventeen: Prizes and Awards

A. Daily Objectives
   1. Concept Objectives
a. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members

2. Content Objectives
   a. Recall incidents, characters, facts, and details of Charlotte’s Web
   b. Develop a variety of written material such as stories, reports, letters, poems, and descriptions
   c. Utilize reasonable judgement when choosing material to include in written works based on the purpose and type of composition

3. Skills Objectives
   a. Apply a variety of strategies, e.g. using context clues, discussing the meaning of the sentence
   b. Relate a sequence of events in order

B. Materials
   1. Charlotte’s Web by E. B. White
   2. Chart paper
   3. Drawing paper
   4. Student scrapbooks

C. Background Notes
   None needed

D. Key Vocabulary
   None

E. Procedures/Activities
   1. Briefly discuss why people receive prizes and awards. (Honor Roll, winning team, Best in Show, winner, 1st, 2nd, 3rd, etc.)
   2. List on chart paper various types of prizes and awards (stickers, certificates, trophies, ribbons, etc.)
   3. Read chapter 20 discussing key vocabulary as it appears
   4. Create a prize or award for your character. Glue it into your scrapbook. Write a paragraph explaining why your character won this award.

F. Evaluation/Assessment
   Appendix G – Award Rubric

G. Standardized Test/State Test Connections
   TAAS Reading Objective 1: The student will determine the meaning of words in a variety of written texts.
   TAAS Reading Objective 2: The student will identify supporting ideas in a variety of written texts.

Lesson Eighteen: Predicting

A. Daily Objectives
   1. Concept Objectives
      a. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members
      b. Understand that cyclical changes are common to living systems such as life cycles, seasonal cycles, etc.
2. Content Objectives
   a. Recall incidents, characters, facts, and details of Charlotte’s Web
   b. Develop a variety of written material such as stories, reports, letters, poems, and descriptions
   c. Utilize reasonable judgement when choosing material to include in written works based on the purpose and type of composition
   d. Use the saying: “Don’t judge a book by its cover”

3. Skills Objectives
   a. Apply a variety of strategies, e.g. using context clues, discussing the meaning of the sentence
   b. Identify and organize the critical details of a story both visually and verbally
   c. Relate a sequence of events in order
   d. Demonstrate an understanding of interactions between organisms, including the food chain, in a given environment

B. Materials
   1. Charlotte’s Web by E. B. White
   2. Student Response Journals

C. Background Notes
   None needed

D. Key Vocabulary
   None

E. Procedures/Activities
   1. Read Chapter 21 to page 166 end of 2nd paragraph.
   3. Continue reading Chapter 21 discuss any vocabulary as needed. Stop reading and discuss how Wilbur plans to get the egg sac.
   4. In Response Journals, students write “Wilbur will…” Students predict what Wilbur will do for Templeton if he gets the egg sac. Allow 10 – 15 minutes for writing. Share responses.
   5. Continue reading Chapter 21 discuss any vocabulary as needed.
   6. Discuss Chapter 21.
   7. Remember “Don’t judge a book by its cover.” Did Templeton do what you predicted his character would do? Why was this out of character for Templeton?

F. Evaluation/Assessment
   Appendix A – Response Journal Rubric

G. Standardized Test/State Test Connections
   TAAS Reading Objective 1: The student will determine the meaning of words in a variety of written texts.
   TAAS Reading Objective 2: The student will identify supporting ideas in a variety of written texts.
   TAAS Reading Objective 3: The student will summarize a variety of written texts.
   TAAS Reading Objective 4: The student will perceive relationships and recognize outcomes in a variety of written texts.
Lesson Nineteen:
A. Daily Objectives
   1. Concept Objectives
      a. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members
   2. Content Objectives
      a. Recall incidents, characters, facts, and details of Charlotte’s Web
      b. Develop a variety of written material such as stories, reports, letters, poems, and descriptions
      c. Utilize reasonable judgement when choosing material to include in written works based on the purpose and type of composition
   3. Skills Objectives
      a. Identify and organize the critical details of a story both visually and verbally
      b. Compare and contrast literary characters in classic and contemporary stories, and connect them to student’s own experience
      c. Demonstrate an understanding of interactions between organisms, including the food chain, in a given environment
B. Materials
   1. Charlotte’s Web by E. B. White
   2. Venn Diagram (Appendix D)
   3. Student Response Journals
C. Background Notes
   None needed
D. Key Vocabulary
   None
E. Procedures/Activities
   1. Read Chapter 22; discuss any vocabulary as needed.
   2. Using a Venn Diagram (Appendix D), compare and contrast the friendship between Charlotte and Wilbur.
   3. In Response Journals, students write 2 paragraphs. One paragraph explains how Wilbur was a friend to Charlotte. The second paragraph explains how Charlotte was a friend to Wilbur.
F. Evaluation/Assessment
   Appendix A – Response Journal Rubric
G. Standardized Test/State Test Connections
   TAAS Reading Objective 2: The student will identify supporting ideas in a variety of written texts.
   TAAS Reading Objective 3: The student will summarize a variety of written texts.
   TAAS Reading Objective 5: The student will analyze information in a variety of written texts in order to make inferences and generalizations
VI. CULMINATING ACTIVITY
   This is an ongoing project completed a piece at a time through several lessons. Students choose a character in the book and produce specific products for the scrapbook as though the student were that character. Each product is scored independently using a
rubric for the specific product. The completed scrapbook is scored using Appendix C – Scrapbook Rubric. Students should be shown the rubric before they begin the project in Lesson 6. When the project is complete, have a Scrapbook Show-n-Tell. Students are scored on their Oral Presentation (Appendix H).

Lesson 6 – Cover
Lesson 7 – Something the character is good at
Lesson 9 – Advertisement for character’s admirable qualities
Lesson 16 – Life cycle of the character
Lesson 17 – Prize or Award the character has won

VII. APPENDIX
Appendix A – Response Journal Rubric
Appendix B – Season Book Rubric
Appendix C – Scrapbook Rubric
Appendix D - Venn Diagram
Appendix E – Life Cycle Diagram
Appendix F – Life Cycle Rubric
Appendix G – Award Rubric
Appendix H – Oral Presentation
Appendix I – Character web
Appendix J – Book Cover Rubric

VIII. BIBLIOGRAPHY
Core Knowledge Foundation. Core Knowledge Sequence: Content Guidelines for Grades K – 8, Core Knowledge Foundation, 801 High Street, Charlottesville, VA 22902 1998, ISBN 1-890517-12-7


APPENDIX A - Response Journal Rubric

4  Writes fluently and independently  
    Demonstrates originality  
    Supplies relevant, supportive details  
    Organizes ideas coherently and logically  
    Revises by adding and deleting parts  
    Uses many conventions of print in spelling, punctuation, and grammar

3  Conveys a clear message  
    Follows sequence of events (beginning, middle, end)  
    Demonstrates sentence structure  
    Uses many conventions of print in spelling, punctuation, and grammar

2  Is developing fluency  
    Conveys complete thoughts in a logical sequence  
    Writes simple, repetitive sentences  
    Uses invented spellings that others can read  
    Spells several words correctly  
    Uses spaces between words

1  Text conveys meaning  
    Child can read it, but others may not  
    Begins to use space to separate words  
    Uses some beginning, middle, and ending letters
APPENDIX B – Season Book Rubric

4  Book cover is colorful and imaginative
   Information on the cover includes a title and author
   Content pages have colorful, accurate, and imaginative drawings
   Content pages are fluently written, demonstrate originality
   Relevant and supportive details are present
   Ideas are arranged logically
   Uses many conventions of print in spelling, punctuation, and grammar

3  Book cover drawings are in color and are connected to the content of the book
   Information of the cover includes a title and author
   Content pages convey a clear message
   Details are sequentially arranged
   Demonstrates sentence structure
   Uses many conventions of print in spelling, punctuation, and grammar

2  Book cover art work show an attempt to connect to the content of the book
   Title or author is missing from the cover
   Content pages show developing fluency
   Thoughts are logical and sequential
   Contains simple and repetitive sentences
   Spells several words correctly
   Uses space between words

1  Book cover is not connected to the content of the book or the cover is blank
   Content conveys meaning
   Child can read it, but others may be unable to do so
   Begins to use space between words
   Uses some beginning, middle, and ending letters
APPENDIX C – Scrapbook Rubric

4  Book cover is colorful and imaginative
   Information on the cover includes a title and author
   Content pages have colorful, accurate, and imaginative drawings
   Content pages are fluently written, demonstrate originality
   Relevant and supportive details are present
   Ideas are arranged logically
   Uses many conventions of print in spelling, punctuation, and grammar
   Contains all pages with complete information

3  Book cover drawings are in color and are connected to the content of the book
   Information of the cover includes a title and author
   Content pages convey a clear message
   Details are sequentially arranged
   Demonstrates sentence structure
   Uses many conventions of print in spelling, punctuation, and grammar
   Contains all pages with complete information

2  Book cover art work show an attempt to connect to the content of the book
   Title or author is missing from the cover
   Content pages show developing fluency
   Thoughts are logical and sequential
   Contains simple and repetitive sentences
   Spells several words correctly
   Uses space between words
   Contains most pages

1  Book cover is not connected to the content of the book or the cover is blank
   Content conveys meaning
   Child can read it, but others may be unable to do so
   Begins to use space between words
   Uses some beginning, middle, and ending letters
   Many pages incomplete
Appendix E – Life Cycle Diagram
Appendix F – Life Cycle Rubric

3 Diagram is complete with a title, birth, growth, reproduction, and death
   Diagram is neatly labeled
   Name is on diagram

2 Diagram is partially complete
   Diagram contains 3 of the 5 elements (title, birth, growth, reproduction, death)
   Name is on diagram

1 Diagram attempted
   Name is on diagram
Appendix G - Award Rubric

4  Demonstrates originality
   Award is colorful and imaginative
   Explanation is fluent and original
   Supplies relevant, supportive details
   Organizes ideas coherently and logically
   Uses many conventions of print in spelling, punctuation, and grammar

3  Award is in color and connected to the text
   Text is sequentially arranged
   Demonstrates sentence structure
   Uses many conventions of print in spelling, punctuation, and grammar

2  Award shows an attempt to connect to text
   Text shows developing fluency
   Thoughts are logical and sequential
   Contains simple sentences
   Spells several words correctly
   Uses space between words

1  Attempt to create award
   Text conveys meaning
   Child can read it, but others may be unable to do so
Appendix H - Oral Presentation Rubric

3  Looks at audience while speaking
    Speaks clearly and
    Information is presented logically and sequentially

2  Makes some eye contact with audience while speaking
    Most of presentation is clear and audible
    Information is understandable, may not be totally logical and sequential

1  Rarely looks at audience while speaking
    Speaks too softly or incoherently to be heard by audience
    Information presented may be confusing
Appendix J - Book Cover Rubric

3 Book cover is colorful and imaginative
   Drawings are connected to the content of the book
   Information on the cover includes a title and author

2 Book cover artwork shows an attempt to connect to the content of the book
   Title or author is missing from the cover

1 Book cover is not connected to the content of the book
   Cover is blank