

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?
 8. Post charts for reference.
- 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
 2. Discuss loneliness. Ask, “What does it mean to be lonely?” write student responses on the chart paper. Post for reference.
 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

- 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?
 2. On chart paper write “Anticipation”. List synonyms for anticipate. Post for reference.
 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

Listen for uses of - Don't judge a book by its cover – in daily use. 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 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:

Spring	Summer	Fall	Winter
Warm days	Hot days	Warm days	Cool days
Cool nights	Warm nights	Cool nights	Cool nights
Rainy, foggy	Sunny	Sunny	Rain, snow

Sprouting, sap flow in plants	Growth	Ripening	Plant dormancy
Mating and hatching	Growth	Migration	Animal hibernation

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 are 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.

Lesson Six: Character Webs (Appendix I)

A. Daily Objectives

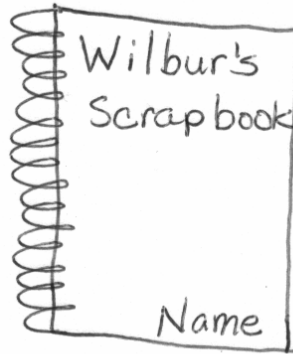
1. Concept Objectives
 - a. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members
2. Content Objectives
 - a. Recall incidents, characters, facts, and details of Charlotte's Web
 - b. Develop a variety 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
 - 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

B. Materials

1. Charlotte's Web by E. B. White
2. Venn Diagram (Appendix D)
3. Student Scrapbooks

C. Background Notes

None needed

D. Key Vocabulary

Compare - noting the similarities

Contrast – noting the differences

E. Procedures/Activities

1. Read Chapter 9; discuss any vocabulary as needed.
2. Using a Venn Diagram, as a class compare and contrast a pig and a spider
3. Discuss how each of us is good at something. Sometimes others are good at the same thing; sometimes we're the only one who can do it.
4. In scrapbook, students write about something their character is good at. After writing illustrate the work. Share with a friend.

F. Evaluation/Assessment

Appendix A – Response Journal Rubric

Appendix C – Scrapbook Rubric and Culminating Activity

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 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"

C. Background Notes

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

7. On the board write: “Charlotte’s my friend,” _____ Wilbur.
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

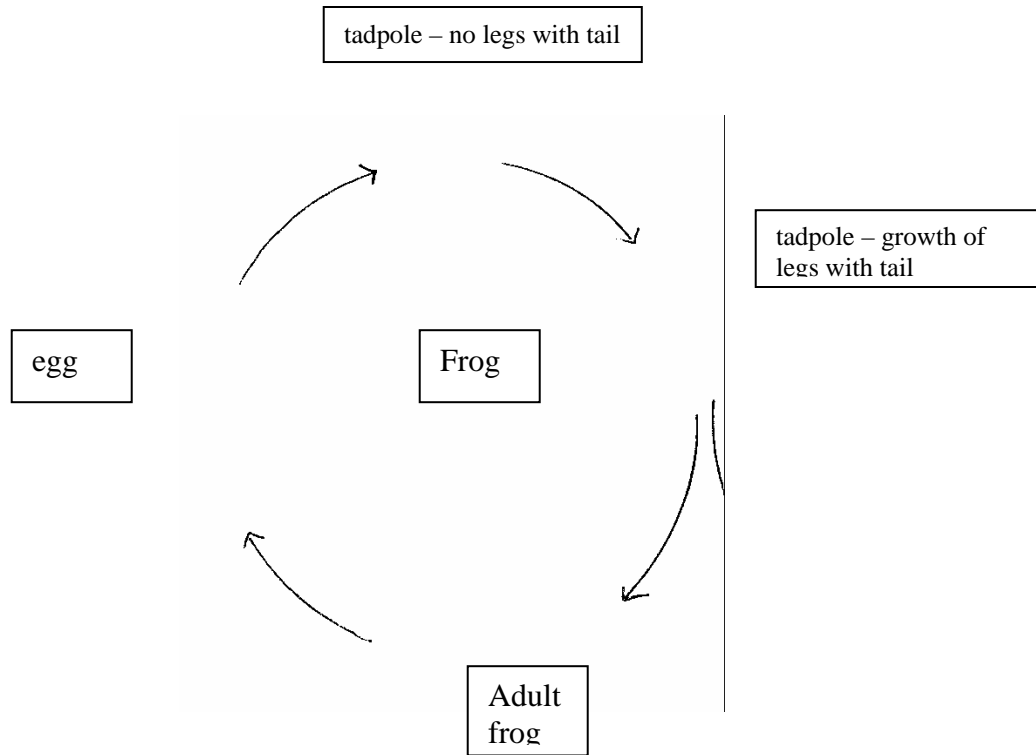
- A. Daily Objectives
- 1. Concept Objectives
 - a. Develop a multicultural perspective that respects the dignity and worth of each member in a community and recognize the interdependence between those members
 - b. Understand that cyclical changes are common to living systems such as life cycles, seasonal 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.
 2. Stop reading. In Response Journals, students write "I think Wilbur will ..."
Students predict how they think Wilbur will get the egg sac. Allow 10 – 15 minutes for writing. Share responses.
 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

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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

Hirsch, Jr., E. D. *What Your 2ND Grader Needs to Know*, Dell Publishing Group, Inc., 1540 Broadway, New York, NY 10036, 1991, ISBN 0-385-31027-7

White, E. B. *Charlotte’s Web*, Harper Collins Publishers, 10 East 53rd Street, New York, NY 10022, 1952 ISBN 0-06-026386-5

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

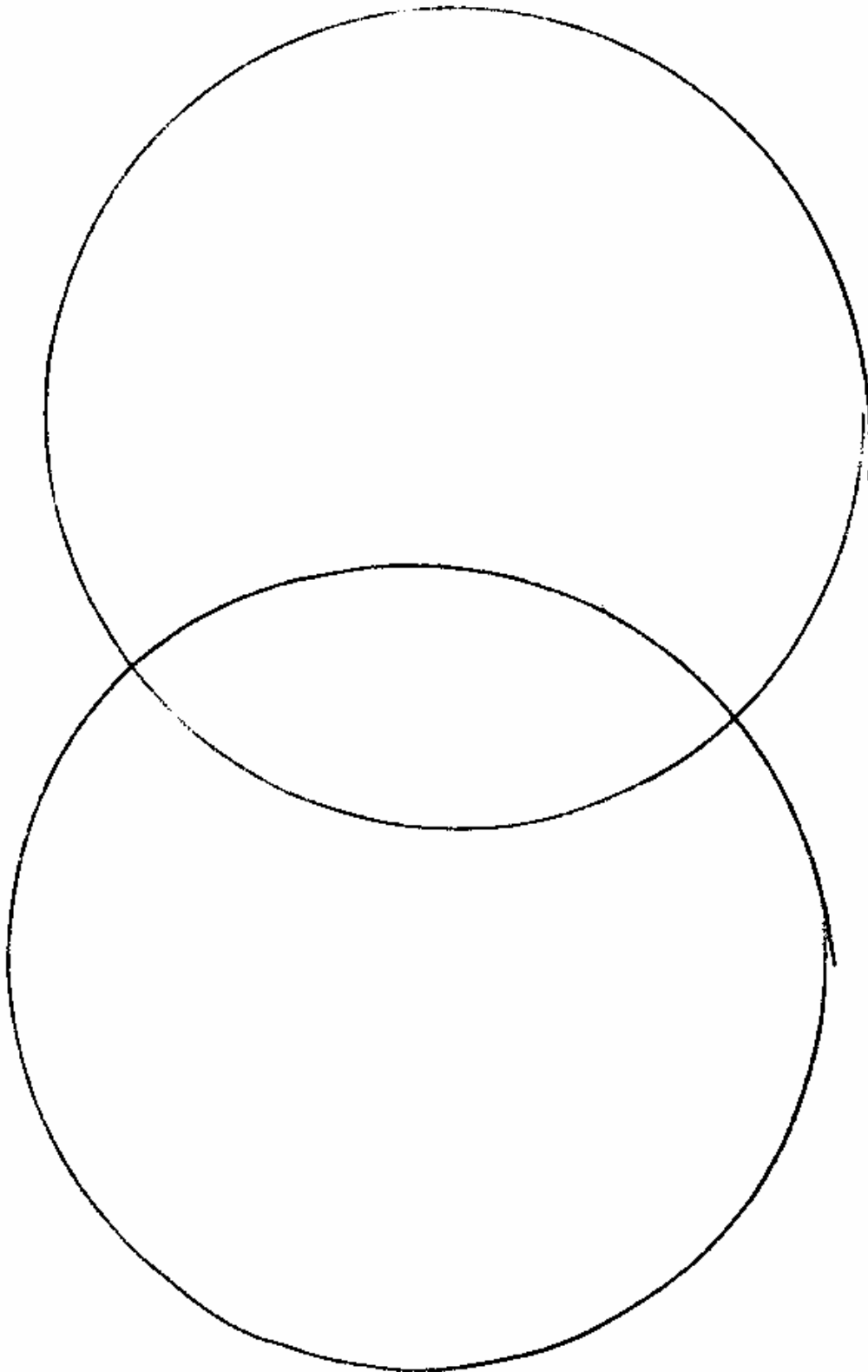
APPENDIX B – Season Book Rubric

- 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

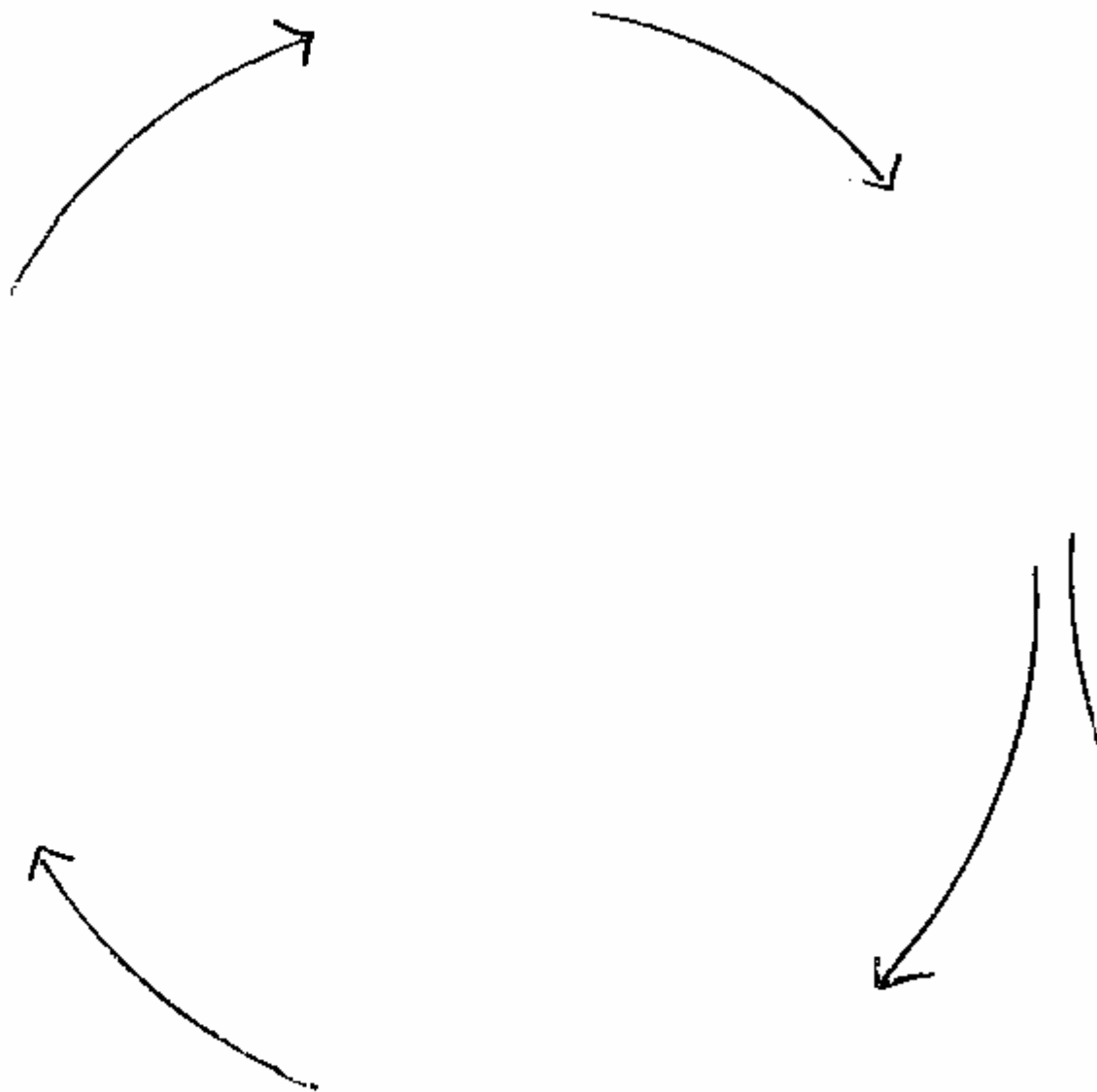
APPENDIX C – Scrapbook Rubric

- 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 D – Venn Diagram



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

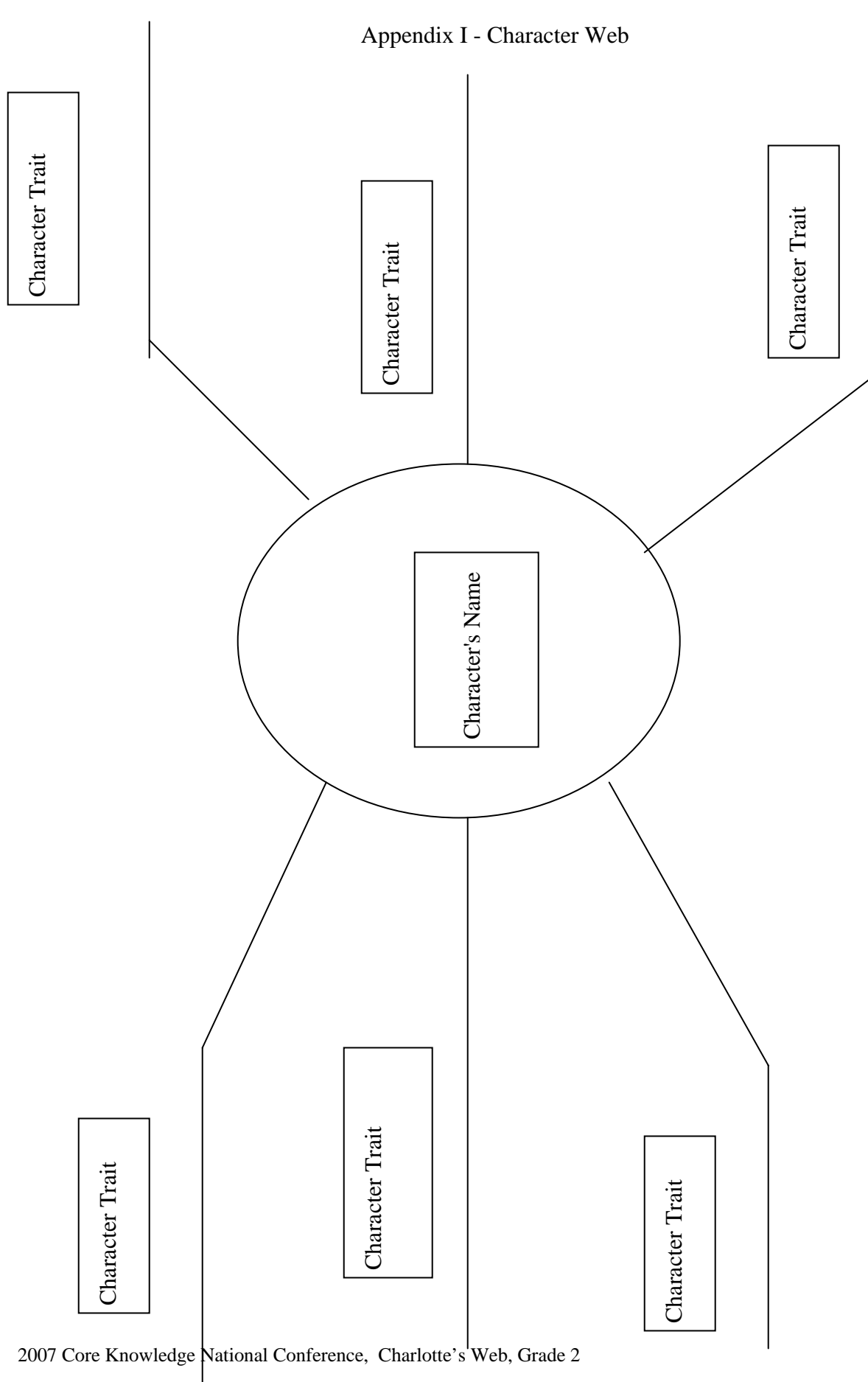
Appendix G - Award Rubric

- 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 I - Character Web



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