

## **Charlotte's Web**

Literature Focus Unit By: Ashley Gregg

### **Theme**

- Charlotte's Web is an amusing and emotional story about friendship. It will be used to study friendship, spiders, farm life, farm tools and machinery, and farm animals. It will allow students to engage in activities allowing them to discover the meaning of friendship and farm life, something they might not otherwise study.

### **Books**

- Charlotte's Web, By E.B. White

### **Other Resources**

- The movie, Charlotte's Web, (1973)
- Amazing Spiders, By Claudia Schnieper
- Eight Legs, By Dorothy M. Souza
- <http://www.learner.org/jnorth/tm/spring/SpiderKinds.html>

### **Indiana Academic Standards**

#### *English/Language Arts*

- 4.2.1 Use the organization of information text to strengthen comprehension.
- 4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues and direct quotations.
- 4.3.2 Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.
- 4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.
- 4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing.
- 4.5.2 Write responses to literature that demonstrate an understanding of a literary work and support judgments through references to both the text and prior knowledge.
- 4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person.
- 4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.

#### *Mathematics*

- 4.2.9 Add and subtract decimals (to hundredths), using objects or pictures.

### **Objectives**

- I want my students to gain appreciation for farm life.

- I want my students to learn new vocabulary words and use them in activities that follow the lesson
- I want my students to value a story that I appreciated when I was in school.
- I want my students to gain knowledge about spiders.
- I want my students to value friendship.
- I want my students to be creative when making the fair and then enjoy it.

### Activities

- Before reading Charlotte's Web, as a class, we will create a story chart. I will explain what the story takes place on a farm and then I will discuss with the students what they already know about farms. I will record suggestions on a chart. It will have topics such as: kinds of farms, animals, chores, tools and machinery, and buildings. **(Interpersonal, Verbal/Linguistic, Logical/Mathematical)**
- After students have finished reading Charlotte's Web, we will return to the story chart and add new words and ideas to it. **(Verbal/Linguistic, interpersonal, Logical/Mathematical)**
- The students will create a story map. They will identify the story elements of the book including: setting, main characters, problem, and solution. The students will have an example of a story map that I have created, but they will be free to design theirs individually as long as they have the proper elements. **(Verbal/Linguistic, Visual/Spatial, Intrapersonal, Logical/Mathematical)**
- As a class, the student will have a discussion about friendship. We will discuss what friends do for each other and what qualities they look for in friends. I will record students' responses on a poster. As they read the story, they will make an ongoing list of other signs of friendship in their journals. **(Verbal/Linguistic, Intrapersonal, Interpersonal)**
- The student will work with a partner to design a birth announcement for Fern's pig Wilbur. They will tell when he was born, how many pounds he weighed, what his name is, and who his owner was at the time he was born. They will create it on cardstock that I will provide them. **(Verbal/Linguistic, Visual/Spatial, Interpersonal)**
- The students will write Wilbur a letter. They will tell him how they feel about what is happening to him. They will also give suggestions on what Wilbur can do to end his loneliness. **(Verbal/Linguistic, Intrapersonal)**
- The students will think about what the Zuckerman's farm looked like and create a farm inside a shoebox. They will cut off one of the long sides of the box. They will decorate the background to look like the Zuckerman's farm. Then they will cut out and color the farm animals on the worksheet I will provide them. They will glue the base of each animal to the bottom of the shoebox. Then they will have the chance to glue on rocks, sticks, and hay to add to the farm. **(Visual/Spatial, Naturalist, Intrapersonal)**
- After creating the Zuckerman farm, student will create a newspaper article that will persuade readers to visit the farm. After the students have written their letter, they will be attached to the shoebox farm. **(Verbal/Linguistic, Intrapersonal)**

- Students will be broken up into groups of four and each will be assigned the roles of Wilbur, Aranea, Joy, or Nellie. They will write a short skit about what Wilbur would tell his new friends about their mother and also they will write about the questions the baby spiders would ask about her. They will act their skit out in front of the class. **(Verbal/Linguistic, Bodily/Kinesthetic, Interpersonal)**
- The students will write poems about words that describe a friend as well as things their friend likes to do. They will use the pattern: lines 1 and 5—their friend's name, line 2—list of things their friend likes to do, line 3 and 4—words that describe their friend. The poem will be written inside a spider web that the students will draw. **(Verbal/linguistic, Visual/Spatial, Intrapersonal)**
- In groups, the students will create a chart that deals with the different seasons on the farm. They will tell about the changes and how they affect farm life. They will get their ideas from what they have learned from reading the book. **(Visual/Spatial, Naturalist, Intrapersonal)**
- I will read aloud the book, Amazing Spiders and then we will go on a walk outside the school to be spider detectives. We will look at the different spiders we see. When we return to the classroom, the students will get into groups and research different types of spiders in sources that I will provide them. Then, the groups will make up different songs with information about their spider: including the kind, how it looks, what it eats, and other information they think is important. **(Interpersonal, Bodily/Kinesthetic, Musical, Verbal/Linguistic)**
- After a class discussion on the body parts of spiders, students, in pairs, will draw a spider and label the body parts. **(Naturalist, Verbal/Linguistic, Visual/Spatial, Interpersonal)**
- After receiving the vocabulary words: runt, litter, injustice, radiant, humble, genuine, triumph, ascend, scheme, spinnerets, exertion, anxiety, commotion, trough, miraculous, phenomenon, the students will create a picture dictionary of the words. **(Verbal/Linguistics, Visual/Spatial, Intrapersonal)**
- As a class, we will discuss activities and the types of things there are at a county fair. Students will create a list of activities that they would like to have at their own county fair. **(Intrapersonal, Interpersonal, Verbal/Linguistic)**
- Students will organize a county fair. They will design game booths and rides. They can include ball tossing and three legged races. Students will make cotton candy and ice cream sundae booths and they will be able to buy these things at the fair. Students will also create a billboard for the county fair that will hang across the wall of the classroom. **(Visual/Spatial, Logical/Mathematical, Interpersonal)**
- At the country fair students will have a set amount of money to start the day off and can spend their money on whatever they think is important. They will keep track of what they spend their money on and create a poster showing these things. They will add up the total spend and the money they have left over. **(Logical/Mathematical, Bodily/Kinesthetic, Intrapersonal, Interpersonal)**

## Time Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
-Discussion about farms -Discussion about friends	-Chapters 1&2 -Story Map -Birth Announcement	-Chapters 3&4 -Letters to Wilbur	-Chapters 5&6 -Walk outside/Song about spiders	-Chapters 7&8 -Zuckerman Farm Art Activity -Newspaper article
-Chapters 9&10 -Create poems about friends	-Chapters 11&12 -Season's Chart	-Chapters 13&14 -Vocabulary Lesson	-Chapters 15&16 -Spider drawing and labeling	-Chapters 17&18 -Discuss county fair -Create list of ideas for fair
-Chapters 19&20 -Continue talking about the country fair -Create billboard	-Chapters 21&22 -Return to chart about farms -Skit	-County Fair		

### Grouping

I am going to have a few class discussions about new things they will be learning. I want them to get the correct information about these ideas. I will also have students work in partners. I will also have them work in groups of fours. For the county fair, I am having them work together on booths of their choice. The group size may vary because of interests. They will however, calculate their spending on their own.

## Checklist for Charlotte's Web

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

### Chapters:

- \_\_\_\_\_ 1 & 2
- \_\_\_\_\_ 3 & 4
- \_\_\_\_\_ 5 & 6
- \_\_\_\_\_ 7 & 8
- \_\_\_\_\_ 9 & 10
- \_\_\_\_\_ 11 & 12
- \_\_\_\_\_ 13 & 14
- \_\_\_\_\_ 15 & 16
- \_\_\_\_\_ 17 & 18
- \_\_\_\_\_ 19 & 20
- \_\_\_\_\_ 21 & 22
- \_\_\_\_\_ 23 & 24

### Classroom Activities:

- \_\_\_\_\_ Class discussion about farm life
- \_\_\_\_\_ Class discussion about friendship
- \_\_\_\_\_ Create story map
- \_\_\_\_\_ Create birth announcement
- \_\_\_\_\_ Write a letter to Wilbur
- \_\_\_\_\_ Explore spiders outside
- \_\_\_\_\_ Create a song about one type of spider
- \_\_\_\_\_ Create a Zuckerman Farm figure
- \_\_\_\_\_ Write a persuasive newspaper article
- \_\_\_\_\_ Create a poem about a friend
- \_\_\_\_\_ Construct a chart dealing with Seasons
- \_\_\_\_\_ Vocabulary Lesson
- \_\_\_\_\_ Draw a spider with labels
- \_\_\_\_\_ Discuss county fair
- \_\_\_\_\_ Create a list for the country fair
- \_\_\_\_\_ Create a billboard for the country fair
- \_\_\_\_\_ Complete the chart about farms
- \_\_\_\_\_ Create a skit
- \_\_\_\_\_ Attend the country fair

## **Bloom's Taxonomy**

- Explain what “the grass is always greener on the other side of the fence” means? (**Comprehension**)
- How does “the grass is always greener on the other side of the fence” apply to Wilbur’s escape? (**Analysis**)
- How would you have felt when Wilbur left? (**Knowledge**)
- Why would you have felt that way? (**Analysis**)
- How do Wilbur and Charlotte meet? (**Knowledge**)
- How does Wilbur feel about Charlotte at first? (**Knowledge**)
- How does Charlotte feel about Wilbur? (**Knowledge**)
- This chapter is called “Bad News”, what do you think the bad news will be? (**Analysis**)
- Can you plan a way that Charlotte could carry out to save Wilbur’s life? (**Synthesis**)
- Compare how Mrs. Arable shows concern for Fern and her concern for the good and its babies. (**Evaluation**)
- How would you determine what a good friend is? (**Evaluation**)
- Why didn’t the author give “Uncle” a real name? (**Evaluation**)
- What types of things are at a county fair? (**Knowledge**)