

# DRAFT

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## For Review Purposes Only

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These draft materials are intended to provide teachers with insight into the content and structure of the Listening & Learning strand of Core Knowledge Language Arts materials.

Revised materials produced specifically for NYSED, including materials from the Skills Strand, will be posted on this site in 2013. These new materials will include explicit alignment with Common Core State Standards, additional support for English Language Learners, and images and texts compliant with Creative Commons Licensing.

For more information on how to explore these materials, please see the Getting Started resources posted alongside these files on [EngageNY.org](http://EngageNY.org).





The Core Knowledge Language Arts Program

Grade 2

Listening & Learning Strand



Tell It Again! Read-Aloud Anthology

# Charlotte's Web II

Version 2.0

Published by the Core Knowledge Foundation  
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Pilot Edition  
Version 2.0

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# Introduction to *Charlotte's Web II*



This introduction includes the necessary background information to be used in teaching the *Charlotte's Web II* domain. The *Tell It Again! Read-Aloud Anthology* for *Charlotte's Web II* contains eleven daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. The entire lesson will require a total of sixty minutes.

**Note:** The numbering of the lessons for *Charlotte's Web II* continues from *Charlotte's Web I* in order to keep the lesson and chapter numbers parallel.

In this domain, we have used an actual trade book as the read-aloud in all lessons. We have included page references as well as the end of the applicable sentence from the trade book in bold as the cue for when to use the Guided Listening Support prompts. In these cases, we especially recommend that you take a few minutes to see how the material is organized prior to your presentation of the read-aloud.

We have included two Pausing Points in this domain, one after Lesson 17, and another after Lesson 22. You may wish to pause and spend one to two days reviewing, reinforcing, or extending the material taught prior to the Pausing Points. You should spend no more than fifteen days total on this domain.

Along with this anthology, you will need:

- *Tell It Again! Image Cards* for *Charlotte's Web II*
- *Tell It Again! Workbook* for *Charlotte's Web II*

The following trade book is used as the read-alouds:

- (If using multiple student copies) *Charlotte's Web*, by E. B. White (Scholastic Inc., 1974) ISBN 059030271X
- (If using single teacher copy) *Charlotte's Web*, by E. B. White (HarperCollins, 2006) ISBN 0060882611

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Student Choice/ Domain-Related Trade Book Extensions, Image Cards, Parent Letters, Instructional Masters, and Assessments are also listed in the information below.

**Important Note:**

You will need to remind students that you are going to continue reading a chapter book titled *Charlotte’s Web* and that they will hear a chapter each day for the next few weeks. If they each have their own book, explain that they are *not* expected to follow each word in the text as you read. Tell them that you wish for them to really *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class. You may wish to assign a rereading of each day’s chapter as homework for that day.

If you have students who have already read this book or who have seen the movie, you may wish to talk with them about not giving away the plot as you read so that students experiencing the book for the first time can fully enjoy it as they did. You may also wish to suggest that these students listen for new details they may not have discovered previously.

Also, in this particular domain, we have included more Guided Listening Supports (GLS) than usual. Depending on your class, some of the GLS may be necessary for student comprehension, while others may be used to provide background knowledge to the teacher regarding certain farm equipment and terminology in the event that students ask for explanations.

## ***Why Charlotte’s Web II Is Important***

This domain will continue to expose your students to a classic story that has been a favorite with children for generations. Your students will hear more about the memorable characters of Fern, Wilbur, Charlotte, and Templeton, and how some of the characters show changes throughout the story. Students will learn more about the theme of friendship and more aspects of life on a farm. They will also explore some aspects of a fair and of nature, including seasons, spiders, crickets, and various farm animals.

By listening carefully to and discussing the story, students will reinforce their understanding of the elements of this story, including character, setting, plot (problems and solutions), narration, dialogue, personification, and description.

As students are introduced to new vocabulary words, they will continue to develop an awareness of language that will help them become better readers and writers. They will also use the three steps of the formal writing process—plan, draft, edit—to write a descriptive paragraph describing a character of their choice from this story.

## **What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1**

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The following Kindergarten and Grade 1 domains are particularly relevant to the read-alouds your students will hear in *Charlotte's Web II*:

- *Nursery Rhymes and Fables* (Kindergarten)
- *The Five Senses* (Kindergarten)
- *Stories* (Kindergarten)
- *Farms* (Kindergarten)
- *Seasons and Weather* (Kindergarten)
- *Fables and Stories* (Grade 1)

Listed below are the specific content objectives your students targeted in these domains. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy.

Students will:

- Explain how animals often act as people in fables (personification)
- Identify and demonstrate understanding of the five senses: sight, hearing, smell, taste, and touch
- Describe how the five senses help humans learn about the world
- Sequence the seasonal rhythm of planting, growing, and harvesting

- Identify buildings found on farms
- Identify machines and tools of farming
- Identify animals found on farms and the sounds they make
- Identify needs of farm animals: food, water, and space to live and grow
- Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics typical of each season
- Listen to and then demonstrate familiarity with stories, including the ideas they express
- Identify and describe the characters, plot, and setting of a particular story

## ***Instructional Objectives for Charlotte’s Web II***

The following chart contains all of the Core Content Objectives and Language Arts Objectives for this domain, broken down by lesson.

Charlotte’s Web II Overview											
Objectives	Lessons										
	12	13	14	15	16	17	18	19	20	21	22
<b>Core Content</b>											
Identify stories as one type of fiction	✓										
Explain that fiction comes from the author’s imagination	✓										
Describe the characters, plot, and setting of <i>Charlotte’s Web</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe orb spiders and their webs		✓									
Describe how crickets make a chirping sound				✓							
Describe some aspects of life on a farm		✓		✓	✓				✓		✓
Describe how seasons affect life on a farm				✓	✓	✓		✓	✓	✓	✓

Objectives	Lessons										
	12	13	14	15	16	17	18	19	20	21	22
<b>Core Content</b>											
Describe the elements of narration, dialogue, description, and personification	✓										
Describe some aspects of a fair					✓	✓	✓				
Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch						✓	✓	✓			✓
Describe changes in characters	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe how an author sometimes gives the reader hints of things to come							✓	✓		✓	✓
Describe the life cycle and egg sac construction of spiders								✓		✓	✓
<b>Language Arts</b>											
Use agreed-upon rules for group discussions . . . (L.2.1)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Carry on and participate in a conversation . . . (L.2.3)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Give oral presentations about personal experiences, topics of interest, and/or stories . . . (L.2.8)										✓	✓
Learn common sayings and phrases such as “In hot water” and “Don’t cry over spilled milk” (L.2.9)					✓			✓			
Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned . . . (L.2.10)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Listen to and understand a variety of texts . . . (L.2.11)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make predictions (orally or in writing) prior to and during a read-aloud . . . (L.2.12)	✓		✓		✓	✓		✓	✓	✓	✓
Describe illustrations (orally or in writing) (L.2.13)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use pictures accompanying the read-aloud to check and support understanding . . . (L.2.14)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use word parts to determine meanings (L.2.16)	✓		✓	✓	✓						
Learn synonyms and antonyms (L.2.17)	✓	✓		✓	✓	✓		✓	✓	✓	
Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud . . . (L.2.18)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Objectives	Lessons										
	12	13	14	15	16	17	18	19	20	21	22
<b>Language Arts</b>											
Interpret information (orally or in writing) presented, and then ask questions to clarify . . . (L.2.19)						✓			✓		
Summarize (orally or in writing) text content and/or oral information presented by others (L.2.20)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use narrative language to describe (orally or in writing) characters, a setting, facts, or plot in a read-aloud (L.2.21)			✓	✓		✓					
Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions . . . (L.2.22)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Compare and contrast (orally or in writing) similarities and differences . . . (L.2.23)							✓				
Make personal connections (orally or in writing) . . . (L.2.24)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Begin to write responses to literature that demonstrate understanding . . . and express/support opinion (L.2.25)								✓	✓	✓	
Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)	✓				✓	✓	✓	✓	✓	✓	✓
Distinguish fantasy from realistic text (L.2.30)	✓										
Share writing with others (L.2.34)	✓			✓			✓			✓	✓
Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events . . . (L.2.35)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sequence four to six pictures illustrating events in a story (L.2.36)	✓					✓	✓				✓
Demonstrate understanding (orally or in writing) of literary language, e.g., author, illustrator, characters . . . (L.2.37)	✓										
Change some story events and provide a different story ending (orally or in writing) (L.2.38)											✓
Create, tell, and/or draw and write an original story with characters, a beginning, middle, and an end (L.2.39)			✓	✓							

This domain gives students exposure to the Descriptive Writing genre.

## Core Vocabulary for Charlotte's Web II

The following list contains all of the core vocabulary words in Charlotte's Web II in the forms in which they appear in the text. The inclusion of the words on this list *does not* mean that students are expected to immediately be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

### Lesson 12

destiny  
quivered  
sensational  
slogan  
terrific

### Lesson 13

admiration  
radiant  
remarkable  
rummaging  
thrashing

### Lesson 14

civilly  
fascinating  
fidgeted  
invent  
relieved

### Lesson 15

confident  
ease  
fame

forsake  
modest

### Lesson 16

foul  
genuine  
loot  
paradise  
trickling

### Lesson 17

enormous  
hearty  
fiercely  
listless  
scrambled

### Lesson 18

detected  
humble  
masterpiece  
refreshed

sneered

### Lesson 19

boosted

constructed  
contented  
dreamily  
suspiciously

### Lesson 20

collapsed  
courage  
embraced  
magnificent  
triumph

### Lesson 21

accompany  
ceremony  
desperation  
solemn  
tremendous

### Lesson 22

coasted  
hallowed  
pledge  
tranquil

## ***Student Choice and Domain-Related Trade Book Extensions***

In the *Tell It Again! Read-Aloud Anthology* for Charlotte’s Web II, Student Choice and Domain-Related Trade Book activities are suggested in both Pausing Points. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

## ***Charlotte’s Web II Image Cards***

There are twenty-three Image Cards for Charlotte’s Web II. These Image Cards include photographs and illustrations of animals, people, and objects that are described in the trade book *Charlotte’s Web*. These Image Cards may be used to prompt responses to comprehension questions, to provide support to factual information presented during a chapter, and/or to support discussion of character, setting, and plot. In the *Tell It Again! Read-Aloud Anthology* for Charlotte’s Web II, Image Cards are referenced in both Pausing Points as well as in Lessons 13–20 and 22.

## ***Instructional Masters and Parent Take-Home Letters***

Blackline Instructional Masters and Parent Take-Home Letters are included in the *Tell It Again! Workbook*.

In the *Tell It Again! Read-Aloud Anthology* for Charlotte’s Web II, Instructional Masters are referenced in the Domain Assessment, Pausing Points, and in Lessons 12B, 14B, 18B, 19B, and 20B. The Parent Letters are referenced in Lessons 12B and 18B.

## ***Assessments***

In the *Tell It Again! Read-Aloud Anthology* for Charlotte’s Web II, Instructional Masters DA-1, DA-2, and DA-3 are used for this purpose. To record this kind of Tens score, use the following *Tens Conversion Chart* to convert a raw score into a Tens score.

# Tens Conversion Chart

		Number Correct																																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
Number of Questions	1	0	10																																			
	2	0	5	10																																		
	3	0	3	7	10																																	
	4	0	3	5	8	10																																
	5	0	2	4	6	8	10																															
	6	0	2	3	5	7	8	10																														
	7	0	1	3	4	6	7	9	10																													
	8	0	1	3	4	5	6	8	9	10																												
	9	0	1	2	3	4	6	7	8	9	10																											
	10	0	1	2	3	4	5	6	7	8	9	10																										
	11	0	1	2	3	4	5	5	6	7	8	9	10																									
	12	0	1	2	3	3	4	5	6	7	8	8	9	10																								
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10																							
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10																						
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10																					
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10																				
	17	0	1	1	2	2	3	4	4	5	5	6	6	7	8	8	9	9	10																			
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10																		
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10																	
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10																
	21	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10															
	22	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10															
	23	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10															
	24	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10															
	25	0	0	1	1	2	2	2	3	3	4	4	5	5	6	6	7	7	8	8	8	9	9	10	10													
	26	0	0	1	1	2	2	2	3	3	3	4	4	5	5	6	6	7	7	7	8	8	8	9	9	10	10											
	27	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	9	10	10									
	28	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	9	9	10	10							
	29	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	9	10	10						
	30	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	8	9	9	9	9	10	10				

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the *Tens Conversion Chart*, you can easily convert any raw score, from 0 to 30, into a Tens score. You may choose to use the Tens Recording Chart at the end of the appendix.

## **Recommended Trade Books for *Charlotte's Web II***

If you recommend that your students read each night for homework, you may suggest that they choose titles from this trade book list.

### **Used as a Domain Read-Aloud**

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1. (If using multiple student copies) *Charlotte's Web*, by E. B. White (Scholastic Inc., 1974) ISBN 059030271X
2. (If using single teacher copy) *Charlotte's Web*, by E. B. White (HarperCollins, 2006) ISBN 0060882611

### **Trade Book List\***

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3. *Baby Farm Animals*, by Garth Williams (Golden Books, 1981) ISBN 0307021755
4. *Barnyard Banter*, by Denise Fleming (Henry Holt and Company, 2008) ISBN 0805087788
5. *Birds: A Golden Guide*, by Herbert S. Zim and Ira N. Gabrielson (St. Martin's Press, 2001) ISBN 1582381283
6. *Chicks & Chickens*, by Gail Gibbons (Holiday House, 2003) ISBN 0823419398
7. *Chirping Crickets*, by Melvin Berger and Megan Lloyd (HarperCollins, 1998) ISBN 0064451801
8. *Come to the Fair*, by Janet Lunn and Gilles Pelletier (Tundra Books, 1997) ISBN 0887765769
9. *A Day in the Life of a Farmer*, by Heather Adamson (Capstone Press, 2004) ISBN 0736846743
10. *Fantastic Farm Machines*, by Chris Peterson and David R. Lundquist (Boyd's Mills Press, 2006) ISBN 1590782712
11. *Farming*, by Gail Gibbons (Holiday House, 1990) ISBN 0823407977
12. *Ferris Wheel! George Ferris and His Amazing Invention*, by Dani Sneed (Enslow Publishers, 2008) ISBN 0766028348

13. *A Field Full of Horses*, by Peter Hansard and Kenneth Lilly (Candlewick Press, 2001) ISBN 0763614348
14. *Horses!*, by Gail Gibbons (Holiday House, 2003) ISBN 0823418758
15. *Life in a Pond*, by Carol K. Lindeen (Capstone Press, 2004) ISBN 0736834028
16. *Life on a Crop Farm (Life on a Farm)*, by Judy Wolfman and David Lorenz Winston (Carolrhoda Books, 2001) ISBN 157505518X
17. *The Milk Makers*, by Gail Gibbons (Aladdin Paperbacks, 1987) ISBN 0689711166
18. *Night at the Fair*, by Donald Crews (Greenwillow Books, 1998) ISBN 0688114831
19. *Old MacDonald Had a Farm*, by Kathi Ember (Golden Books, 1997) ISBN 0307988065
20. *Our Animal Friends at Maple Hill Farm*, by Alice and Martin Provenson (Aladdin Paperbacks, 2001) ISBN 0689844999
21. *Pigs*, by Gail Gibbons (Holiday House, 2000) ISBN 0823415546
22. *The Reasons for Seasons*, by Gail Gibbons (Holiday House, 1996) ISBN 059097352
23. *The Rusty, Trusty Tractor*, by Joy Cowley and Olivier Dunrea (Boyds Mills Press, 2000) ISBN 1563978733
24. *The Seasons of Arnold's Apple Tree*, by Gail Gibbons (Voyager Books, 1984) ISBN 0152712457
25. *Sheep*, by Rachael Bell (Heinemann, 2003) ISBN 1403440409
26. *Spiders*, by Gail Gibbons (Holiday House, 1993) ISBN 0823410811
27. *Spinning Spiders*, by Melvin Berger and S. D. Schindler (HarperCollins, 2003) ISBN 0064452077
28. *Stuart Little*, by E. B. White (HarperCollins, 1974) ISBN 0064400565

29. *The Trumpet of the Swan*, by E. B. White (HarperCollins, 2000)  
ISBN 0064408671
30. *The Very Busy Spider*, by Eric Carle (Philomel Books, 1984)  
ISBN 0399211667
31. *The Very Quiet Cricket*, by Eric Carle (Penguin Group, 1990)  
ISBN 0399218858
32. *The Year at Maple Hill Farm*, by Alice and Martin Provensen  
(Aladdin, 2001) ISBN 0689845006

\* Some of these titles may be put into the classroom book tub for various reading levels.

### **Teacher Resource**

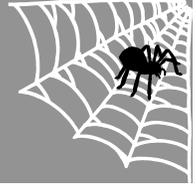
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33. *The Annotated Charlotte's Web*, by E. B. White and Peter F. Neumeyer (HarperCollins, 1994) ISBN 0060243872



# 12

## A Meeting



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Identify stories as one type of fiction
- Explain that fiction comes from the author’s imagination
- Describe the characters, plot, and setting of *Charlotte’s Web*
- Describe the elements of narration, dialogue, description, and personification
- Describe changes in characters

#### Language Arts Objectives

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)

- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Use word parts to determine meanings (L.2.16)
- Learn synonyms and antonyms (L.2.17)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Summarize (orally or in writing) text content and/or oral information presented by others (L.2.20)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Distinguish fantasy from realistic text (L.2.30)
- Share writing with others (L.2.34)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)
- Sequence four to six pictures illustrating events in a story (L.2.36)

- Demonstrate understanding (orally or in writing) of literary language, e.g., author, illustrator, characters, setting, plot, dialogue, and personification, by using this language in retelling stories or creating their own stories (L.2.37)

## Core Vocabulary

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Chapter XII of *Charlotte's Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**destiny, n. (p. 90)** A predetermined (already set) and unavoidable course of events in one's life; fate

*Example:* Maria loved singing so much as a young girl that it was her destiny to become an opera singer as an adult.

*Variation(s):* destinies

**quivered, v. (p. 91)** Shook lightly

*Example:* The fluffy snow fell off the branches as they quivered in the wind.

*Variation(s):* quiver, quivers, quivering

**sensational, adj. (p. 91)** Extremely amazing and marvelous; exciting to the senses

*Example:* After being outside in the snow for two hours, Brianna's hot chocolate was sensational.

*Variation(s):* none

**slogan, n. (p. 87)** A memorable saying or phrase created to catch attention

*Example:* Carl and David sat in the tree house, trying to think of a good slogan for their club.

*Variation(s):* slogans

**terrific, adj. (p. 88)** Very special; extraordinary

*Example:* Meeting the author of my favorite book was a terrific experience that I will never forget.

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Domain Introduction</b>		10
	<b>Sharing the Trade Book Cover</b>		
	<b>What Have We Already Learned?</b>	Story Map and student-created image cards from <i>Charlotte's Web I</i>	
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>A Meeting</b>	<i>Charlotte's Web</i> , by E. B. White, pp. 86–91	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Sensational</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Story Map</b>	Instructional Master 12B-1 chart paper, chalkboard, or whiteboard	20
	<b>Character Review</b>		
<b><i>Take-Home Material</i></b>	<b>Parent Letter</b>	Instructional Masters 12B-2, 12B-3	

# 12A *A Meeting*



## **Introducing the Read-Aloud**

**10** minutes

### **Domain Introduction**

---

Ask students what story they have been reading. Explain that you are going to continue reading the chapter book *Charlotte's Web*, and that they will hear a chapter each day for the next few weeks. If they each have their own book, explain that they are *not* expected to follow each word in the text as you read. Tell them that you wish for them to really *listen* to the story instead of try to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

### **Sharing the Trade Book Cover**

---

Show students the cover of *Charlotte's Web*. Ask students if they can remember the name of the author who wrote the classic they have been hearing. Prompt students to recall the name E. B. White, and share with them again the name of the illustrator, Garth Williams. Ask them what they recall about White, his experiences on his family's farm, and how his experiences show through in this story. Ask students if this story is fiction or nonfiction. Prompt them to recall that it is fiction, because it is created from the author's imagination, and that it is fantasy, because it has events that could not really happen.

### **What Have We Already Learned?**

---

Ask students which elements they remember from the story that you recorded together on the story map from *Charlotte's Web I*. Show students the story map and review the elements of character, setting, plot, narration, dialogue, description, and personification, giving students an example of each and answering any questions they may have.

Display on a table the image cards that students created in *Charlotte's Web I*. Have students help you sequence the cards, retelling the story thus far and talking about the theme of friendship throughout the story. Display the image cards on a wall or board in the correct order.

### **Making Predictions About the Read-Aloud**

---

Share with students the title of this chapter, "A Meeting," and ask them to use what they have heard in the first eleven chapters to predict who they think is having a meeting and what the meeting will be about.

### **Purpose for Listening**

---

Tell students to listen to find out if their predictions are correct.

## A Meeting

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter XII, “A Meeting,” starts on page 86 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

### Page 86

- . . . **the barn cellar.** What had been written in the web? What is a barn cellar? Who lives there?
- . . . **replied the gander.** An idiosyncrasy is a quality that is unique to a specific person (or animal). What is the gander’s idiosyncrasy?

### Page 87

- . . . **and twenty-one goslings.** How many goslings are there? Why is Charlotte joking that it sounds like there are twenty-one goslings?
- **No answer.** Where do you think Templeton is?
- . . . **has been received.** How has Charlotte been praising Wilbur, or saying nice things about him?
- . . . **a new slogan?”** A *slogan* is a saying or phrase that will catch attention. Why is Charlotte looking for a new slogan? Do you have any ideas for a new slogan?

### Page 89

- . . . **might impress Zuckerman.”** The word *terrific* means very special or extraordinary. Do you think Zuckerman will be impressed when he sees another word in the web?
- . . . **a particle of difference,”** . . . or a tiny bit of difference

- . . . **said Charlotte in disgust.** An acrobat is a performer who walks on tightropes and swings on a trapeze. Why would Charlotte have to be like an acrobat to weave the word the goose just spelled?
- . . . **into my web.”** *St. Vitus’s Dance* is an old name for a disease that causes a person to make quick, uncontrollable movements. Charlotte is making a joke, saying that she would have to be able to move a lot faster and more wildly to weave so many letters into her web.
- . . . **our friend Templeton.** Do you think the old sheep really thinks of Templeton as a friend? Why or why not?
- . . . **something to copy.”** What is an advertisement?
- **“Good idea,” said Charlotte.** Charlotte is asking everyone to put their heads together to come up with the best ideas, because she knows it is often better to think together as a group than to think on your own.
- . . . **of the other fellow.”** Is this really how Templeton is?
- . . . **said the old sheep.** Do you think the old sheep will be able to get Templeton to help? Why or why not?

#### Page 90

- . . . **he has plenty.** The old sheep is going to ask Templeton to think of his most basic needs. What do you think Templeton’s most basic needs are?
- . . . **the animals assembled.** or grouped together
- . . . **bring back a clipping . . .** or a cut-out piece
- **“I should worry.”** Templeton is saying, “Why should I worry about Wilbur?” Remember the saying, “You can’t teach an old dog new tricks”? In some ways, is Templeton the same rat you remember from the first half of this story? Let’s listen to find out if there are other ways in which Templeton may be changing.
- . . . **your chief source . . .** or main source. *Chief* is a synonym for the word *principal* you learned earlier.

- . . . **are closely linked.** The word **destiny** means the already set and unavoidable course of events that some people believe happen in one’s life. How is Templeton’s destiny closely linked, or connected, to Wilbur’s? Were your predictions correct about Templeton’s basic needs?

**Page 91**

- . . . **Templeton’s whiskers quivered.** The word **quivered** means shook lightly. People or animals sometimes quiver when they are scared. Why is Templeton scared?
- . . . **he said gruffly.** or roughly
- . . . **is now adjourned.** or ended
- . . . **/ think you’re sensational!** The word **sensational** means really amazing or exciting to the senses. Who does Charlotte think is sensational? Why do you think Charlotte considers Wilbur sensational?

**Discussing the Read-Aloud**

**15** minutes

**Comprehension Questions**

**(10** minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. What are the animals meeting about? (a new word or slogan for the web)
3. Do you think it’s a good idea that Charlotte called a meeting? Why or why not? (Answers may vary.)
4. Who is missing at the beginning of the meeting? (Templeton)

5. How does the old sheep get Templeton to help? (She tells him that if Wilbur isn't around anymore, he won't have any scraps to eat. This scares Templeton and even makes him quiver when she describes how he might starve. Templeton realizes that his destiny, or what happens to him, is intertwined with and dependent on Wilbur's destiny.)
6. Why do you think the old sheep wants to help? (Answers may vary but may include something about the sheep feeling guilty after being the one to give the bad news to Wilbur that he may be killed at Christmastime.)
7. What word does the goose suggest for the web? (terrific) Which slogan do you like best: "Some Pig" or "Terrific"? Why? (Answers may vary.)
8. How does Wilbur feel about being referred to as "terrific"? (He feels he is just average, or normal.) What does Charlotte say about it? (She tells him that it doesn't matter a particle, or tiny bit, how he feels; people will believe he is terrific if she writes it.)
9. How does Charlotte feel about Wilbur? (She calls him her best friend and tells him that he is both sensational and terrific to her.)
10. How are some characters showing changes? (Answers may vary but may include the old sheep being more helpful, and not as mean to Wilbur.) [You may also wish to discuss how some characters are acting the same: Templeton still thinking of himself; the geese still repeating themselves; and Charlotte still helping Wilbur.]

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

11. *Think Pair Share:* Who, besides Charlotte, is being a friend to Wilbur in this chapter? How? (Answers may vary.)

## Word Work: Sensational

(5 minutes)

1. In the read-aloud, you heard Charlotte say to Wilbur, “You’re my best friend, and *I* think you’re *sensational!*”
2. Say the word *sensational* with me.
3. *Sensational* means really amazing or exciting to the senses.
4. The children loved the ice show with its music, lights, and sensational skaters.
5. Have you ever experienced something that was sensational? Try to use the word *sensational* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I felt that \_\_\_\_\_ was sensational when . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *sensational*?

Use *Word Parts* and *Discussion* activities for follow-up. Say the word *sensational*. Ask students what word they hear inside it. Prompt them to recognize the word *sense*. Explain that when something is sensational, or extremely good, it appeals to one or more of the senses in an exciting way, such as a delicious piece of pie that appeals to the sense of taste, or a warm, cozy fire that appeals to the senses of touch, sight, and hearing. Have students talk about things they think are sensational and describe how these things appeal to one or more of their five senses.



### Complete Remainder of the Lesson Later in the Day

# 12B

## *A Meeting*



### **Extensions**

**20** minutes

#### **Story Map (Instructional Master 12B-1)**

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Copy Instructional Master 12B-1 onto a large piece of chart paper, a chalkboard, or a whiteboard. (Be sure to make each section large enough to fit information from each read-aloud.)

Tell students that together you are going to create a story map for *Charlotte's Web II* like they did with *Charlotte's Web I*. (You may also wish to add to the existing story map.) Remind students that you will be writing down the elements of the story, including characters, settings, and plot, which includes specific problems and solutions. Ask students what the problem is in the chapter "A Meeting" and how it is solved. Tell students that you will also continue to look for instances of narration, dialogue, personification, and description.

**Note:** You may wish to have students complete Instructional Master 12B-1 on their own. You may need to make additional copies if you have students complete the story map for multiple chapters.

#### **Character Review**

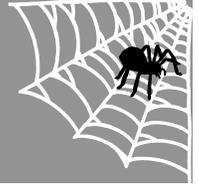
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Have students look at the illustration on page 88 and choose one character to write two to three sentences about, telling what they know about that character from the story so far. Allow students to share their sentences with the class. Ask students which characters from the story are not pictured in this illustration. Prompt them to recall Templeton, Avery, Mr. and Mrs. Arable, Mr. and Mrs. Zuckerman, and Lurvy.

#### **Parent Letter**

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Send home Instructional Masters 12B-2 and 12B-3.



## Lesson Objectives

### Core Content Objectives

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Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Describe orb spiders and their webs
- Describe some aspects of life on a farm
- Describe changes in characters

### Language Arts Objectives

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Describe illustrations (orally or in writing) (L.2.13)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Learn synonyms and antonyms (L.2.17)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Summarize (orally or in writing) text content and/or oral information presented by others (L.2.20)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)

### Core Vocabulary

---

Chapter XIII of *Charlotte’s Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**admiration, n. (p. 96)** A feeling of warm approval of and high regard for someone or something

*Example:* Because of Sue’s admiration for her grandmother’s paintings, she decided she wanted to be an artist.

*Variation(s):* none

**radiant, adj. (p. 99)** Bright with joy; vividly bright and shining

*Example:* Jane’s radiant smile often caused others around her to smile.

*Variation(s):* none

**remarkable, *adj.* (p. 104)** Worthy of attention or mentioning  
*Example:* Brian’s teacher told him he did a remarkable job on his science quiz.

*Variation(s):* none

**rummaging, *v.* (p. 97)** Searching through; rooting  
*Example:* After rummaging through the messy garage for hours, my dad still couldn’t find his childhood violin.

*Variation(s):* rummage, rummages, rummaged

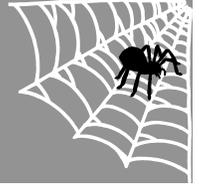
**thrashing, *v.* (p. 102)** Moving around in a violent or uncontrolled way  
*Example:* As Sam pulled the hooked fish toward the boat, it was thrashing at the end of the line, trying to get away.

*Variation(s):* thrash, thrashes, thrashed

<i>At a Glance</i>	Exercise	Materials	Minutes
<b><i>Introducing the Read-Aloud</i></b>	<b>Summarizing What We Have Already Learned</b>	chart paper, chalkboard, or whiteboard pocket chart, sentence strips, index cards (optional)	10
	<b>Essential Background Information or Terms</b>	Image Card 1 KWL Chart from <i>Charlotte’s Web 1</i> (optional)	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Good Progress</b>	<i>Charlotte’s Web</i> , by E. B. White, pp. 92–104 Image Cards 2–5	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	KWL Chart from <i>Charlotte’s Web 1</i> (optional)	10
	<b>Word Work: Radiant</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Story Map</b>	Instructional Master 12B-1	20
	<b>Word Web</b>	Word Web from <i>Charlotte’s Web 1</i> index card	
	<b>Drawing a Web</b>	drawing paper, drawing tools	

# 13A

## Good Progress



### Introducing the Read-Aloud

10 minutes

#### Summarizing What We Have Already Learned

---

Ask students what happened in the previous chapter. Tell them that together you are going to create a summary of the events of the chapter. Explain that a summary is a short review of the main events and does not include all of the specific details. Tell students that you are going to write down three or four sentences, using transitional words like *first*, *then*, *next*, and *finally* to help with the sequence. You may wish to refer to the story map for a synopsis of the plot events.

For example, a summary of the previous chapter could be the following: “First, Charlotte called a meeting to find a new word for the web, and the goose suggested the word *terrific*. Then, the old sheep appealed to Templeton’s need for food and persuaded him to go to the dump to look for more words. Next, Wilbur said he didn’t feel terrific, but Charlotte said that didn’t matter. Finally, Charlotte called Wilbur her best friend and said she thought he was sensational.” Tell students to listen carefully to the next chapter so they will be able to help you summarize the main events.

**Note:** You may wish to utilize a pocket chart for these summaries, writing the sentences on sentence strips and the transitional words on multi-colored index cards. As students learn how to summarize, they may help sequence the strips and cards.

#### Essential Background Information or Terms

---

Tell students that they are going to learn more about spiders in today’s chapter. Ask them what they have learned so far about spiders from *Charlotte’s Web*. Prompt students to recall that Charlotte is a barn spider.

**[Note:** If you created a KWL (**K**now-**W**onder-**L**earn) chart in the Lesson 9 of *Charlotte’s Web I*, you may wish to reference it. You may wish to add to that chart, or create a new KWL chart for *Charlotte’s Web II*, including what the students already know about spiders, what they wonder about or want to know, and what they will learn in future chapters.]

Tell students that they are going to hear about two different kinds of thread that spiders use to weave their webs: foundation lines and snare lines. Show students Image Card 1 (spider web illustration). Point to the very *outer* lines that go around the web that attach it to a wall or other object. Then point to the lines that are attached to those lines and that go through the web like spokes. Tell students that these are both called *foundation* lines. Now point to the *inner* lines that go around inside the web and connect to the foundation lines. Tell students that these are called *snare* lines.

Explain that the snare lines go around and form a circle, or *orb*, and that the name *orb spider* refers to a spider that weaves a circular web. Ask: “Is Charlotte an orb spider? How do you know?” (You may wish to have students reference page 88 or 92 of the trade book.) Help students to understand that although Charlotte is a barn spider, she also belongs to a larger group of spiders called *orb spiders*, because she spins a circular web.

Ask students to think about the names of these two different kinds of thread, foundation and snare, to predict their purposes.

### **Purpose for Listening**

---

Tell students to listen to find out what the good progress is that is being made.

**Note:** You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

### Good Progress

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter XIII, “Good Progress,” starts on page 92 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

#### Page 92

- . . . **ripped out a few of the orb . . .** or snare
- . . . **near the center.** The snare lines are also called orb lines, because they form the circle, or orb. Why do you think Charlotte is ripping out some of the snare, or orb, lines?
- . . . **left the radial . . .** or foundation
- . . . **needed for support.** The foundation lines are also called radial lines and they radiate out like sun rays. (Point to the foundation lines in the picture.) Were your predictions correct about the purpose of the foundation, or radial, lines being to help hold the web in place?
- . . . **something like this:** (Point to the picture.) What is Charlotte doing?

#### Page 93

- . . . **catch and hold insects.** (Point to the snare lines in the picture on page 92.) Were your predictions correct about the purpose of the snare lines? The word *snare* means to capture or catch.
- . . . **then dropped down.** What are spinnerets?
- . . . **with double lines.”** Did Charlotte use double lines to spin the words *Some Pig*? (Go back to page 78 to check.) Why do you think she’s weaving this word differently?

## Page 94

- . . . **Attach! Descend!**” What does *descend* mean?
- . . . **Whoa! Attach! Ascend!**” What does *ascend* mean? So, the words *ascend* and *descend* are opposites, or antonyms.
- . . . **Repeat! Good girl!**” How do you think Charlotte is feeling right now? Do you think it’s easy or difficult for a spider to spin a word into a web?
- . . . **stand out clearly.** (Show Image Card 2 [web with dew].) Do you remember how Charlotte’s web looks when it is covered with dew?
- . . . **TERRIFIC. Another miracle.** Who first sees the word *terrific* in Charlotte’s web? What do you think Lurvy thinks when he sees the word?

## Page 96

- . . . **side to side.** (Point to the picture on page 95.) Why do you think Wilbur feels terrific now? Explain that people also sometimes swell out their chests when they are feeling terrific. Demonstrate and then have students swell their chests.
- . . . **in joyful admiration.** The word ***admiration*** means a feeling of warm approval and high regard. Why is Mr. Zuckerman feeling admiration?
- . . . **as our pig.**” Why is Mr. Zuckerman telling his wife Edith to call a reporter, a person who writes stories for a newspaper?
- . . . **pig he owned.** What does *wondrous* mean? Is it a synonym or antonym for *terrific*?
- . . . **on September sixth.** (Show Image Card 3 [fair in day].) A fair is a gathering of people, usually every year, to show off their best farm animals and products. There are prizes for the best animals and products, as well as games, amusement rides, things to buy, and all kinds of food. Why do you think Mr. Zuckerman has decided to take Wilbur to the county fair?
- . . . **Zuckerman’s Famous Pig.**” Why do you think Mr. Zuckerman chooses these words?

## Page 97

- . . . **he could see that.** So, what changes are being made for Wilbur? Why are these changes being made? How do you think Lurvy feels about the extra work? (You may wish to point out the space on the page between this paragraph and the next, indicating a change of setting.)
- . . . **was an astonishing pile . . .** a surprising or shocking pile
- . . . **broken ice-cream freezer.** Here is another long, descriptive list from the author. Can you picture this astonishing dump in your mind? This story was written more than fifty years ago, when people didn't realize the importance of recycling.
- . . . **now, rummaging around.** The word *rummaging* means searching around, like the word *rooting* you learned earlier. What is Templeton rummaging around for?

## Page 98

- . . . **into his head.** What kind of ideas, or notions, do you think the word *crunchy* would put into Mr. Zuckerman's head?
- . . . **Wilbur's noble qualities . . .** or highest or admirable qualities
- . . . **looked disgusted.** How is Templeton feeling about going to get another word if he looked disgusted? Why does he go anyway?
- **It said PRE-SHRUNK.** Cotton clothing sometimes shrinks, or gets smaller, when you wash and dry it. If the clothing is pre-shrunk, it is shrunk before it is sold so that it will not shrink as much when you wash and dry it. Is this a good word to describe Wilbur? Why or why not?

## Page 99

- . . . **a messenger boy?"** Templeton is saying it's not his job to go around doing jobs and delivering messages for other people.
- . . . **of the package.** (Show Image Card 4 [soap flakes].) Soap flakes are tiny bits of soap used to wash clothes. Today, we have many different types of laundry detergent, including liquid and powder.

- . . . **he said, triumphantly.** or with triumph, or victory; Why is Templeton speaking triumphantly?
- . . . **“With New Radiant Action.”** The word *radiant* means shining or glowing. Sometimes *radiant* is used to describe someone who is beaming with joy. Do you think Charlotte is going to like this word for Wilbur? Why or why not?
- . . . **is a dictionary.**” Why does Templeton think he might be asked to fetch a dictionary?

#### Page 101

- . . . **him with affection.** What is affection? Why do you think Charlotte is feeling affection for Wilbur?
- . . . **radiant you shall be.** Were your predictions correct about Charlotte liking this word?
- . . . **from his romp . . .** or from his playful jumping
- . . . **in the manure.** How does Wilbur feel about the clean straw Lurvy gave him?

#### Page 102

- . . . **was thrashing wildly.** (Point to the picture.) The word *thrashing* means moving around in a violent or uncontrolled way. Why do you think this fish is thrashing?

#### Page 103

- . . . **dodging out, beaten mercilessly . . .** or without mercy, or a break
- . . . **it couldn’t budge.**” What does this mean? What do you think is going to happen?
- . . . **she ate it.**” Were your predictions correct?

#### Page 104

- **“It’s true,” replied Charlotte.** Remember when Wilbur first met Charlotte, she said, “. . . I have to say what is true.”
- . . . **very remarkable cousins.** The word *remarkable* means worthy of attention or of being talked about. Do you think Charlotte’s cousins are remarkable?

- . . . **in the dung and the dark;** *Dung* is another word for *manure*. Can you imagine singing a lullaby about manure? Charlotte knows how much Wilbur loves the warmth and softness of manure.
- . . . **from the woods and the rushes.** (Show Image Card 5 [thrush].) Here is another bird the author points out to us. Thrushes are small brown birds that sometimes have speckles.
- . . . **was already asleep.** Does Charlotte tell good bedtime stories?

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. What is the good progress that is being made? (Charlotte writes another word in her web, helping to keep Wilbur safe for a while longer.)
2. Why does Charlotte use dry thread rather than sticky thread when writing the word *terrific*? (so the bugs won't stick to it and cover her word)
3. What word is Charlotte weaving into her web at the beginning of the chapter? (*terrific*) What does she do differently to help this word show up better? (She uses double, or block, letters.)
4. How do you think Lurvy feels about being the first one to see the words *Some Pig* and *Terrific* in the web? (Answers may vary.) If you were the first one to see words in a web, how would you feel, and whom would you tell first? (Answers may vary.)

5. What are Mr. Zuckerman’s plans for Wilbur? (to switch his manure to clean straw to make him cleaner; to make a crate to take him to the county fair)
6. How does Templeton feel about always being asked to help? (He doesn’t like being treated like a “messenger boy.”) Why does he help anyway? (He gets Wilbur’s leftover food; maybe he’s really nicer than we think; etc.) How would you feel? (Answers may vary.)
7. Describe the dump where Templeton is rummaging for words. (astonishing; in a clearing hidden by trees; full of all sorts of junk, including magazines with words and food scraps)
8. What is the next word Charlotte is going to weave into her web? (radiant) [Point to the picture on page 100.] Do you think Wilbur looks radiant? Why or why not? (Answers may vary.)
9. How are some characters showing changes? (Answers may vary but may include that Wilbur is starting to believe the words Charlotte is saying about him; Lurvy is taking on more work; etc.) [You may also wish to discuss how some characters are acting the same: Charlotte is still helping Wilbur fall asleep, Templeton is still finding words for the web, etc.]
10. What did you learn about farms from this chapter? (Answers may vary but may include some of the following: Some farmers take their animals to the fair to show them off and to win prizes; pigs prefer manure to straw; etc.) **[Note:** If you decided to create a KWL chart in *Charlotte’s Web I* to capture the farm information in this story, you may wish to update it here.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

11. *Think Pair Share:* Wilbur says he feels like an average, or normal, pig when Charlotte first refers to him as “Some Pig” and “Terrific.” What is different about the way Wilbur reacts when Charlotte refers to him as *radiant*? (Answers may vary.)

## Word Work: Radiant

(5 minutes)

1. In the read-aloud, you heard Charlotte say to Wilbur, “I want to see you in action, to see if you are *radiant*.”
2. Say the word *radiant* with me.
3. The word *radiant* means shining and glowing and can describe something bright or someone who is beaming with joy.
4. The night sky looks radiant with all of its bright, twinkling stars.
5. Have you ever seen something or someone radiant? Try to use the word *radiant* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ is radiant . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *radiant*?

Use a *Making Choices* activity for follow-up. Directions: I am going to say several things. If what I describe is radiant, say, “radiant” and show a shining smile. If what I describe is not radiant, say, “not radiant” and show a gloomy, or sad, face.

1. a blazing campfire (radiant)
2. a foggy day (not radiant)
3. bright, twinkling lights (radiant)
4. an overjoyed student who was just picked for an award (radiant)
5. a pouting student who just received a consequence for misbehaving (not radiant)



**Complete Remainder of the Lesson Later in the Day**

# 13B

## Good Progress



### Extensions

20 minutes

#### Story Map (Instructional Master 12B-1)

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Add any new story elements, characters, settings, or plot events to the story map. Be sure to include any problems and/or solutions. You may wish to discuss how some characters are showing changes.

#### Word Web

---

Ask students what word Charlotte teaches Wilbur in this chapter. Tell students that they are going to add to the Word Web they started in *Charlotte's Web I*. Write the word *aeronaut* on an index card. Beneath the word, write a short definition: "a balloonist." Stick the card onto the Word Web. Tell students to listen for more of Charlotte's words for their Word Web.

#### Drawing a Web

---

Have students draw an orb web. Help them to label the foundation, or radial, lines and the snare, or orb, lines. You may wish to integrate math content by discussing the radial lines as rays and the foundation lines as line segments. There is also an opportunity to do this activity in Pausing Point 1.

# 14

## Dr. Dorian



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Describe changes in characters

#### Language Arts Objectives

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)

- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Use word parts to determine meanings (L.2.16)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Summarize (orally or in writing) text content and/or oral information presented by others (L.2.20)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or plot in a read-aloud (L.2.21)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)
- Create, tell, and/or draw and write an original story with characters, a beginning, middle, and an end (L.2.39)

## Core Vocabulary

---

Chapter XIV of *Charlotte’s Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**civily, adv. (p. 110)** In a polite way; in agreement with how citizens have decided to treat each other

*Example:* Mrs. Johnson asks us to speak civily with one another in class, instead of yelling.

*Variation(s):* none

- fascinating, *adj.* (p. 105)** Extremely interesting  
*Example:* Dinosaurs are very fascinating to Mike, so he reads all he can about them to learn more.  
*Variation(s):* none
- fidged, *v.* (p. 110)** Made continuous small movements, usually when feeling nervous  
*Example:* Lucy was so nervous about giving a speech that she fidged with her scarf the entire time.  
*Variation(s):* fidget, fidgets, fidgiting
- invent, *v.* (p. 105)** To create something or make something up  
*Example:* Elijah McCoy was the first person to invent the lubricating cup to help trains run more efficiently.  
*Variation(s):* invents, invented, inventing
- relieved, *adj.* (p. 112)** At ease; no longer worried about something  
*Example:* Paul felt relieved that someone found his missing dog.  
*Variation(s):* none

<i>At a Glance</i>	Exercise	Materials	Minutes
<b><i>Introducing the Read-Aloud</i></b>	<b>Summarizing What We Have Already Learned</b>	chart paper, chalkboard, or whiteboard pocket chart, sentence strips, index cards (optional)	10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Dr. Dorian</b>	<i>Charlotte's Web</i> , by E. B. White, pp. 105–112 Image Card 6	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Civilly</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Story Map</b>	Instructional Master 12B-1	20
	<b>On Stage</b>		

# 14A

## Dr. Dorian



### Introducing the Read-Aloud

10 minutes

#### Summarizing What We Have Already Learned

---

Ask students what happened in the previous chapter. Tell them that together you are once again going to summarize the main events in three to four sentences, using transitional words to help with the sequence. Remind students that a summary is a short review of the main events in the story and does not include all of the specific details. You may wish to refer to the story map for a synopsis of the plot events.

For example, “First, Charlotte spun the word *terrific* into her web, and Lurvy was the first to see it. Then, the news spread; many people came to the farm to see the wondrous pig, and Mr. Zuckerman decided he was going to take Wilbur to the county fair. Next, Templeton found Charlotte’s next word, *radiant*, in the woodshed, and Wilbur said he *felt* radiant as he acted out the word. Finally, to help Wilbur go to sleep, Charlotte told him two stories about her cousins.”

Write the summary sentences on chart paper, a chalkboard, or a whiteboard (or on sentence strips), with or without the transitional words, and have students help you to put them in order. Tell students to listen carefully to the next chapter so they will be able to help you summarize the main events.

#### Making Predictions About the Read-Aloud

---

Share the title of this chapter, “Dr. Dorian,” with students. Ask them if they have heard this name before. Prompt them to recall that Mrs. Arable mentioned Dr. Dorian in a previous chapter (Chapter VIII, p. 54). Ask students to predict what they think will happen that will involve this character.

## Purpose for Listening

---

Tell students to listen to find out the main events of this chapter and to see if their predictions are correct.

**Note:** You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

## Dr. Dorian

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter XIV, “Dr. Dorian,” starts on page 105 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

### Page 105

- . . . **to sit and watch animals.** Why do you think Mrs. Arable would prefer that Fern play with other children rather than sit in the barn alone and watch the animals?
- . . . **said her mother sternly** . . . or seriously and firmly
- . . . **must not invent things.** The word *invent* here means to make things up.
- **Spiders can’t talk.”** Is this the first time Fern is telling her mother one of Charlotte’s stories?
- . . . **think that’s fascinating?”** The word *fascinating* means extremely interesting. Do you think Charlotte’s stories are fascinating? Do you think Mrs. Arable thinks the story about the fish is fascinating?

### Page 106

- **“Charlotte never fibs.** or lies; How does Fern know this?
- . . . **dancing out, throwing . . .”** What does *thrashing* mean? Fern must really pay attention to Charlotte’s words, because she retells the story exactly as Charlotte told it. Can you remember another time when Fern retold something exactly as Charlotte had said it? (Prompt students to recall the speech about the goslings’ arrival.)
- . . . **said Mrs. Arable, vaguely.** *Vaguely* means distantly and uncertainly. Fern’s mother is not sure what to think or believe, so she is speaking vaguely.

### Page 107

- . . . **a very sociable place.** or a friendly and pleasant place; Do you agree with Fern that the barn is a very sociable place?
- . . . **ask his advice.** Dr. Dorian is the family doctor who knows Fern well. Were your predictions correct? What do you think he is going to say about Mrs. Arable's concerns?
- . . . **"How enchanting!" he said.** *Enchanting* is another form of the word *enchanted*. Who remembers what *enchanted* means? Why do you think Dr. Dorian says, "How enchanting!"?

### Page 108

- . . . **asked Mrs. Arable nervously.** *Nervously* means stressfully or fearfully. Why do you think Mrs. Arable is acting nervously?

### Page 109

- . . . **uneasily in her chair.** Although she is seated in a comfortable chair, Mrs. Arable is sitting forward and feeling uneasy, or uncomfortable, inside. (Point to the picture of Dr. Dorian sitting back in his chair.) Does Dr. Dorian look like *he* is sitting uneasily in his chair?
- . . . **knit a sock.** When you crochet or knit, you are weaving threads together to make things like clothes and blankets. (Show Image Card 6 [doily].) A doily is a small decorative cloth often used as a mat or table cover. How is this doily like a web? How is it different? Would you be able to make this without being taught how?

### Page 110

- . . . **Mrs. Arable fidgeted.** The word ***fidgeted*** means made continuous small movements, usually because of feeling nervous. (Turn back to the illustration on page 108.) Mrs. Arable is fidgeting with her purse in this picture.
- . . . **wasn't paying attention.** The word ***civilly*** means politely. Does this remind you of someone else who said that maybe animals do talk and people just don't hear them? (Prompt students to recall Mr. Arable.)

- . . . **word on that.**” *Incessant* means continuing without stopping. Dr. Dorian is saying that people who are incessant talkers don’t stop and take the time to listen.

#### Page 111

- . . . **said Mrs. Arable brightly.** *Brightly* means happily. Why do you think Mrs. Arable is suddenly speaking brightly?
- **“Hmm. Remarkable.** What does *remarkable* mean?
- **Let Fern associate with.** . . or spend time with
- . . . **that catches Fern’s attention.** What is Dr. Dorian predicting? Let’s listen carefully to the rest of this chapter book to find out if his prediction is correct.

#### Page 112

- **He’s fine.**” Do you think Mrs. Arable should be worried about Avery instead of about Fern?
- . . . **felt greatly relieved.** The word *relieved* means no longer worried about something.

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**(10** minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. How does Mrs. Arable react to Fern’s retelling of Charlotte’s story about her cousin? (She thinks Fern is inventing stories at first, and then she doesn’t know what to believe; she is speaking vaguely, or distantly, but is also curiously asking questions.)

2. Why do you think Mrs. Arable asks Fern what happened in Charlotte's story if she doesn't believe her? (Answers may vary but may include that she is fascinated by the story just like Fern.)
3. Have you, like Mrs. Arable, ever spoken vaguely, or uncertainly, about something because you were not sure what to think or believe? Tell about it. (Answers may vary.)
4. How does Dr. Dorian react to Mrs. Arable's news about Fern? (He tells her not to worry and that maybe animals really do talk, but most people can't hear them because they're too busy talking; he predicts that soon enough Fern will spend more time with friends and not as much time alone in the barn.)
5. Do you agree with Dr. Dorian that the web itself is a miracle? Why or why not? (Answers may vary.)
6. Do you think Mrs. Arable is glad that she went to talk to Dr. Dorian? Why or why not? (Yes; she fidgets out of nervousness and uneasiness when she first arrives, but when she leaves, she seems relieved because of the things he says.)
7. What are some adjectives you would use to describe Dr. Dorian? (wise, calm, helpful, etc.)
8. How would you explain how a young spider knows how to spin a web? (Answers may vary but may include that spiders are born with the instinct to know how to spin a web. Prompt students to understand that this is similar to how humans are born with the instinct to crawl, walk, etc.)
9. How are some characters showing changes? (Answers may vary but may include that Mrs. Arable is starting to feel more relieved about Fern.) [You may also wish to discuss how some characters are acting the same: Fern is still retelling Charlotte's stories, Avery is still getting into trouble but not worrying Mrs. Arable, etc.]

I am going to ask a couple of questions. I will give you a minute to think about the questions, and then I will ask you to turn to your neighbor and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

10. *Think Pair Share:* In this chapter, Dr. Dorian says, “Children pay attention better than grownups.” Do you agree? Why or why not? (Answers may vary.)

### Word Work: Civilly

(5 minutes)

1. In the read-aloud, you heard Dr. Dorian say, “It is quite possible that an animal has spoken *civilly* to me and that I didn’t catch the remark because I wasn’t paying attention.”
2. Say the word *civilly* with me.
3. The word *civilly* means politely or courteously; it is how people agree to treat each other as part of the same community, even when they don’t feel like it.
4. Even though she was angry, Darlene held her temper and spoke *civilly* to the police officer.
5. Can you think of a time when you acted *civilly*? Try to use the word *civilly* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I acted *civilly* once when . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *civilly*?

**[Note:** If you are following the recommended sequence of domains, you may wish to ask students what word they learned in *The U.S. Civil War* domain that is another form of the word *civilly*. Prompt them to remember the word *civil* and explain that the words *civil* and *civilly* both have to do with living together in a community with agreed-upon laws.]

Use a *Making Choices* activity for follow-up. Directions: I am going to read several scenarios. If I describe people acting civilly, say, “That is acting civilly.” If I do not describe people acting civilly, say, “That is not acting civilly.”

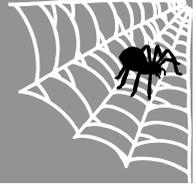
1. a man yelling at a judge in a courtroom (That is not acting civilly.)
2. a student politely asking a teacher to use the restroom (That is acting civilly.)
3. a parent speaking rudely to a principal (That is not acting civilly.)
4. a patient throwing things at a nurse (That is not acting civilly.)
5. a group of people calmly talking about a solution to a problem (That is acting civilly.)



**Complete Remainder of the Lesson Later in the Day**

# 14B

## *Dr. Dorian*



### **Extensions**

**20** minutes

#### **Story Map (Instructional Master 12B-1)**

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Add any new story elements, characters, settings, or plot events to the story map. Be sure to include any problems and/or solutions. You may wish to discuss how some characters showing changes.

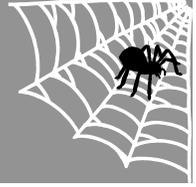
#### **On Stage**

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Have students take turns acting out the scene between Dr. Dorian and Mrs. Arable. You may wish to allow them to create their own versions of the interaction, including what advice they would give if they were Dr. Dorian, how they would react if they were Mrs. Arable, etc. As students act out the scene, encourage them to use rich vocabulary, including, if possible, any domain-related vocabulary.

# 15

## The Crickets



### Lesson Objectives

#### Core Content Objectives

---

Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Describe some aspects of life on a farm
- Describe how seasons affect life on a farm
- Describe how crickets make a chirping sound
- Describe changes in characters

#### Language Arts Objectives

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)

- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Use word parts to determine meanings (L.2.16)
- Learn synonyms and antonyms (L.2.17)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Summarize (orally or in writing) text content and/or oral information presented by others (L.2.20)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or plot in a read-aloud (L.2.21)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Share writing with others (L.2.34)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)
- Create, tell, and/or draw and write an original story with characters, a beginning, middle, and an end (L.2.39)

## Core Vocabulary

---

Chapter XV of *Charlotte's Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**confident, adj. (p. 115)** Sure of oneself; having no uncertainty about one's own abilities

*Example:* The president looked confident during his speech to the country.

*Variation(s):* none

**ease, n. (p. 116)** With no difficulty, effort, or pain

*Example:* The ballet dancer twirled across the stage with ease.

*Variation(s):* none

**fame, n. (p. 115)** Recognition by many people because of achievements or skills

*Example:* Once fame came to the new actor, he was recognized by everyone.

*Variation(s):* none

**forsake, v. (p. 117)** To give up on someone or to leave someone entirely, especially when they are in need

*Example:* The firefighters would not forsake the people still trapped in the burning building.

*Variation(s):* forsakes, forsook, forsaking

**modest, adj. (p. 115)** Quietly successful; not boastful

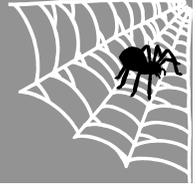
*Example:* The gymnast was very modest, never bragging about her gold medal.

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Summarizing What We Have Already Learned</b>	chart paper, chalkboard, or whiteboard pocket chart, sentence strips, index cards (optional)	10
	<b>Essential Background Information or Terms</b>	Image Card 7	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Crickets</b>	<i>Charlotte's Web</i> , by E. B. White, pp. 113–117 Image Card 8, Image Card 17 from <i>Charlotte's Web 1</i> (optional) recording of chirping crickets (optional)	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	KWL Chart from <i>Charlotte's Web 1</i> (optional)	10
	<b>Word Work: Ease</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Story Map</b>	Instructional Master 12B-1	20
	<b>Word Web</b>	Word Web from previous lessons, index card	

# 15A

## The Crickets



### Introducing the Read-Aloud

10 minutes

#### Summarizing What We Have Already Learned

---

Ask students what happened in the previous chapter. Tell them that together you are once again going to summarize the main events in three to four sentences, using transitional words to help with the sequence. Remind students that a summary is a short review of the main events in the story and does not include all of the specific details. You may wish to refer to the story map for a synopsis of the plot events.

Write the summary sentences on chart paper, a chalkboard, or a whiteboard (or on sentence strips), with or without the transitional words, and have students help you to put them in order. Tell students to listen carefully to the next chapter so they will be able to help you summarize the main events.

#### Essential Background Information or Terms

---

Tell students that they are going to hear about the song of the crickets in this chapter and what this song means to everyone on the farm.

Ask students if they have ever heard the sound of chirping crickets. Ask: “Who remembers how a cricket makes this sound? Hint: It doesn’t make the sound with its mouth.”

**Note:** If you are following the recommended sequence of domains, your students will have already learned about this process in the *Insects* domain.

Explain to students that most of the crickets that chirp are males, and that most female crickets cannot make sounds. Show students Image Card 7 (cricket) and tell them that a cricket’s chirping is caused by its front wings. Point to the cricket’s back and explain that the wings lie flat on the cricket’s back when it is

not chirping. When a cricket lifts up its front wings and rubs a part of one wing against a part of the other wing, the chirping sound is made.

**Note:** You may wish to reference the recommended trade book *Chirping Crickets*, by Melvin Berger, for more specific images of crickets' wings. This trade book was also used as a read-aloud in the *Insects* domain. You may also wish to play a recording of chirping crickets at some point during this lesson or during the Pausing Point.

### **Purpose for Listening**

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Tell students to listen to find out more about crickets and what their chirping song means to the characters and setting of the story.

**Note:** You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

### The Crickets

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Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter XV, “The Crickets,” starts on page 113 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

#### Page 113

- . . . **a sad, monotonous song.** or a song that is continuing with the same sound over and over
- . . . **of sadness and change.** A rumor is a story or statement that can be true or not true. Is this rumor true? Is summer ending and fall beginning?
- . . . **hadn’t much time left.** Why doesn’t Charlotte have much time left?
- . . . **time to dig potatoes.** (Show Image Card 8 [digging potatoes].) Do you remember the potato crop that the Zuckermans have on their farm? (You may wish to show students Image Card 17 of a potato crop from *Charlotte’s Web I*.) The root of the potato plant is the part that is eaten. When the potato plant stops growing and begins to die, the farmer knows the potatoes are fully grown and ready to be dug up.

#### Page 114

- . . . **field across the road.** What does *uneasy* mean? (It is another form of the word *uneasily*, which is how Mrs. Arable was sitting in Dr. Dorian’s office.) Why do you think the sheep are feeling uneasy?
- . . . **bright red with anxiety.** Anxiety is worry. Can the tree really hear the crickets and feel anxiety, or is this an example of personification? Who remembers why the leaves of deciduous trees change color in the fall?
- . . . **on the farm.** Why do you think Wilbur has become the center of attraction, getting everyone’s attention?

- . . . **in the golden sunlight.** What does *radiant* mean?
- . . . **his long eye-lashes.** (Show students page 11.) Do you remember how much Fern loved Wilbur’s long eyelashes? She would push him in the stroller and he would close his eyes like a baby doll.

### Page 115

- . . . **not spoil him.** The word ***modest*** means quietly successful and not boastful. **Fame** is recognition by many people because of achievements or skills. So, is Wilbur being boastful or modest about his fame?
- . . . **happy and confident.** The word ***confident*** means sure of oneself and one’s abilities. Who do you think is helping Wilbur to feel confident?
- . . . **he could distinguish himself . . .** or set himself apart as special
- . . . **kept quiet about them.** What do you think Charlotte is worrying about? Do you think this has to do with her saying earlier that she doesn’t have much time left?

### Page 116

- . . . **for a few days.”** The word *inconvenient* is like the word *untimely* that you heard in an earlier chapter. When something is inconvenient, it is happening at a bad or unexpected time. Why do you think it is inconvenient for Charlotte to leave home?
- . . . **filled it with eggs.”** So, a spider begins its life cycle as an egg, just like many other animals.
- . . . **of eggs?” asked Wilbur.** As usual, Wilbur is asking Charlotte to explain something that he doesn’t understand.
- . . . **one thing to another.** The word ***ease*** means with no difficulty, effort, or pain. Charlotte can do many different things with ease, or with little difficulty.
- . . . **moodily watched it sway.** Charlotte moved and made her web move from side to side. What does *moodily* mean? Why do you think Charlotte is moodily watching her web?

- . . . **of the County Fair.** Charlotte is saying that she cannot make her egg-laying line up with the fair’s schedule. She is on her own schedule, or timing.
- . . . **if I possibly can.”** Notice how patient Charlotte is with her friend Wilbur. Has Charlotte changed her mind?
- . . . **need you most.”** The word **forsake** means to give up on someone or to leave them, especially when they need you. Do you think Charlotte will forsake Wilbur?
- . . . **would hold her eggs.** Were your predictions correct about why Charlotte doesn’t have much time? Is she finished helping Wilbur now that she needs to lay her eggs? What do you think is going to happen?

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**(10** minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. What are the crickets singing about in the beginning of this chapter? (the end of summer)
2. What does the crickets’ song mean for Fern and Avery? (School is starting.) What does it mean for the animals? (They are growing up; Charlotte is running out of time to help Wilbur and to prepare her egg sac; the sheep are uneasy.) **For the adults?** (Mrs. Zuckerman feels sad that another summer is over; Lurvy knows it’s time to dig potatoes.) **For the trees?** (The apples are falling; the leaves are turning colors.)

3. How does Wilbur make himself look radiant? (blinking his eyelashes; puffing out his chest; jumping into the air and doing flips and twists; being happy and confident)
4. Does Wilbur get stuck up or spoiled from all the attention? (No, he is modest and doesn't let the fame go to his head.)
5. Does Wilbur become famous because of his own achievement or skill? (Answers may vary but may include that although Wilbur can do radiant things like back flips with half-twists, he would probably not be famous without Charlotte's hard work and the helpful ideas of his friends.)
6. What is Wilbur hoping will happen at the county fair? (that he will win a prize so Mr. Zuckerman will keep him alive)
7. Why isn't Charlotte sure that she can go with Wilbur to the fair? (She is expecting to lay her egg sac soon.)
8. What are some things that Charlotte can do with ease? (spin a web; catch insects; weave words; lay an egg sac; etc.)
9. How are some characters showing changes? (Answers may vary but may include that the goslings are growing up.) [You may also wish to discuss how some characters are acting the same: Wilbur is still modest, even with his fame; Charlotte is still patient with Wilbur; Wilbur is still thinking of himself; etc. You may also wish to discuss how Wilbur *could* change, like some people do, because of fame, but that he is not, because he is remaining modest.]
10. What did you learn about farms and changes from season to season from this chapter? (Answers may vary but may include some of the following: Crickets chirp the loudest at the end of summer; farmers dig potatoes at the end of summer/beginning of fall; animals become uneasy when seasons change; etc.) [**Note:** If you decided to create a KWL chart to capture the farm information in this story, you may wish to update it here.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

11. *Think Pair Share:* Why do you think it is so important to Wilbur for his friend Charlotte to go with him to the fair? (Answers may vary but may include that he doesn't want her to forsake him when he needs her the most.)

### Word Work: Ease

(5 minutes)

1. In the read-aloud, you heard Charlotte say, “‘Versatile’ means I can turn with ease from one thing to another.”
2. Say the word *ease* with me.
3. The word *ease* means with no difficulty, effort, or pain.
4. Kathy practiced and practiced “The Moonlight Sonata” until she could play it on her piano with ease.
5. What is something that you can do with ease? Try to use the word *ease* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I can \_\_\_\_\_ with ease.”)
6. What’s the word we’ve been talking about? What part of speech is the word *ease*?

Use a *Word Parts/Antonyms* activity for follow-up. Ask students what other words they can think of that have part of the root word *ease* in them. (Remind them of the word *uneasily* from the earlier read-aloud and prompt them to think of the words *easily*, *easy*, *unease*, and *uneasy*.) Explain that *unease* and *uneasily* are the opposites, or antonyms, of *ease* and *easily*. Ask students for examples of how to use these word forms in a sentence.



### Complete Remainder of the Lesson Later in the Day

# 15B

## The Crickets



### Extensions

20 minutes

#### Story Map (Instructional Master 12B-1)

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Add any new story elements, characters, settings, or plot events to the story map. Be sure to include any problems and/or solutions. You may wish to discuss how some characters are showing changes.

#### Word Web

---

Ask students what word Charlotte teaches Wilbur in this chapter. Write the word *versatile* on an index card. Beneath the word, write a short definition: “able to do many different things.” Reiterate that Charlotte is versatile because she can do many things well or with ease, such as laying eggs, spinning webs, trapping insects, spelling words, etc. Stick the card onto the Word Web. Tell students to listen for more of Charlotte’s words for their Word Web.

# 16

## Off to the Fair



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Describe some aspects of life on a farm
- Describe how seasons affect life on a farm
- Describe changes in characters
- Describe some aspects of a fair

#### Language Arts Objectives

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Learn common sayings and phrases such as “In hot water” (L.2.9)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Use word parts to determine meanings (L.2.16)
- Learn synonyms and antonyms (L.2.17)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Summarize (orally or in writing) text content and/or oral information presented by others (L.2.20)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)

## Core Vocabulary

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Chapter XVI of *Charlotte's Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**foul, adj. (p. 123)** Grossly offensive to the senses; having a bad odor

*Example:* Jeremiah couldn't believe the foul smell the rotten eggs caused in the refrigerator.

*Variation(s):* fouler, foulest

**genuine, adj. (p. 118)** Real; honest

*Example:* Max's father dreamed of owning a genuine painting by his favorite painter.

*Variation(s):* none

**loot, n. (p. 123)** A collection of valued objects

*Example:* The hidden treasure chest contained much loot.

*Variation(s):* none

**paradise, n. (p. 122)** A place of extreme delight or happiness; heaven

*Example:* Going to Grandma's beach house for summer vacation is paradise.

*Variation(s):* paradises

**trickling, v. (p. 121)** Falling or flowing down in drops

*Example:* The blue paint was trickling down the sides of the paint can.

*Variation(s):* trickle, trickles, trickled

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Summarizing What We Have Already Learned</b>	chart paper, chalkboard, or whiteboard pocket chart, sentence strips, index cards (optional)	10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Off to the Fair</b>	<i>Charlotte's Web</i> , by E. B. White, pp. 118–129 Image Cards 3 and 9	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	KWL Chart from <i>Charlotte's Web 1</i> (optional)	10
	<b>Word Work: Paradise</b>	drawing paper, drawing tools	5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Sayings and Phrases: In Hot Water</b>		20
	<b>Story Map</b>	Instructional Master 12B-1	
	<b>Retelling the Read-Alouds</b>	transitional word cards (optional)	

# 16A

## Off to the Fair



### Introducing the Read-Aloud

10 minutes

#### Summarizing What We Have Already Learned

---

Ask students what happened in the previous chapter. Tell them that together you are once again going to summarize the main events in three to four sentences, using transitional words to help with the sequence. Remind students that a summary is a short review of the main events in the story and does not include all of the specific details. You may wish to refer to the story map for a synopsis of the plot events.

Write the summary sentences on chart paper, a chalkboard, or a whiteboard (or on sentence strips), with or without the transitional words, and have students help you to put them in order. You may wish to have some students create their own summaries if they are able. Tell students to listen carefully to the next chapter so they will be able to help you summarize the main events.

#### Making Predictions About the Read-Aloud

---

Share with students the title of this chapter, “Off to the Fair,” and ask them to predict what they think is going to happen in this chapter.

#### Purpose for Listening

---

Tell students to listen to find out if their predictions are correct.

**Note:** You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

## Off to the Fair

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter XVI, “Off to the Fair,” starts on page 118 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

**Note:** You may wish to research some of the new/unknown topics in this chapter during the Pausing Point or at a later time.

### Page 118

- . . . **a genuine Navajo blanket.** The word ***genuine*** means real. (Show Image Card 9 [Navajo blankets].) Lurvy wants a genuine blanket like these, woven by the Navajo, a Native American tribe. How is this blanket like a web? How is it different?
- . . . **a deep freeze unit.** or a big, deep freezer that holds a lot of food

### Page 119

- . . . **end of his tail.** (Point to the picture on page 118.) That’s some pig!
- . . . **boys at the Fair.** This is the first time we see Fern thinking about how she looks. So, was Dr. Dorian’s prediction correct?

### Page 120

- . . . **I just remembered.”** Buttermilk is the liquid that remains after the butterfat has been removed from whole milk or cream by a process called churning. Some people take buttermilk baths to make their skin soft and smooth.
- . . . **corrected Mr. Zuckerman.** Is Mr. Zuckerman correct? Which does Wilbur prefer: clean straw or manure?
- . . . **and ate a doughnut.** Why is Mr. Zuckerman feeling weak?

### Page 121

- . . . **poked his head out cautiously** . . . or carefully
- . . . **trickling down his sides.** The word *trickling* means falling or flowing down in drops. Do you think Wilbur is enjoying the buttermilk bath?
- . . . **you ever saw.** Were your predictions correct?

### Page 122

- . . . **and round their mother.** or marched around like in a parade
- . . . **and do general work.”** So, what has Charlotte decided to do? Why? Who else does she want to go along? Why?
- . . . **a rat’s paradise.** The word *paradise* means a place of extreme delight or happiness. Why do you think the sheep says that a fair is a rat’s paradise?

### Page 123

- . . . **pacers have spilled.** Trotters and pacers are race horses with two types of gaits, or ways of running. Why do you think there would there be race horses at a fair? (Prompt students to recall that there are many different types of contests at fairs, including races.)
- . . . **the foul remains** . . . The word *foul* is the opposite of *sensational*. Instead of being exciting to the senses, foul remains, or leftovers, are grossly offensive to the senses.
- . . . **and particles of cheese.** What are particles?
- . . . **find a veritable treasure** . . . or a real and true treasure
- . . . **wooden sticks of lollipops.** (Show Image Card 3 [fair in day].) A midway is a place where amusement rides, shows, and concession stands are located at a fair or carnival. Why is the sheep telling Templeton all of this?
- . . . **whole army of rats.”** The word *loot* means a collection of valued objects that are often hidden. Does Templeton like collecting things?
- **Templeton’s eyes were blazing.** *Blazing* means glowing. Why do you think Templeton’s eyes are blazing?

- . . . **appetizing yarn of yours** . . . or story of yours
- . . . **surpass your wildest dreams.** The old sheep is saying that the conditions, or the way things are, at a fair will go far beyond, or be far better, than Templeton's wildest dreams. Do you think the sheep is right?

#### Page 124

- . . . **and Two Stowaways.**" Cargo is the goods carried by a vehicle. Stowaways are usually people who hide aboard a vehicle. Who are the two stowaways in Wilbur's crate?
- . . . **on to the sideboards.** Sideboards are boards on the sides of a pickup truck to keep things from falling out and to hold onto while riding in the back of the truck.
- . . . **without a tussle.** or without a fight; The old sheep is giving advice again. Do you think this is good advice?

#### Page 125

- . . . **think you were bewitched.** or under a spell
- . . . **up through the straw.** Listen to all of the words Templeton is going to use. Many of them are different ways of saying the same thing.
- . . . **face, or pummeled** . . . or beaten
- . . . **bruised, or lacerated** . . . or cut
- . . . **get shoving you in!"** So, basically Templeton is exaggerating the fact that he doesn't want to be injured in any way.
- . . . **the day he was born.** Was Charlotte right when she said people believe what they see in print? Do you think Fern always thought Wilbur was special, even before the miracle of the words in the web?

#### Page 126

- . . . **the runt of the litter.** What is a runt?
- . . . **sheep, who was watching.** Are you surprised that the farmers are still talking about killing Wilbur?

- . . . **crate and cheered.** Why are the geese cheering? Let's listen for more instances of this personification of the geese.
- **“Oink, oink, oink!”** Is Avery listening to his mother?

#### Page 127

- . . . **Avery wouldn't see her.** What happened the last time Avery saw Charlotte?
- **Wilbur fainted away.** Why do you think Wilbur fainted?
- . . . **too much for him.”** Sunstroke is fainting caused by too much sun. Do you think sunstroke caused Wilbur to faint?
- . . . **were brimming with tears.** If something is brimming, it is overflowing to the brim, or top. Whose eyes are brimming with tears? Why?

#### Page 128

- . . . **thrashed and grunted.** What does *thrashed* mean? (Remind students that this is a form of the word *thrashing*, which they heard in an earlier read-aloud about the fish caught in the web.)
- . . . **into the crate.** A heave is a strong throw or toss. Why do you think the men have to heave Wilbur into the crate? (Prompt students to realize that Wilbur is not a runt anymore and that he is very heavy.)

#### Page 129

- . . . **everybody to the Fair.** What do you think is going to happen at the fair?

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. It is highly recommended that you ask students to answer in complete sentences by asking them to restate the question in their responses.

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. Have you ever been so excited the night before an event that you couldn't sleep—like the characters who are excited about the fair? Tell about it. (Answers may vary.)
3. What does Mrs. Zuckerman do to Wilbur to get him ready for the fair? (She gives him a bath with buttermilk.) Describe the picture on page 121. (Wilbur is *trickling* with buttermilk . . .)
4. Which characters are hiding in the crate as stowaways? (Templeton and Charlotte)
5. How does the sheep convince Templeton to go to the fair? (by describing the fair as a rat's paradise, with lots of discarded and spilled food a rat would consider loot)
6. Do you think Charlotte is glad she decided to go to the fair? Why? (Yes, because Wilbur could still need her help.)
7. Describe the scene when everyone is trying to get Wilbur into his crate. (Avery is running and crawling around, pretending to be a pig and not listening to his mother; the geese are cheering; etc.) Why do you think Avery is acting this way? (Answers may vary.)

8. How are some characters showing changes? (Answers may vary but may include that Fern is beginning to think about how she is dressed and is spending time with other people instead of in the barn with the animals.) [You may also wish to discuss how some characters are acting the same: Avery is still fooling around and not listening to his mother; Wilbur is afraid; Charlotte is still loyal and willing to help Wilbur whenever she can; Templeton can still be persuaded to help Wilbur when he can help himself; etc.]
9. What did you learn about farms in this chapter? (Answers may vary but may include some of the following: Some farmers take their animals and products to an annual, or yearly, fair; some people make their own buttermilk by churning; etc.)  
**[Note:** If you decided to create a KWL chart to capture the farm information in this story, you may wish to update it here.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Think Pair Share:* If Wilbur is “some pig,” why do you think Mr. Zuckerman and Mr. Arable are still talking about killing him? (Answers may vary.)

## Word Work: Paradise

(5 minutes)

1. In the read-aloud, you heard the old sheep tell Templeton, “A fair is a rat’s *paradise*.”
2. Say the word *paradise* with me.
3. A *paradise* is a place of extreme delight or happiness.
4. Brian was in paradise at the ice cream shop, looking at all of the flavors and toppings.
5. What would you consider to be a paradise? Why? Try to use the word *paradise* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ is a paradise because . . .” or “I was in paradise once when . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *paradise*?

Use a *Drawing/Writing* activity for follow-up. Have students draw a picture of a place they would consider a paradise, or heavenly place. Have them write a sentence to go along with their picture. As students share their drawings and sentences, be sure they use the word *paradise*.



**Complete Remainder of the Lesson Later in the Day**

# 16B

## Off to the Fair



### Extensions

20 minutes

#### Sayings and Phrases: In Hot Water

(5 minutes)

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings, that is, they mean exactly what they say, many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask the students if they have ever heard anyone use the phrase “in hot water” to say something like, “You’re in hot water now” or “Boy, I’m in hot water!” Have the students repeat the proverb. Explain that “in hot water” is another way of saying “in serious trouble.” Tell students that when someone says, “Boy, I’m in hot water,” this doesn’t mean that they are literally immersed in water that is hot. It means that they are in trouble or danger.

Ask students to think about what they have heard in the story to guess who is “in hot water” or “in serious trouble.” Prompt them to recall that Mr. Arable made a comment to Mr. Zuckerman about turning Wilbur into ham and bacon, so Wilbur may still be “in hot water” despite Charlotte’s efforts. Prompt them to also recall that Avery was misbehaving and that his mother finally commanded him saying, “Come out of that pigpen *immediately!*” Ask students if they think Avery would have been “in hot water” if he hadn’t decided to listen.

Tell students that the next time they are in trouble, maybe for forgetting to study for a quiz or for losing their homework, they could say, “I’m in hot water.” Look for opportunities to use this saying in your class.

## **Story Map (Instructional Master 12B-1)**

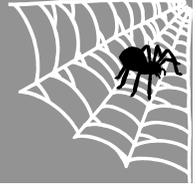
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Add any new story elements, characters, settings, or plot events to the story map. Be sure to include any problems and/or solutions. You may wish to discuss how some characters are showing changes.

## **Retelling the Read-Alouds**

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Show students the illustrations from Chapters XII–XVI. (Have them follow along in their books if they have their own copies.) Ask students to retell the story thus far in the correct order, using the illustrations to help them. You may wish to use the transitional word cards you created in Lesson 13 to help guide students in their retelling.



## Lesson Objectives

### Core Content Objectives

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Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Describe some aspects of a fair
- Describe how seasons affect life on a farm
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Describe changes in characters

### Language Arts Objectives

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)

- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Learn synonyms and antonyms (L.2.17)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Interpret information (orally or in writing) presented, and then ask questions to clarify information or the topic in a read-aloud (L.2.19)
- Summarize (orally or in writing) text content and/or oral information presented by others (L.2.20)
- Use narrative language to describe (orally or in writing) characters, a setting, facts, or plot in a read-aloud (L.2.21)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)
- Sequence four to six pictures illustrating events in a story (L.2.36)

## Core Vocabulary

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Chapter XVII of *Charlotte's Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**enormous, adj. (p. 134)** Extraordinarily large in size or number

*Example:* The farmer grew an enormous pumpkin to enter into the county fair's vegetable contest.

*Variation(s):* none

**hearty, adj. (p. 134)** Having substantial strength or abundance

*Example:* Sara's family looked forward to a hearty meal at Thanksgiving.

*Variation(s):* heartier, heartiest

**fiercely, adv. (p. 136)** To a very high degree or intensity

*Example:* The excited Chihuahua puppies barked fiercely at the playing squirrels.

*Variation(s):* none

**listless, adj. (p. 136)** Lacking energy; tired

*Example:* The golden retriever was listless after giving birth to three puppies.

*Variation(s):* none

**scrambled, v. (p. 133)** Moved hurriedly from one place to another

*Example:* The newborn spiders scrambled into the corner to hide from possible predators.

*Variation(s):* scramble, scrambles, scrambling

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Summarizing What We Have Already Learned</b>	chart paper, chalkboard, or whiteboard pocket chart, sentence strips, index cards (optional)	10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Uncle</b>	<i>Charlotte's Web</i> , by E. B. White, pp. 130–137 Image Cards 10 and 11	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Enormous</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Story Map</b>	Instructional Master 12B-1	20
	<b>Creating Image Cards</b>	large index cards, drawing tools transitional word cards (optional)	

# 17A

## Uncle



### Introducing the Read-Aloud

10 minutes

#### Summarizing What We Have Already Learned

---

Ask students what happened in the previous chapter. Tell them that together you are once again going to summarize the main events in three to four sentences, using transitional words to help with the sequence. Remind students that a summary is a short review of the main events in the story and does not include all of the specific details. You may wish to refer to the story map for a synopsis of the plot events.

Write the summary sentences on chart paper, a chalkboard, or a whiteboard (or on sentence strips), with or without the transitional words, and have students help you to put them in order. You may wish to have some students create their own summaries if they are able. Tell students to listen carefully to the next chapter so they will be able to help you summarize the main events.

#### Making Predictions About the Read-Aloud

---

Share with students the title of this chapter, “Uncle,” and ask them to predict who they think this new character will be.

#### Purpose for Listening

---

Tell students to listen to find out if their predictions are correct.

**Note:** You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

### Uncle

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter XVII, “Uncle,” starts on page 130 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

#### Page 130

- **Prior to reading:** Listen to this description of when the truck arrives at the fair. Close your eyes and see if the writing appeals to your senses and helps you imagine or picture the setting.
- . . . **had moistened it,** . . . *Moistened* means made damp or a little wet. The sprinkling cart moistens the race track to settle the dirt so there won’t be as much dust when the horses run on it.
- . . . **blatting in their pens.** or making a bleating noise

#### Page 131

- . . . **said Mrs. Arable.** What is Fern asking about? Does she seem as concerned about Wilbur as she has been in the past?
- . . . **dimes and four nickels.** (Show Image Card 10 [quarters and dimes].) How much money does Mr. Arable give to Fern? (Show Image Card 11 [dimes and nickels].) How much does he give to Avery? Remember, the setting of this story is the 1950s, when seventy cents would buy a lot more than it would today, just like six dollars would buy a piglet then that would cost about fifty dollars today.
- . . . **cautioned their father.** Pickpockets are thieves who pick, or take, things out of people’s pockets. Why do you think the adults are giving Fern and Avery so much advice?
- . . . **as they pleased.** (Point to the illustration on page 132.) Fern and Avery are walking toward the midway, the place where the amusement rides, sideshows, and concessions are located at the fair.

### Page 133

- . . . **under side of the roof.** The word **scrambled** means moved hurriedly from one place to another. Why do you think Charlotte has scrambled, or moved quickly?
- . . . **some fun on the midway.** Where is Lurvy wanting to go?

### Page 134

- . . . **and he's enormous.** The word **enormous** means extraordinarily large in number or size, like the picture of Wilbur in Mr. Zuckerman's dream.
- . . . **to his eyes.** Why do you think Wilbur has tears in his eyes?
- . . . **big, hearty voice.** The word **hearty** means having substantial strength or abundance. Why do you think this pig has a hearty voice?

### Page 135

- **“and perhaps he is.** Why would Charlotte question that Uncle is a spring pig like Wilbur?
- . . . **is too familiar,** . . . or does not have proper manners

### Page 136

- . . . **she seemed listless.** The word **listless** means lacking energy. Why do you think Charlotte is listless?
- . . . **she said, wearily.** or tiredly; Why do you think Charlotte is feeling so weary?
- . . . **Uncle's great size.** Wilbur is hearing people say things that are making him think the pig next door is their favorite.
- . . . **grew fiercely hot.** The word **fiercely** means to a very high degree or intensity.
- . . . **Fern and Avery showed up.** Listen to this description of the first half of the day at the fair.

### Page 137

- . . . **he had won.** So, whose dream came true?

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. Charlotte scrambles out of the crate and climbs to the roof where she can see the pig in the pigpen next to Wilbur's. How does she describe Uncle? (very large or enormous, noisy, unattractive personality, has a hearty voice, etc.)
3. How are Wilbur and Uncle similar? (spring pigs, in the same contest, personified) How are they different? (Uncle is much bigger; Charlotte describes Uncle as unattractive, but describes Wilbur as radiant; etc.)
4. Why is Mrs. Arable worried about the children? (They are going off by themselves.) How does Mr. Arable react? (He tells her it's a good place and time to let them go.)
5. Why is Wilbur worried? (because his friend Charlotte is listless and not feeling well, and she's not able to support him as she usually does; because of what he hears about Uncle)
6. Close your eyes and pretend you are at a fair. What do you see, feel, hear, smell, and taste? (Answers may vary.)
7. How are some characters showing changes? (Answers may vary but may include that Fern is concerned with money for the fair and with spending time with other children and not with Wilbur, as she once was; Fern and Avery are going off on their own; Avery is starting to help more; Charlotte is listless; etc.) [You may also wish to discuss how some characters are acting the same: Wilbur is having doubts; Charlotte is reassuring him; etc.]

8. *Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who is the new character in today’s read-aloud?” or “Who do you think is going to win a prize, Wilbur or Uncle?” Turn to your neighbor and ask your “who” question. Listen to your neighbor’s response. Then your neighbor will ask a new “who” question and you will get a chance to respond. I will call on several of you to share your questions with the class.

### Word Work: Enormous

(5 minutes)

1. In the read-aloud, you heard Charlotte say about Uncle, “There’s a pig in the next pen and he’s *enormous*.”
2. Say the word *enormous* with me.
3. *Enormous* means huge.
4. The enormous sand castle won first place.
5. Can you think of something that is enormous? Try to use the word *enormous* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “\_\_\_\_\_ is enormous.”)
6. What’s the word we’ve been talking about? What part of speech is the word *enormous*?

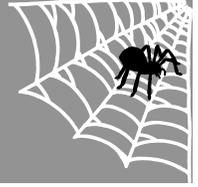
For follow-up, have students talk about things that are enormous. Ask them what the opposite of enormous is. Discuss antonyms like *small, little, tiny, miniature*, etc., and have students share things that are this size, as well. As students share, be sure they use the word *enormous*.



**Complete Remainder of the Lesson Later in the Day**

# 17B

## Uncle



### Extensions

20 minutes

#### Story Map (Instructional Master 12B-1)

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Add any new story elements, characters, settings, or plot events to the story map. Be sure to include any problems and/or solutions. You may wish to discuss how some characters are showing changes.

#### Creating Image Cards

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Tell students that they are going to create their own image cards like they did in *Charlotte's Web I*. Assign one chapter from Chapters XII–XVII to a group of three or four students. Have students look through the chapter and choose one scene each to draw on a large index card. Tell students they may draw their own version of an existing illustration or they may create their own illustrations, using the description in the chapter. Explain to students that each member in the group needs to draw a different image from the others in their group so that the class will have the greatest variety and coverage of images possible for each chapter.

Once each group has completed its drawings, have students put their cards in order. Once all of the groups are finished, have students help you put all of the cards in order, displaying them on the wall or board in the correct sequence after the cards from *Charlotte's Web I*. If you created transitional word cards in Lesson 13, you may wish to use them here to help guide students in their sequencing.

# PP1

## Pausing Point 1



### Note to Teacher

Your students have now heard the first seventeen chapters of the trade book *Charlotte's Web*, by E. B. White. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

### Core Content Objectives Up to This Pausing Point

Students will:

- Describe stories as one type of fiction
- Explain that fiction comes from the author's imagination
- Describe the characters, plot, and setting of *Charlotte's Web*
- Describe changes in characters
- Describe the elements of narration, dialogue, description, and personification
- Describe some aspects of life on a farm
- Describe how seasons affect life on a farm
- Describe some aspects of a fair
- Identify words and phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Describe orb spiders and their webs
- Describe how crickets make a chirping sound

## Activities

### Class Book: Charlotte's Web II

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#### Materials: Drawing paper, drawing tools

Tell the class that they are going to add to the class book they started in *Charlotte's Web I* to help them remember what they have learned thus far in these domains. You may wish to include the character sentences students completed in Lesson 12, the image cards students created in Lesson 17, and other activities completed in the lessons and in this Pausing Point.

Tell students that you will continue to add to this class book as you read the rest of *Charlotte's Web*. Tell students that you will bind the pages upon completion of the trade book and put the class book in the library for students to read again and again.

### On Stage

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Have students act out a scene from the story while the rest of the class tries to guess which scene it is. You may wish to assign a scene or have students choose one on their own. As students act out the scene, encourage them to use rich vocabulary, including, if possible, any domain-related vocabulary.

### Riddles for Core Content

---

Ask the students riddles such as the following to review core content:

- I am the only animal that isn't at the beginning of Charlotte's meeting. Who am I? (Templeton)
- I help Mrs. Arable feel relieved when she comes to my office to talk about Fern. Who am I? (Dr. Dorian)
- I discover the word *terrific* written in Charlotte's web. Who am I? (Lurvy)
- I am a place with astonishing piles of stuff where Templeton likes to rummage. What am I? (the dump)
- I am the event everyone is excited about that happens every year and that Mr. Zuckerman is entering Wilbur into. What am I? (the fair)

- I tell stories to Wilbur to help him fall asleep. Who am I? (Charlotte)
- We sing our song loudly at the end of summer by moving our wings. What are we? (crickets)
- I give Wilbur a bath with buttermilk. Who am I? (Mrs. Zuckerman)
- I persuade Templeton to go to the fair by tempting him with descriptions of the fair food that will be there. Who am I? (old sheep)
- I am an enormous pig who is at the fair next to Wilbur. Who am I? (Uncle)

## Orb Webs

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### **Materials: Image Card 1, drawing paper, drawing tools**

Have students draw pictures of orb webs, labeling the foundation, or radial, lines and the snare, or orb, lines. Remind students that the web needs to be an orb, or circle. Students may wish to use two different colors for the two types of lines. Pass around Image Card 1 to help students remember the two types of thread. Have students add the spider that made the web and also some insects that are caught in the snare lines. You may wish to discuss math content in relation to the radial lines being rays and the orb lines being the line segments.

As students draw, have them discuss how webs are similar to and different from other types of weaving discussed in *Charlotte's Web*, such as crocheting a doily, knitting a sock, and weaving a blanket like the Navajo blanket Lurvy wins at the fair.

## Character Changes

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### **Materials: Drawing paper, drawing tools**

Ask students to think about the characters of *Charlotte's Web* and how they have shown changes thus far. Have students work individually or in groups to draw a picture of one of the characters and write a sentence about how that character has changed. For example, they may choose to draw a picture of Wilbur and write

a sentence about how much he has grown in size. Or they may draw a picture of Charlotte in the pigpen at the fair and then write a sentence about how she has become listless.

## Word Web

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### Materials: Drawing paper, drawing tools

Review the words *astronaut* and *versatile* from the Word Web, reviewing the definitions and giving an example sentence for each. Have students choose one of the words and draw a picture depicting the word or write a sentence using the word. Allow students to share their pictures and sentences.

## Somebody Wanted But So Then

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### Materials: Instructional Master PP1-1

The Somebody Wanted But So Then chart may be used to summarize the story *Charlotte's Web* thus far.

## Quotes and Statements

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### Materials: Drawing paper, drawing tools

Read the following character quotes and narrator statements and have students choose a favorite to respond to with a drawing and a couple of sentences. Allow students to share their responses. You may also wish to have students try to identify the speaker, the surrounding situation, and whether the sentence is a part of a quotation or of the narration. You may wish to remind students that although the narrator is not a character acting in this story, there are many important statements made by the narrator that add to this story.

- “It’s my idio-idio-idiosyncrasy.” (goose, p. 86)
- “What kind of an acrobat do you think I am?” (Charlotte, p. 89)
- “Meetings bore me.” (Templeton, p. 90)
- “There isn’t a pig in the whole state that is as terrific as our pig.” (Mr. Zuckerman, p. 96)
- “It had been a busy day—his first day of being terrific.” (narrator, p. 101)

- “Charlotte is the best storyteller I ever heard.” (Fern, p. 105)
- “But nobody pointed out that the web itself is a miracle.” (Dr. Dorian, p. 109)
- “I don’t understand it, and I don’t like what I can’t understand.” (Mrs. Arable, p. 110)
- “Of course, he gets into poison ivy and gets stung by wasps and bees and brings frogs and snakes home and breaks everything he lays his hand on. He’s fine.” (Mrs. Arable, pp. 111, 112)
- “They sang the song of summer’s ending, a sad, monotonous song.” (narrator, p. 113)
- “Well, they’ve got to grow up some time . . . and a fair is a good place to start.” (Mr. Arable, p. 133)
- “What did you think I was, a spring chicken?” (Uncle, p. 134)

### Which Happened First?

---

**Materials: Sentence strips or chart paper, chalkboard, or whiteboard**

Tell students that you are going to play a game called “First” and “Then.” You will read a pair of sentences that you have written on chart paper or sentence strips. Each sentence begins with a blank. One volunteer will choose which sentence happened first in the story and write the word *First* on the blank before that sentence. Then another volunteer will write the word *Then* on the blank before the sentence that happens second in the story.

1. \_\_\_\_\_, the animals decide on the word *terrific*. (Then)  
 \_\_\_\_\_, Charlotte calls a meeting. (First)
2. \_\_\_\_\_, Lurvy sees the word *terrific* in the web. (First)  
 \_\_\_\_\_, Mrs. Zuckerman calls a newspaper reporter about Wilbur. (Then)
3. \_\_\_\_\_, Charlotte sings a lullaby to Wilbur. (First)  
 \_\_\_\_\_, Wilbur falls asleep. (Then)
4. \_\_\_\_\_, Fern tells her mother the story about the fish in the web. (Then)  
 \_\_\_\_\_, Charlotte tells Wilbur the story about the fish in the web. (First)

5. \_\_\_\_\_, Mrs. Arable goes to see Dr. Dorian about Fern. (First)  
\_\_\_\_\_, Mrs. Arable feels relieved, or at ease. (Then)
6. \_\_\_\_\_, the crickets sing their song. (First)  
\_\_\_\_\_, everyone remembers that summer is ending. (Then)
7. \_\_\_\_\_, Templeton decides to go to the fair. (Then)  
\_\_\_\_\_, the old sheep talks about all of the food at the fair.  
(First)

## Crickets and Their Song

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**Materials: Image Card 7, *Chirping Crickets* by Melvin Berger, recording of chirping crickets**

Read to students the recommended trade book *Chirping Crickets*, by Melvin Berger, pointing out the parts of the cricket that make the chirping sound. Play a recording of crickets chirping as you pass around Image Card 6 and allow students to share personal experiences they have had with crickets and their song.

## Domain-Related Trade Books or Student Choice

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**Materials: Trade book**

Read an additional trade book to review a particular animal or concept; refer to the trade books listed in the domain introduction. You may also have the students choose a chapter from *Charlotte's Web* to hear again.

## Book Tub/Research

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**Materials: Trade books from the Recommended Trade Book List**

Have students look through the book tub and choose a book about an animal or other topic from *Charlotte's Web* that they would like to learn more about. You may wish to group students together by chosen topic. After reading, allow students to share what they already knew, what they learned, and what they still want to know about their topic. If you decided to create a KWL chart to capture all of the farm information in this story, you may wish to research some of the students' questions and update the chart. If time allows, you may wish to create a new KWL chart about another topic. You may also wish to read a favorite book aloud to the class.

## Image Card Review

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### **Materials: Image Cards 1–11, image cards students created**

Show students Image Cards 1–11. Ask them to recall the animal or object depicted and how it fits into the story of *Charlotte's Web*. Review the images, allowing students to share what they know, what they have learned, and what they would still like to know about the images. You may wish to pass the image cards around and have students discuss them in groups.

You may also wish to review the image cards students created from Chapters XII–XVII. Review the characters, setting, and plot in each image, as well as the sequence of all of the cards.

## Venn Diagram

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### **Materials: Instructional Master PP1-2, chart paper, chalkboard, or whiteboard**

Tell students that there are many things to compare and contrast in the read-alouds they have heard so far. Remind students that *compare* means to tell how things or people are similar, and *contrast* means to tell how things or people are different.

Have students choose a topic from the following list to compare/contrast on a Venn diagram. You may do this individually or as a class.

**Note:** You may wish to review the Venn diagrams you completed in *Charlotte's Web I* and discuss how the character contrasts and comparisons may have changed as the characters have changed.

- Templeton and the old sheep
- Fern and Avery
- Charlotte and Fern
- Wilbur and the goslings
- Dr. Dorian and Mrs. Arable
- the birds and the crickets
- Lurvy and Mr. Zuckerman
- a doily and an orb spider web

Allow students to share their writing with the class and ask each other questions. Remember to expand on each student's response using richer and more complex language, including, if possible, any read-aloud vocabulary.

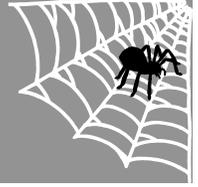
### **Writing Prompts**

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- One character who has shown changes is . . .
- One thing I really like about this story is . . .
- An orb spider is interesting because . . .

# 18

## The Cool of the Evening



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Describe changes in characters
- Describe some aspects of a fair
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Describe how an author sometimes gives the reader hints of things to come

#### Language Arts Objectives

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)

- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Summarize (orally or in writing) text content and/or oral information presented by others (L.2.20)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Compare and contrast (orally or in writing) similarities and differences within a single read-aloud or between two or more read-alouds (L.2.23)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Share writing with others (L.2.34)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)
- Sequence four to six pictures illustrating events in a story (L.2.36)

## Core Vocabulary

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Chapter XVIII of *Charlotte's Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**detected, v. (p. 138)** Discovered the presence or existence of something

*Example:* Sierra's mother detected a skunk's odor near her garden, so she waited to finish her planting until after the skunk was gone.

*Variation(s):* detect, detects, detecting

**humble, adj. (p. 140)** Not proud; modest; low to the ground

*Example:* The gardener was a humble man, and never bragged about winning the floral competition year after year.

*Variation(s):* humbler, humblest

**masterpiece, n. (p. 143)** Something created with amazing skill or a high degree of excellence

*Example:* The townspeople considered their local artist's latest painting to be her masterpiece, and displayed the painting in the town's museum.

*Variation(s):* masterpieces

**refreshed, adj. (p. 138)** Renewed or made new again, usually by rest or food

*Example:* I felt refreshed after the winter break from school.

*Variation(s):* none

**sneered, v. (p. 140)** Spoke or laughed in a scornful manner by slightly raising one corner of the upper lip

*Example:* The opposing football teams sneered at each other from across the playing field.

*Variation(s):* sneer, sneers, sneering

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	student-created image cards from <i>Charlotte's Web I</i> and this domain transitional word cards (optional)	10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Cool of the Evening</b>	<i>Charlotte's Web</i> , by E. B. White, pp. 138–143 Image Card 12	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Image Cards 1 and 3	10
	<b>Word Work: Humble</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Story Map</b>	Instructional Master 12B-1	20
	<b>Word Web</b>	Word Web from previous lessons index card	
	<b>Venn Diagram</b>	Instructional Master 18B-1 chart paper, chalkboard, or whiteboard	
<b><i>Take-Home Material</i></b>	<b>Parent Letter</b>	Instructional Master 18B-2	

# 18A

## The Cool of the Evening



### Introducing the Read-Aloud

10 minutes

#### What Have We Already Learned?

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Display on a table the image cards students have created (from both *Charlotte's Web I* and this domain) for Chapters I–XVII. Have students help you put the cards in the correct sequence, summarizing the story so far and talking about the theme of friendship and the character changes throughout. You may wish to refer to the story map for a synopsis of the plot events. If you created transitional word cards in Lesson 13, you may wish to use them here to help guide students in their sequencing. Once they are in order, display the image cards on the wall or board.

#### Making Predictions About the Read-Aloud

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Ask students to predict how a fair may be different at night than during the day.

#### Purpose for Listening

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Tell students to listen to find out if their predictions are correct.

**Note:** You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

### The Cool of the Evening

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter XVIII, “The Cool of the Evening,” starts on page 138 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

#### Page 138

- . . . **in the air.** The word **detected** means sensed or discovered the presence or existence of something. A detective is someone who detects, or discovers, things with their senses. What is Templeton detecting with his senses?
- . . . **for the last time.”** What do you think Charlotte means by this? Do you think this is a hint of something to come?
- . . . **like a messenger boy.** Templeton doesn’t like being treated like it’s his job to go around and do things for other people.
- . . . **after their nap.** The word **refreshed** means renewed, usually by rest or food. What do you think Fern and Avery will do now that they are refreshed?

#### Page 139

- . . . **in the Ferris wheel.** (Show Image Card 12 [fair at night].) How is the fair different at night?
- . . . **Think of that!”** Do you think Mrs. Arable is also thinking about what Dr. Dorian predicted?
- . . . **and ate everything.** So, was the sheep right about the fair being a rat’s paradise? Why do you think Templeton waited until evening to go out and look for food?
- . . . **were by themselves.** Where are all of the people? Look at the picture on this page: do you see any words on the newspaper? Let’s read on to see what word Templeton picks.

### Page 140

- . . . **shall ever write.**” Why do you think Charlotte is repeating herself? Does Templeton seem to notice what she is saying? What is *he* busy thinking about?
- . . . **read it for me.**” Why do you think Charlotte can’t read the word?
- . . . **sneered the rat.** The word **sneered** means laughed or spoke in a scornful manner, with the corner of the upper lip raised a little. Have you noticed that Templeton rarely just “says” anything in a plain way? The author uses words like *grumbled*, *sneered*, and *snarled* instead of just *said* to give you a better picture of Templeton.
- . . . **you old schemer!** A schemer is someone with a scheme, or a plan. Why do you think Templeton calls Charlotte a schemer?
- . . . **vanished into the shadows.** What does *vanished* mean? Why does Templeton say this will be a “night to remember”?

### Page 141

- . . . **in the center.** What does the word **humble** mean? The word *humble* is similar to the word *modest* you heard earlier.
- . . . **tired and happy.** Who do you think will be the first person to notice the word in the web?

### Page 142

- . . . **leave your web.**” Why do you think Charlotte has left her web?
- . . . **go to sleep.**” Does Charlotte really think Wilbur will live forever? Why do you think she says this?

### Page 143

- . . . **for a change.**” What do you think it is?
- . . . **you my masterpiece.**” Charlotte is telling Wilbur all of the sights and sounds he will experience with his senses in the morning when he wakes. A **masterpiece** is something created with amazing skill or excellence that one is proud of. What do you think Charlotte’s masterpiece will be?

- . . . **my whole life.**” Are you surprised that Fern is saying this? How do you think Mrs. Arable feels when she hears this? Have you ever felt like this at the end of a day?

## ***Discussing the Read-Aloud***

**15** minutes

### **Comprehension Questions**

**(10** minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. In this chapter, how do the characters talk about the way they use their senses to discover things? (Templeton is detecting smells of food with his nose; everyone is experiencing the “sensory overload” of the fair; Templeton is anticipating eating; Wilbur is anticipating seeing Charlotte’s masterpiece; etc.)
3. What happens after the people leave the fair? (Charlotte and Wilbur talk; Charlotte continues to make something—this time for herself; Templeton searches for food.)
4. How do you think Templeton feels about the fair? (Answers may vary but may include that he’s having a wonderful time feasting on all of the food.)
5. How would you describe the manner in which Templeton talks to others? (Answers may vary but may include that he sneers, grumbles, is not always respectful, etc.)
6. How do you think Mrs. Arable feels about Fern having such a good time at the fair? (Answers may vary but may include that she is relieved that Fern is spending time with other children instead of alone in the barn with the animals.)
7. How does Fern feel? (like she had the best time she’s ever had)
8. Why do you think Charlotte keeps saying that this is the last time she will write a word? Do you think Charlotte is speaking oddly in this chapter? Is this a hint of something to come? (Answers may vary.)

9. How are some characters showing changes? (Answers may vary but may include that Charlotte is starting to act oddly; Fern is spending time with Henry and not at all with Wilbur; etc.) [You may also wish to discuss how some characters are acting the same: Charlotte is still reassuring Wilbur and helping him go to sleep; Templeton is still helping to find words; etc.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Think Pair Share*: Charlotte says of her masterpiece, “It’s something for *me*, for a change.” What do you think she means by this? (Answers may vary.)

### **Word Work: Humble**

(5 minutes)

1. In this chapter, you heard Charlotte tell Templeton, “*Humble* has two meanings.”
2. Say the word *humble* with me.
3. If something is humble, it is small or low to the ground; if someone is humble, they are not proud.
4. Even after Sylvia’s painting of a parrot was called a masterpiece and won first prize in the third-grade competition, she remained humble.
5. Have you ever been humble or seen someone or something that was humble? Try to use the word *humble* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I saw something humble once when . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *humble*?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some people and things. If what I describe is an example of humble, say, “humble.” If what I describe is not an example of humble, say, “not humble.”

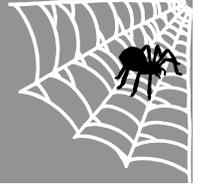
1. a person who always boasts about what he or she does (not humble)
2. a small, one-room cottage in the woods (humble)
3. a tall, shiny skyscraper in the middle of a busy city (not humble)
4. a person who thinks of others before himself or herself (humble)
5. a person who takes the credit for what other people do (not humble)



**Complete Remainder of the Lesson Later in the Day**

# 18B

## The Cool of the Evening



### Extensions

20 minutes

#### Story Map (Instructional Master 12B-1)

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Add any new story elements, characters, settings, or plot events to the story map. Be sure to include any problems and/or solutions. You may also wish to discuss how some characters are showing changes.

#### Word Web

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Ask students what word Charlotte teaches Wilbur in this chapter. Write the word *humble* on an index card. Ask students what this word means. Beneath the word, write a short definition: “not proud; low to the ground.” Describe why students think this word describes Wilbur. Stick the card onto the Word Web. Tell students to listen for more of Charlotte’s words for their Word Web.

#### Venn Diagram (Instructional Master 18B-1)

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Tell students that they are going to compare and contrast two of the settings in the story. Remind students that *compare* means to tell how things are alike, and *contrast* means to tell how things are different. Explain that comparing and contrasting helps us to learn more about the elements of a story.

Copy Instructional Master 18B-1 onto chart paper, a chalkboard, or a whiteboard. Tell students that together you are going to compare and contrast two of the settings from this story: the farm and the fair. Tell them that you are going to write the characteristics that only a farm has in one circle and the characteristics that only a fair has in one circle. In the overlapping middle section, you will write the characteristics that a farm and a fair have in common.

**Note:** You may wish to have some students use Instructional Master 18B-1 to complete this diagram on their own.

## Parent Letter

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Send home Instructional Master 18B-2.

# 19

## The Egg Sac



### Lesson Objectives

#### Core Content Objectives

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Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Describe changes in characters
- Describe how seasons affect life on a farm
- Describe the life cycle and egg sac construction of spiders
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Describe how an author sometimes gives the reader hints of things to come

#### Language Arts Objectives

---

Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Learn common sayings and phrases such as “Don’t cry over spilled milk” (L.2.9)

- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Learn synonyms and antonyms (L.2.17)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Summarize (orally or in writing) text content and/or oral information presented by others (L.2.20)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Begin to write responses to literature that demonstrate understanding of the text and express/support opinion (L.2.25)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)

- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)

## Core Vocabulary

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Chapter XIX of *Charlotte's Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**boosted, v. (p. 154)** Lifted or raised up

*Example:* Johnny boosted his little sister onto his shoulders so she could reach to pick an apple off the tree.

*Variation(s):* boost, boosts, boosting

**constructed, v. (p. 145)** Built

*Example:* Mr. Harper constructed a brand new jungle gym in the park for all the neighborhood children to enjoy.

*Variation(s):* construct, constructs, constructing

**contented, adj. (p. 153)** Happy; satisfied

*Example:* The baby had a contented smile on her face after her mother fed her.

*Variation(s):* none

**dreamily, adv. (p. 146)** In a dreamy or dreamlike manner

*Example:* The kitten slept dreamily in the warmth of the afternoon sun.

*Variation(s):* none

**suspiciously, adv. (p. 149)** With suspicion or distrust of something; thinking something is false or untrue

*Example:* Matthew looked suspiciously at the magician when he said he would make a bunny appear out of his hat.

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Summarizing What We Have Already Learned</b>	chart paper, chalkboard, or whiteboard pocket chart, sentence strips, index cards (optional)	10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Egg Sac</b>	<i>Charlotte's Web</i> , by E. B. White, pp. 144–154 Image Card 13	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Constructed</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Sayings and Phrases: Don't Cry Over Spilled Milk</b>		20
	<b>Word Web</b>	Word Web from previous lessons two index cards	
	<b>Descriptive Paragraph: Plan</b>	Instructional Master 19B-1	

# 19A

## The Egg Sac



### Introducing the Read-Aloud

10 minutes

#### Summarizing What We Have Already Learned

---

Ask students what happened in the previous chapter. Tell them that together you are once again going to summarize the main events in three to four sentences, using transitional words to help with the sequence. Remind students that a summary is a short review of the main events in the story and does not include all of the specific details. You may wish to refer to the story map for a synopsis of the plot events.

Write the summary sentences on chart paper, a chalkboard, or a whiteboard (or on sentence strips), with or without the transitional words, and have students help you to put them in order. You may wish to have some students create their own summaries if they are able. Tell students to listen carefully to the next chapter so they will be able to help you summarize the main events.

#### Making Predictions About the Read-Aloud

---

Share with students the title of this chapter, “The Egg Sac,” and ask them to think about what they have heard so far to predict what will happen in this chapter.

#### Purpose for Listening

---

Tell students to listen to find out if their predictions are correct.

**Note:** You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

## The Egg Sac

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter XIX, “The Egg Sac,” starts on page 144 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

### Page 144

- . . . **looked for Charlotte.** Wilbur wakes and discovers with his senses exactly what Charlotte had predicted the night before. Charlotte, like the old sheep, is a pretty wise creature.
- . . . **that nifty little thing?** or neat little thing; What do you think the nifty little thing is?

### Page 145

- . . . **means ‘great work.’** If *magnum opus* means “great work” in Latin, what is a word you learned in English that is a synonym, or that means the same thing? (Prompt students to recall *masterpiece*.)
- . . . **finest thing I have ever made.”** (Point to the egg sac.) Were your predictions correct about what Charlotte was making?
- . . . **my mind occupied.”** *Occupied* means busy.
- . . . **had constructed it himself.** The word **constructed** means built or made. Was the egg sac constructed by Wilbur?
- . . . **will be warm and dry.”** (Show Image Card 13 [spider egg sac].) This is what a real spider egg sac looks like. Why do you think the egg sac needs to be waterproof, or made of a material that doesn’t allow water to get inside it?

## Page 146

- . . . **five hundred and fourteen children?”** The word *dreamily* means softly and thoughtfully, as if in a happy daydream. Why do you think Wilbur is speaking dreamily as he talks about Charlotte’s children?
- . . . **sound so down-hearted?** The word *downhearted* is a synonym for the word *dejected* you learned earlier; it means to feel depressed or low in spirits.
- . . . **happens, yes,” she said.** What do you think could happen?
- . . . **Charlotte’s voice sounded sad.** When will the 514 baby spiders hatch? Why do you think Charlotte is sad?
- . . . **ever see my children.”** Why is Charlotte saying this? Is this another hint of something that is going to happen? What do you think is going to happen?
- . . . **asking her to explain.** Has Wilbur ever hesitated to ask Charlotte for an explanation before? Why is he hesitating now? Let’s listen for more character changes.

## Page 147

- . . . **marveling at the miracle.** or looking at the miracle with wonder and surprise
- . . . **in a husky voice.** or in a hoarse voice
- . . . **as a jelly jar.** (Point to the picture.) Why is Templeton so swollen? Have we ever seen him like this before?

## Page 148

- **A real gorge!** or a real feast
- . . . **acute attack of indigestion.”** Charlotte is saying that Templeton deserves to get a real stomachache after being such a glutton.
- **I guess you’re licked, Wilbur.** or beaten
- . . . **gets hankering for . . .** or a craving for
- . . . **stuffed and bloated . . .** or stuffed and swollen
- . . . **to change the subject.** Is this how Wilbur normally reacts to things? How is he responding differently?

### Page 149

- . . . **eyeing the sac suspiciously.** The word *suspiciously* means with suspicion, or with distrust or question. Why do you think Templeton is looking at the egg sac suspiciously?
- **Look what it says!”** Who first notices the word in the web this time?

### Page 150

- . . . **at the horse barn.** Why is everyone upset?
- . . . **out on the midway.** Is Fern upset?
- . . . **his hair and skin.** What does *trickled* mean? (Hint: It’s a form of the word *trickling* that you learned earlier.) Why do you think Wilbur is being given another buttermilk bath? Who is helping to take care of Wilbur now?

### Page 151

- . . . **nobody noticed Charlotte.** Has this always been this way?
- . . . **judges’ booth promptly!”** What does *promptly* mean? Why do you think Mr. Zuckerman is being called to the judges’ booth?
- **Mrs. Arable hugged Mrs. Zuckerman.** Why is everyone so happy?

### Page 153

- . . . **encircling her egg sac.** or going around her egg sac in a circle; Why do you think Charlotte is putting her legs around her egg sac?
- . . . **peaceful and contented.** The word *contented* means happy.
- . . . **money?”** asked Fern. Is Fern helping with Wilbur? What do you think Fern wants to do?
- . . . **rushed to the truck.** Is Avery fooling around like usual, or is he listening and helping?
- . . . **heard the commotion . . .** or noise

- . . . **and up into the truck.** The word **boosted** means lifted or raised up.
- . . . **at her side.** Is Fern more interested in spending time with Wilbur or with her friend Henry?

## Discussing the Read-Aloud

**15** minutes

### Comprehension Questions

**(10** minutes)

1. How do the characters use their senses in this chapter to discover things? (Wilbur sees and hears the sights and sounds of the morning, as well as Charlotte's egg sac; Wilbur and Charlotte hear and see Templeton; Charlotte is feeling her egg sac as her arms encircle it; etc.)
2. Describe Charlotte's egg sac. (her "magnum opus" or masterpiece; waterproof; peach-colored; round; looks like cotton candy; etc.) Why do you think Charlotte considers her egg sac to be a masterpiece? (Answers may vary.)
3. Why is Charlotte sad? (because she is saying she won't get to see her children) Why is she happy and contented? (because she is sure at last that she saved Wilbur's life)
4. Where was Templeton all night? (eating and gorging himself) What does he look like now? (huge as a jelly jar)
5. Is Templeton getting along with Charlotte and Wilbur? (no) Why are they glad to have him go to sleep? (He is saying things to upset Wilbur and thinking only of his food.)
6. What word does Fern see in the web? (humble) What does it mean? (modest; low to the ground)
7. When the Zuckermans and Arables boost the crate into the truck, where are they going with Wilbur? (the judges' booth) Why? (Answers may vary but may include that Wilbur is going to get a prize.)

8. Many spiders place their egg sac in their web. Why do you think Charlotte doesn't have her egg sac in her web? (Answers may vary but may include that she doesn't want to cover up or distract from the word *humble*.)
9. How are some characters showing changes? (Answers may vary but may include that Wilbur is not reacting as strongly to Templeton's teasing; Fern is distracted by the fair; Avery is helping more; etc.) [You may also wish to discuss how some characters are acting the same: Templeton is teasing Wilbur; nobody notices Charlotte; etc.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Think Pair Share*: How do you think Wilbur feels about Fern spending less time with him than she used to? (Answers may vary.)

### Word Work: Constructed

(5 minutes)

1. In the chapter, you heard that Wilbur felt happy about the egg sac, "as though he had *constructed* it himself."
2. Say the word *constructed* with me.
3. *Constructed* means built.
4. The second-grade class constructed a model of the eight planets so they could better learn about them.
5. Have you ever constructed something or seen something being constructed? Try to use the word *constructed* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I constructed \_\_\_\_\_ once when . . .")
6. What's the word we've been talking about? What part of speech is the word *constructed*?

For follow-up, have students talk about things they have constructed or have seen being constructed. Point out the word *construction* and discuss some of the things that are constructed at construction sites. As students discuss, be sure they use the word *constructed*.



## **Complete Remainder of the Lesson Later in the Day**

# 19B

## The Egg Sac



### Extensions

20 minutes

#### Sayings and Phrases: Don't Cry Over Spilled Milk

(5 minutes)

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between the literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard anyone say, “Don’t cry over spilled milk.” Have the students repeat the proverb. Tell students that the literal meaning of this proverb is that you should not cry after you have already spilled milk, because crying about it cannot undo what has already happened. Explain that the implied or figurative meaning of this proverb is that once something unfortunate happens—anything, not just milk being spilled—there is no use crying about it, because it can’t be undone.

Tell students that when Avery discovers that Uncle has already won the prize at the fair, and everyone is upset, Mr. Zuckerman says, “What’s everybody crying about?” He then tells everyone to “get busy” giving Wilbur a buttermilk bath. Crying about Uncle winning the prize isn’t going to undo it, or help Wilbur at all. Instead, Mr. Zuckerman could have said, “Don’t cry over spilled milk” because what’s done is done.

Tell students that the next time something unfortunate happens that they can’t do anything about, they can say, “Don’t cry over spilled milk” and try to find a way to help the situation, rather than just cry about what has happened in the past.

## Word Web

---

Ask students what words Charlotte teaches Wilbur in this chapter. Write the words *magnum opus* and *languishing* on two index cards. Beneath the words *magnum opus*, write a short definition: “great work or masterpiece.” Discuss why Charlotte called her egg sac her magnum opus. Beneath the word *languishing*, write a short definition: “slowing down.” Discuss the different signs that show Charlotte is languishing. Stick the cards onto the Word Web. Tell students that these are the last of Charlotte’s words for the Word Web.

## Descriptive Paragraph: Plan (Instructional Master 19B-1)

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Tell students that they have heard the author of *Charlotte’s Web* use a lot of description to tell about nouns (people, places, and things). Remind students that you wrote a descriptive paragraph together as a class to tell about one of these nouns, using the five senses as a guide. You may wish to reread the paragraph that you created in *Charlotte’s Web I*. Tell students that once again they are going to write a descriptive paragraph, but this time they will describe a character from the story. Tell them that you will help them, but that they are going to write this paragraph on their own. Remind students of the three steps of the writing process—plan, draft, and edit—and tell them that today they will complete the first step: plan.

Have students think about all of the characters they have heard about in this story and choose their favorite one to describe. You may wish to review what has been learned about the characters using the story maps, illustrations, student-created image cards, Venn diagrams, writing prompts, comprehension questions, and other extensions that have been used and created in *Charlotte’s Web I* and in this domain.

Give each student a copy of Instructional Master 19B-1 and tell them that they are going to brainstorm about the character they have chosen to describe. Have them write the name of the character in the center of the web and write words and phrases about the character on the radial, or foundation, lines. Have them think about the character's appearance, attitude, actions, changes, etc., keeping in mind how they can use their five senses to further describe these things. Tell students that they will complete the draft step the next time you meet.

# 20

## *The Hour of Triumph*



### **Lesson Objectives**

#### **Core Content Objectives**

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Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Describe some aspects of life on a farm
- Describe how seasons affect life on a farm
- Describe changes in characters

#### **Language Arts Objectives**

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)

- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Learn synonyms and antonyms (L.2.17)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Interpret information (orally or in writing) presented, and then ask questions to clarify information or the topic in a read-aloud (L.2.19)
- Summarize (orally or in writing) text content and/or oral information presented by others (L.2.20)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Begin to write responses to literature that demonstrate understanding of the text and express/support opinion (L.2.25)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)

## Core Vocabulary

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Chapter XX of *Charlotte's Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**collapsed, v. (p. 159)** Fell or caved in

*Example:* The wobbly table collapsed under the weight of the groceries.

*Variation(s):* collapse, collapses, collapsing

**courage, n. (p. 157)** Bravery

*Example:* It took a lot of courage for Janet to play her flute in front of all of the people at the recital.

*Variation(s):* none

**embraced, v. (p. 156)** Hugged

*Example:* Mandy always embraced her mother before leaving for school.

*Variation(s):* embrace, embraces, embracing

**magnificent, adj. (p. 158)** Excellent; exceptional in quality or size

*Example:* The Lincoln Memorial in Washington, D.C., is magnificent in size and structure.

*Variation(s):* none

**triumph, n. (p. 157)** A victory or win

*Example:* The chess team celebrated their triumph by having a pizza party.

*Variation(s):* triumphs

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Summarizing What We Have Already Learned</b>	chart paper, chalkboard, or whiteboard pocket chart, sentence strips, index cards (optional)	10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>The Hour of Triumph</b>	<i>Charlotte's Web</i> , by E. B. White, pp. 155–162	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Triumph</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Story Map</b>	Instructional Master 12B-1	20
	<b>Character, Setting, Plot</b>	Image Cards 3, 12, 14–20 Image Cards 19 and 20 from <i>Charlotte's Web I</i>	
	<b>Descriptive Paragraph: Draft</b>	Instructional Masters 19B-1, 20B-1	

# 20A

## *The Hour of Triumph*



### **Introducing the Read-Aloud**

**10** minutes

#### **Summarizing What We Have Already Learned**

---

Ask students what happened in the previous chapter. Tell them that together you are once again going to summarize the main events in three to four sentences, using transitional words to help with the sequence. Remind students that a summary is a short review of the main events in the story and does not include all of the specific details. You may wish to refer to the story map for a synopsis of the plot events.

Write the summary sentences on chart paper, a chalkboard, or a whiteboard (or on sentence strips), with or without the transitional words, and have students help you to put them in order. You may wish to have some students create their own summaries if they are able. Tell students to listen carefully to the next chapter so they will be able to help you summarize the main events.

#### **Making Predictions About the Read-Aloud**

---

Share with students the title of this chapter, “The Hour of Triumph,” and ask them to think about what they have heard to predict what this triumph, or victory, will be.

#### **Purpose for Listening**

---

Tell students to listen carefully to discover if there is more description about their character and to find out if their predictions are correct.

**Note:** You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

### The Hour of Triumph

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter XX, “The Hour of Triumph,” starts on page 155 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

#### Page 155

- . . . **in a pompous voice.** or a self-important voice
- . . . **is now approaching the infield.** What does *extraordinary* mean?
- . . . **room to proceed!** or room to move forward
- . . . **pass. Thank you.”** What is happening? What kind of special award do you think Wilbur will receive?
- **He felt happy but dizzy.** Why do you think Wilbur is trembling and feeling dizzy?
- . . . **and lowered the tailgate.** The tailgate is the back of the truck bed that opens to get things in and out. Do you notice how Avery jumps out to help without being asked?

#### Page 156

- . . . **busiest helper of all.** Who is helping the most with Wilbur now?
- . . . **in search of Henry.** Who is Fern enchanted with now?
- . . . **embraced the egg sac.** The word *embraced* means hugged. Why do you think Charlotte is embracing the egg sac?

#### Page 157

- . . . **gave her courage.** The word *courage* means bravery. How are the announcer’s words giving Charlotte courage?

- . . . **her hour of triumph.** The word *triumph* means victory. Why would this be Charlotte’s hour of triumph? Were your predictions correct? Did Charlotte achieve her plan to save Wilbur?
- . . . **running board of the truck.** A running board is a small ledge, or step, beneath the door of the truck to help passengers get in and out. So, the three parts of the truck you’ve heard about are the sideboards, the tailgate, and the running board.
- . . . **Zuckerman’s distinguished pig.** or pig that is recognized as special; Listen to all of the words the announcer is using to talk about Wilbur.
- . . . **to our great State.** What is fame? What effect has Wilbur’s fame had on the state?
- . . . **of all and sundry . . .** or the attention of several different types of people
- . . . **although learned men . . .** or educated men
- . . . **observe the phenomenon.** A phenomenon is an unusual or amazing event, sometimes unable to be explained. What phenomenon did people observe at the Zuckerman farm?
- **In the last analysis, . . .** or in the last study or investigation
- . . . **feel proud and grateful.** The announcer is saying that many educated people have studied the amazing events of the words in the web and can find no explanation but to say that it is beyond natural forces and is therefore a miracle.

### Page 158

- **Wilbur blushed.** Is Wilbur embarrassed at getting so much attention? Is he a humble pig?
- . . . **is truly terrific.** The word *magnificent* means exceptional in quality or size.
- **Whence came this mysterious writing?** or from where did this mysterious writing come?
- . . . **more of your valuable time.** Why do you think the announcer has been talking for so long?
- . . . **our great County Fair.”** How did Wilbur help attract so many people to the fair?

### Page 159

- . . . **this long, complimentary speech.** or this long speech that has said many compliments, or nice things. What do you think is going to happen?
- . . . **to the ground, unconscious.** The word *collapsed* means fell down. Why has Wilbur collapsed?
- . . . **can't stand praise.** What does the word *modest* mean? This is a synonym for another word you have learned: *humble*.
- **Lurvy sprang from . . .** or jumped up quickly
- . . . **this,” he chuckled.** What do you think Templeton is going to do?
- **The pain revived Wilbur.** or woke Wilbur up

### Page 160

- . . . **done his work well.** So, was it a good thing that Templeton went with Wilbur to the judges' booth?
- . . . **a five dollar bill.** So, how much is Mr. Zuckerman receiving? Twenty-five dollars was a lot of money back in the 1950s, when this story was written.

### Page 161

- **They got soaking wet.** Why did Lurvy throw the water? Did he see that Wilbur was already revived?
- . . . **who was really drenched.** The word *drenched* means really wet. Notice how the author uses several different words for *wet* in this story: *sopping*, *soaked*, and *drenched*.
- **“What ails you, Lurvy?** or what's wrong with you, Lurvy?
- . . . **said Lurvy meekly.** *Meekly* means humbly. What does *humbly* mean? (Remind students that this is another form of the word *humble* that they heard Charlotte define earlier.)
- **Avery was tickled . . .** or was happy and amused

### Page 162

- . . . **an imaginary towel.** Does this sound like something Avery would do?

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

1. What is the announcer talking about in the beginning of the chapter? (Wilbur and the special award he is receiving for being a “miracle” pig)
2. How does Wilbur feel about all of the attention? (excited, nervous, embarrassed, dizzy) What happens to him when the announcer keeps talking about him? (He faints or collapses.) Who helps to revive him? (Templeton) How? (by biting his tail)
3. Why do you think Mrs. Zuckerman is feeling nervous and scared? (She’s not used to being in front of so many people.)
4. What does Fern keep asking for? (money to ride the Ferris wheel)
5. Where is Fern during the presentation of the medal? (with Henry) Why do you think she is not with Wilbur? (Answers may vary but should include something about Fern growing up and her interests changing.)
6. Where is Charlotte? (back in the pigpen) How do we know that she can hear the announcer? (She responds to his statement that spiders cannot write.) How do you think the announcer’s words are giving Charlotte courage? (She is happy and relieved to hear that her hard work has paid off—that Wilbur is being recognized and that he is safe.)
7. How does Mr. Zuckerman feel when he is presented with the bronze medal? (full of happiness; that it is the greatest moment of his life)
8. Have you ever received an award? Was it in front of a lot of people? Tell about it. (Answers may vary.)
9. How are some characters showing changes? (Answers may vary but may include that Avery is more helpful and involved with Wilbur; Fern doesn’t even stay to see Wilbur win his prize; etc.) [You may also wish to discuss how some characters are acting the same: Avery is still playing around and making people laugh; Wilbur is still fainting and is still humble; etc.]

10. *Where? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *where*. For example, you could ask about the setting, “Where does today’s chapter take place?” Turn to your neighbor and ask your “where” question. Listen to your neighbor’s response. Then your neighbor will ask a new “where” question and you will get a chance to respond. I will call on several of you to share your questions with the class.

### **Word Work: Triumph**

(5 minutes)

1. In today’s chapter, you heard that when Wilbur was recognized by the announcer at the fair, it was Charlotte’s “hour of *triumph*.”
2. Say the word *triumph* with me.
3. A triumph is a victory or win.
4. The whole town felt the triumph when Penelope won first place in the photography contest for her photo of the town square.
5. Have you ever had a triumph? Try to use the word *triumph* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “It was a triumph when . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *triumph*?

Use a *Making Choices* activity for follow-up. Directions: I am going to say several things. If what I describe is a triumph, say, “That is a triumph” and raise your arms up high in the air like you are cheering. If what I describe is not a triumph, say, “That is not a triumph” and hang your head low.

1. a student who learns how to read (That is a triumph.)
2. a boy crossing the finish line in first place (That is a triumph.)
3. a girl falling down (That is not a triumph.)
4. a student getting a good grade on his spelling test (That is a triumph.)
5. two friends winning a three-legged race (That is a triumph.)
6. a basketball team losing the championship (That is not a triumph.)



### **Complete Remainder of the Lesson Later in the Day**

# 20B

## *The Hour of Triumph*



### **Extensions**

**20** minutes

#### **Story Map (Instructional Master 12B-1)**

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Add any new story elements, characters, settings, or plot events from Chapters XIX and XX to the story map. Be sure to include any problems and/or solutions. You may wish to discuss how some characters are showing changes.

#### **Character, Setting, Plot**

---

Display Image Cards 3 (fair in day), 12 (fair at night), and 14–20 (rat, man, woman, girl, boy, farm, dump) on a table. You will also need to include Image Cards 19 (pig) and 20 (spider) from *Charlotte's Web I*. Working in small groups or as a class, have students sort the characters and settings as they retell parts of the story. Explain that the images of the man, woman, girl, and boy are meant to be symbols of the characters. For example, the man may be Mr. Zuckerman, Mr. Arable, or Lurvy; the woman may be Mrs. Zuckerman or Mrs. Arable; and the boy may be Avery or Henry, depending upon which plot scene the students are retelling. Have students further describe the setting by telling which season of the year it is during each plot scene. As students discuss the selected plots, encourage them to use rich vocabulary, including, if possible, any domain-related vocabulary.

## **Descriptive Paragraph: Draft (Instructional Masters 19B-1, 20B-1)**

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Give each student a copy of their Instructional Master 19B-1 from the previous lesson. Have students add to their character brainstorm if they learned anything new about their characters in this chapter.

Give each student a copy of Instructional Master 20B-1. Tell them that they are going to use their brainstorm to write the five sentences of a descriptive paragraph, just as you did together as a class in *Charlotte's Web I*. Remind students that these sentences will include an introduction sentence to tell which character is being described; three sentences to describe the character's appearance, attitude, actions, changes, etc.; and a conclusion sentence to wrap up the paragraph.

Remind students that in the draft step they need to write in complete sentences, using a capital letter at the beginning of their sentences and punctuation at the end. Tell students that they will finish their drafts and complete the edit step the next time you meet.



## Lesson Objectives

### Core Content Objectives

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Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Describe how seasons affect life on a farm
- Describe changes in characters
- Describe how an author sometimes gives the reader hints of things to come
- Describe the life cycle and egg sac construction of spiders

### Language Arts Objectives

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)
- Give oral presentations about personal experiences, topics of interest, and/or stories using appropriate volume and clear enunciation (L.2.8)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)

- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Learn synonyms and antonyms (L.2.17)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Summarize (orally or in writing) text content and/or oral information presented by others (L.2.20)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Begin to write responses to literature that demonstrate understanding of the text and express/support opinion (L.2.25)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)
- Share writing with others (L.2.34)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)

## Core Vocabulary

---

Chapter XXI of *Charlotte's Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**accompany, v. (p. 167)** To go along or in company with

*Example:* Margaret decided to accompany her cousin on her family's vacation to Florida.

*Variation(s):* accompanies, accompanied, accompanying

**ceremony, n. (p. 163)** A formal event held for a particular purpose

*Example:* Brad's sister surprised him by flying into town for his graduation ceremony.

*Variation(s):* ceremonies

**desperation, n. (p. 167)** A state of frantic worry or extreme need

*Example:* Many people felt desperation when they lost power during the snowstorm.

*Variation(s):* none

**solemn, adj. (p. 168)** Serious; sad

*Example:* The friends made a solemn promise to always keep in touch no matter how far apart they moved.

*Variation(s):* none

**tremendous, adj. (p. 164)** Great; enormous

*Example:* Many people show a tremendous amount of kindness and generosity to their community by volunteering their time.

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Summarizing What We Have Already Learned</b>	chart paper, chalkboard, or whiteboard pocket chart, sentence strips, index cards (optional)	10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Last Day</b>	<i>Charlotte's Web</i> , by E. B. White, pp. 163–171	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Desperation</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Retelling the Read-Alouds</b>	transitional word cards (optional)	20
<b><i>Take-Home Material</i></b>	<b>Descriptive Paragraph: Edit</b>	Instructional Masters 19B-1, 20B-1 Editing Checklist <b>(Note:</b> You will need to prepare this prior to the lesson.)	

# 21A *Last Day*



## **Introducing the Read-Aloud**

**10** minutes

### **Summarizing What We Have Already Learned**

---

Ask students what happened in the previous chapter. Tell them that together you are once again going to summarize the main events in three to four sentences, using transitional words to help with the sequence. Remind students that a summary is a short review of the main events in the story and does not include all of the specific details. You may wish to refer to the story map for a synopsis of the plot events.

Write the summary sentences on chart paper, a chalkboard, or a whiteboard (or on sentence strips), with or without the transitional words, and have students help you to put them in order. You may wish to have some students create their own summaries if they are able. Tell students to listen carefully to the next chapter so they will be able to help you summarize the main events.

### **Making Predictions About the Read-Aloud**

---

Share with students the title of this chapter, “Last Day,” and ask them to think about what they have heard so far to predict what they think will happen in this chapter.

### **Purpose for Listening**

---

Tell students to listen to find out if there is new description about their character and if their predictions are correct.

**Note:** You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

### Last Day

---

Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter XXI, “Last Day,” starts on page 163 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

#### Page 163

- . . . **strain of the ceremony.** A **ceremony** is a formal event held for a particular purpose. Why do you think Wilbur is feeling the strain, or stress, from the awards ceremony?
- **But I feel peaceful.** Why do you think Charlotte feels peaceful, or full of peace, or calm?
- **Your future is assured.** or made sure, or safe; Do you think Wilbur feels like his future is assured now? Listen to Charlotte once again tell Wilbur what to expect.

#### Page 164

- . . . **warm wind will blow again.** What season will come after winter when the birds return and frogs awake?
- . . . **cruel and bloodthirsty!**” Has Charlotte changed, or has Wilbur?
- . . . **is a tremendous thing.** or a great thing; Wilbur may not have done something or made something for Charlotte as she did for him in weaving the webs, but he gave her the **tremendous** gift of friendship.
- . . . **little while, we die.** Charlotte is talking about the life cycle. Most spiders live for about one year.
- . . . **my life a trifle.** or a little; How has Wilbur helped Charlotte lift her life up a trifle? So, have both Charlotte and Wilbur been friends to each other?

### Page 165

- . . . **for your generous sentiments.**” or generous thoughts
- . . . **what are you talking about?”** Why do you think Charlotte is saying she isn’t going back?
- . . . **lower me to the ground.**” Were your predictions correct? Why do you think the author gave the reader clues about this throughout the story?
- **“Charlotte! My true friend!”** Wilbur’s hard crying is shaking his body or making him thrash about. He is feeling desolation, or emptiness and sadness.
- . . . **I shall stay, too.**” Do you remember when Wilbur got the bad news about him possibly dying and Charlotte had to calm him down? Now the bad news is about Charlotte dying, and she is still calming him down.

### Page 166

- . . . **be empty and deserted.**” The word *deserted* is a synonym for the word *forsaken*, a form of the word *forsake* you heard earlier. It means to be left alone.
- **Wilbur was in a panic.** or in a sudden worry or fear; What do you think Wilbur is going to do?
- . . . **take her children along.** How do you think Wilbur is going to do this?
- . . . **him into the air.** Have we ever seen Wilbur act like this?
- . . . **is this?” he growled.** or what kind of playful trick is this?

### Page 167

- . . . **because of her condition.** The word **accompany** means to go along with. Why can’t Charlotte accompany Wilbur and Templeton home?
- . . . **and get the egg sac.**” Do you think Templeton is going to help? The old sheep isn’t here this time to help persuade him. What do you think is going to happen?
- . . . **wisecracks and side remarks.** or jokes and insults

- . . . **said Wilbur in desperation,** . . . The word **desperation** means a state of frantic worry or extreme need. Wilbur feels desperation because he knows he is running out of time. What does he desperately need?

#### Page 168

- . . . **broken heart,” he mimicked.** or copied
- . . . **a spoiled child!”** Does this sound like the same Wilbur?
- . . . **a rat-of-all-work?”** This is like the saying “a jack-of-all-trades,” which is someone who knows how to do several different types of work. What is Templeton feeling?
- . . . **fondness for food.** Again, food is coming into the picture. What do you think Wilbur is going to do?
- . . . **you a solemn promise.** The word **solemn** means serious.

#### Page 169

- . . . **I cross my heart.”** What promise does Wilbur make to Templeton? Do you believe that he will keep this promise? What do you think Templeton is going to do?

#### Page 170

- **“Use extreme care!”** or the most care you can! It’s Wilbur’s turn to take care of Charlotte by taking care of her eggs.
- . . . **cut the sac adrift . . .** or away from where it is attached
- . . . **long as I live.”** Has Wilbur ever really thanked Templeton for all of the things he has done?

#### Page 171

- . . . **front legs at him.** Charlotte has shown strength throughout the whole story, all the way to the end.
- . . . **were empty and forlorn.** or sad
- . . . **important part of all.** What important part did Charlotte play?

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

1. Why is Charlotte feeling peaceful after the ceremony? (She knows Wilbur is safe; her plan worked and was a triumph.)
2. Why does Wilbur start to cry while Charlotte is talking? (He can't believe everything she has done for him; he realizes her friendship has meant a tremendous amount to both of them; he is overwhelmed with emotion.)
3. How does Charlotte respond? (She tells Wilbur that she has been happy and content to be his friend and help him, giving her something to do besides weaving her web and trapping flies.)
4. What news does Charlotte give Wilbur that causes him to break down in sobs? (She tells him that she will not accompany him back to the barn because she is dying.)
5. What does Wilbur do after he calms down? (He thinks fast and asks Templeton to help get the egg sac into the crate to take back to the farm.)
6. How does Templeton react to Wilbur's request for help? (He says no.) How does Wilbur get Templeton to cooperate? (In desperation, he makes a solemn promise to give him first pickings of the food in his trough.)
7. How do you think Templeton feels about always being asked for help but never being thanked? (Answers may vary but may include that he feels hurt and tries to make jokes to cover it up.)
8. How are some characters showing changes? (Answers may vary but may include that Wilbur is becoming more of a leader and thinking fast; Wilbur is thinking of Charlotte first; Wilbur takes the time to really thank Templeton; etc.) [You may also wish to discuss how some characters are acting the same: Charlotte is strong to the end; Templeton continues to put up an argument when asked for help, but is persuaded by food; etc.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Think Pair Share:* How do you think Charlotte feels about what Templeton and Wilbur do for her in this chapter? (Answers may vary but may include that she is grateful to Templeton for saving her egg sac and proud of Wilbur for thinking fast and persuading Templeton to help.)

### Word Work: Desperation

(5 minutes)

1. In today's chapter, you heard Wilbur tell Templeton in *desperation*, ". . . if you don't stop talking and get busy, all will be lost, and I will die of a broken heart. Please climb up!"
2. Say the word *desperation* with me.
3. Desperation is extreme need and frantic worry.
4. As their food supply became low, the desperation of the campers started to grow.
5. Have you ever felt desperation? Try to use the word *desperation* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I felt desperation once when . . .")
6. What's the word we've been talking about? What part of speech is the word *desperation*?

For follow-up, have students talk about times when they have felt desperation. You may wish to share an example of your own. Discuss the related words *desperate* and *desperately* and give examples of how to use these words in a sentence. Allow students to share their stories, being sure they use the word *desperation*.



**Complete Remainder of the Lesson Later in the Day**

**Extensions****20** minutes**Retelling the Read-Alouds**

Show students the illustrations from Chapters XVIII–XXI. (Have them follow along in their books if they have their own copies.) Ask students to retell the story thus far in the correct order, using the illustrations to help them. If you created transitional word cards in Lesson 13, you may wish to use them here to help guide students in their retelling.

**Descriptive Paragraph: Edit (Instructional Masters 19B-1, 20B-1)**

**(Note:** You will need to prepare a simple editing checklist for students to use for this exercise. Make sure to include basics such as using commas between things in a list, capital letters at the beginning of their sentences, and punctuation at the end. You may wish to also include a specific grammar concept students are currently learning about in class.)

Give each student their copies of Instructional Masters 19B-1 and 20B-1. Tell students that they are going to complete the edit step of the writing process. Explain that this means they are going to check their descriptive paragraphs for any mistakes and make sure they have said everything they wanted or needed to say. Students may wish to add new character descriptions they have heard in this lesson. Have students work in pairs to review their drafts, checking for mistakes and marking their papers. You may wish to read the rubric you prepared aloud to the class to guide students' work on each step.

Have students rewrite their edited draft sentences onto a clean sheet of paper, incorporating any changes or edits. If time allows, have students read their descriptive paragraphs aloud to the class. Tell students that they will have more time to share their paragraphs the next time you meet.



## **Lesson Objectives**

### **Core Content Objectives**

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Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Describe some aspects of life on a farm
- Describe how seasons affect life on a farm
- Describe changes in characters
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Describe how an author sometimes gives the reader hints of things to come
- Describe the life cycle and egg sac construction of spiders

### **Language Arts Objectives**

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Students will:

- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc. (L.2.1)
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age (L.2.3)
- Identify and express physical sensations, mental states, and emotions of self and others (L.2.4)

- Give oral presentations about personal experiences, topics of interest, and/or stories using appropriate volume and clear enunciation (L.2.8)
- Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific story or topic to be read aloud (L.2.10)
- Listen to and understand a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, myths, and poems (L.2.11)
- Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far, and then compare the actual outcomes to predictions (L.2.12)
- Describe illustrations (orally or in writing) (L.2.13)
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud (L.2.14)
- Learn and use (orally or in writing) new words from read-alouds and discussions (L.2.15)
- Answer questions (orally or in writing) requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. (L.2.18)
- Summarize (orally or in writing) text content and/or oral information presented by others (L.2.20)
- Answer questions (orally or in writing) that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing or inferring cause/effect relationships (L.2.22)
- Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds (L.2.24)
- Draw pictures, dictate, or write simple sentences to represent details or information from a read-aloud (L.2.29)

- Share writing with others (L.2.34)
- Retell (orally or in writing) a read-aloud, including characters, setting, plot, and events of the story in proper sequence (L.2.35)
- Sequence four to six pictures illustrating events in a story (L.2.36)
- Change some story events and provide a different story ending (orally or in writing) (L.2.38)

## Core Vocabulary

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Chapter XXII of *Charlotte's Web* by E. B. White is used as the read-aloud in this lesson. The page references where the vocabulary words appear in the trade book are noted in parentheses below.

**coasted, v. (p. 173)** Slid down a slope or hill

*Example:* Jim coasted speedily down the hill on his skateboard.

*Variation(s):* coast, coasts, coasting

**hallowed, adj. (p. 182)** Holy; sacred

*Example:* The ancient Greeks believed that Mount Olympus was a hallowed place because they thought the gods and goddesses lived there.

*Variation(s):* none

**pledge, v. (p. 182)** To solemnly, or seriously, promise

*Example:* When we pledge allegiance to the American flag, we are promising our loyalty to our country.

*Variation(s):* pledges, pledged, pledging

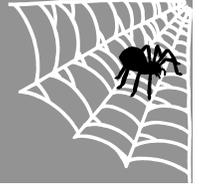
**tranquil, adj. (p. 183)** Peaceful

*Example:* Melissa felt tranquil as she sat on the deck reading her book and enjoying the beautiful weather.

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Descriptive Paragraph</b>	Instructional Master 20B-1	10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>A Warm Wind</b>	<i>Charlotte's Web</i> , by E. B. White, pp. 172–184 Image Cards 21–23	15
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		10
	<b>Word Work: Pledge</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Story Map</b>	Instructional Master 12B-1	20
	<b>Creating Image Cards</b>	large index cards, drawing tools transitional word cards (optional)	
	<b>Descriptive Paragraph</b>	Instructional Master 20B-1	

# 22A *A Warm Wind*



## **Introducing the Read-Aloud**

**10** minutes

### **Descriptive Paragraph (Instructional Master 20B-1)**

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As time allows, have some students share their descriptive paragraphs with the class. Tell students that more of them will share their paragraphs at the end of this lesson.

### **Making Predictions About the Read-Aloud**

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Share with students the title of this chapter, “A Warm Wind,” and ask them to think about what they have heard so far in the story to predict what they think will happen in this last chapter and how the story will end.

### **Purpose for Listening**

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Tell students to listen to find out if their predictions are correct.

**Note:** You may wish to remind students if they each have their own book to see the illustrations that they are to *listen* to the story instead of trying to read along. Let them know that they may choose to read each chapter on their own *after* you have read it to them in class.

## A Warm Wind

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Below are Guided Listening Supports to be used when pausing within the read-aloud. These prompts will help ensure that students understand critical details and remain engaged. Chapter XXII, “A Warm Wind,” starts on page 172 of this trade book; the prompts below are listed by page number. The end of the applicable sentence from the read-aloud is listed in bold as the cue for when to use the prompt. Make sure to discuss what students see in each picture as you read.

### Page 172

- . . . **to see him back.** How do you think the animals felt when they saw that Charlotte did not return with Wilbur and Templeton?
- . . . **as long as he lived.** So, did Charlotte accomplish what she set out to do for Wilbur?

### Page 173

- . . . **and so skillful.** Who can tell me what *loyal* means? Remember when the author gave us a hint that Charlotte would “prove loyal and true to the very end”? (You may wish to turn to this passage on page 41.) Was he right?
- . . . **nipped on frosty nights.** (Show Image Cards 21 [squash] and 22 [pumpkins].) Here are two more crops that the Zuckermans grow on their farm and harvest in autumn. What season is coming next if it is autumn?
- . . . **seen snow before.** Remember when Wilbur wasn’t sure if he would ever get to see snow?
- . . . **for the fun of it.** Wilbur is pushing through the piles of snow in the yard with his snout. How do you think he feels?
- . . . **pond in the pasture.** The word ***coasted*** means slid or rode down a slope or hill. Listen to another form of the word in the next sentence.
- . . . **there is,” retorted Fern,** . . . or said back in disagreement

### Page 174

- . . . **snow from her ear.** What does Fern keep thinking about? Who first predicted that Fern would change in this way? Do you think this was another way the author gave the reader hints about things to come?
- . . . **bleak and frozen.** or dreary and bare

### Page 175

- . . . **“if you ate less.”** The old sheep is giving advice again. Do you think this is because she cares about Templeton?

### Page 176

- . . . **next to the board fence.** Why do you think Wilbur put the egg sac near the manure?
- . . . **nothing else mattered.** Why is the egg sac so important to Wilbur?
- **You can hear them now.”** Do you remember the frogs? What season is it now if winter has ended? It is now one year from the time this story first began. The cycle of seasons is repeating.
- . . . **with rushing water.** The stream sounds like it is talking. Listen for the other sights and sounds of the spring season.

### Page 177

- . . . **he noticed something move.** What do you think is going to happen?
- **It looked just like Charlotte.** How do you think Wilbur feels at this moment?
- . . . **were here at last.** (Show Image Card 23 [baby spiders].) Who remembers how many spider eggs Charlotte had inside her egg sac? 514 spiders are a lot of spiders!
- . . . **they were glad to see him.** Why do you think the spiders are glad to see Wilbur? Do you think they know who he is?

### Page 178

- . . . **webs near the sac.** (Show size with your forefinger and thumb.)
- . . . **felt the warm updraft.** The air smells like spruce trees, a type of evergreen tree. An updraft is a draft, or current, of air that is moving upward. What do you think is going to happen?
- . . . **rose into the air.** Do you remember when Charlotte told Wilbur about the aeronaut spiders that float away on the wind?

### Page 179

- . . . **balloon carrying a spider.** Where do you think they are going?
- . . . **at a great rate.** Why is Wilbur frantic, or afraid? Here is that feeling of desperation again.

### Page 180

- . . . **we go as we please.”** How do you think the spiders feel about flying away and going where they please?
- . . . **happen, I’m sure.”** Do you think Wilbur is right? What do you think will happen?
- . . . **to be deserted by . . .** or abandoned by
- **“Salutations!” it said.** Who do you think is saying hello?

### Page 181

- . . . **and we like you.”** Does this remind you of when Charlotte first spoke to Wilbur? Were your predictions correct about what would happen?
- . . . **webs were being constructed.** What does *constructed* mean?
- . . . **trembling with joy.** How does Wilbur feel? Why?

### Page 182

- . . . **Aranea,” said the spider.** *Aranea* means spider in Latin.
- . . . **spoke of the web.** How does Nellie know how to spin a web with orb lines and foundation lines?
- . . . **to string your webs.** The word ***hallowed*** means holy or sacred. Why does Wilbur say that this doorway is hallowed?
- . . . **friendship, forever and ever.” To *pledge*** means to solemnly, or seriously, promise. What does Wilbur pledge? Do you think Wilbur describes Charlotte accurately?

### Page 183

- . . . **happy, tranquil days followed.** The word ***tranquil*** means peaceful.
- . . . **stool near a pigpen.** Fern has grown up and changed quite a bit in the last year.
- . . . **housekeeping in the doorway.** The seasons keep changing and the cycle of life keeps repeating, with new animal babies being born.
- . . . **the miracle of the web.** What was Wilbur’s triumph, or victory? Listen to the author’s last description of the farm.
- . . . **with the garrulous geese . . .** or loud, talkative geese

### Page 184

- **Charlotte was both.** Who can explain how Charlotte was both?

## Discussing the Read-Aloud

15 minutes

### Comprehension Questions

(10 minutes)

1. Were your predictions correct? Why or why not? (Answers may vary.)
2. How do the characters use their senses to discover things in this chapter? (Wilbur, Fern, and Avery feel the snow; Charlotte's babies feel the warm wind and know to float away; they smell the spruce trees and hear the rushing water and frogs; etc.)
3. What happens when Wilbur comes back to the barn? (He grows; he's no longer worried about dying; he thinks of Charlotte with great emotion and takes care of her egg sac with great care; etc.)
4. When Wilbur returns to the barn, he thinks, "There is no place like home." What does this saying mean? Have you ever had this thought? Tell about it. (Answers may vary.)
5. What great event just happened? (Charlotte's 514 baby spiders have hatched.) How does Wilbur react? (He is trembling with joy; he does a back flip and greets them, asking them if they need anything.)
6. What happens when the updraft comes? (The baby spiders let out their balloons and fly away on the warm wind.) Do you remember the word Charlotte used to describe these spiders? (aeronauts) How do you think Charlotte felt about being a sedentary spider, instead of one of the aeronauts that got to fly away? (Answers may vary.)
7. Why do you think Wilbur cries when the baby spiders float away? (They are all he has left of his dear friend, Charlotte, and he wants them to stay and be his friends.) Do any of the baby spiders decide to stay? (Yes, three of them make a home in the "hallowed" doorway where their mother lived.)
8. Which spider does Wilbur name? (Nellie) What sensible name would you give to a baby spider? (Answers may vary.)

9. So, does Templeton the rat change any of his ways by the end of this story, or does the saying “You can’t teach an old dog new tricks” still apply to him? (Answers may vary.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Think Pair Share:* What are some others ways this story could end? (Answers may vary.)

### **Word Work: Pledge**

(5 minutes)

1. In today’s chapter, you heard Wilbur say to Charlotte’s three daughters, “I *pledge* my friendship, forever and ever.”
2. Say the word *pledge* with me.
3. When you pledge, you solemnly, or seriously, promise something.
4. To be in the club, Nathan had to pledge to never tell anyone the secret password.
5. Have you ever said or made a pledge? Try to use the word *pledge* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I made a pledge once when . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *pledge*?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some situations. If what I describe is an example of pledge, say, “pledge.” If what I describe is not an example of pledge, remain silent.

1. a person saying the Pledge of Allegiance to the American flag (pledge)
2. a person playing basketball
3. a person promising to tell the truth (pledge)
4. Charlotte telling Wilbur that she will help to save him (pledge)
5. Templeton telling everyone to leave him alone



**Complete Remainder of the Lesson Later in the Day**

# 22B

## *A Warm Wind*



### **Extensions**

**20** minutes

#### **Story Map (Instructional Master 12B-1)**

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Add any new story elements, characters, settings, or plot events from Chapters XXI and XXII to the story map. Be sure to include any problems and/or solutions.

#### **Creating Image Cards**

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Tell students that they are going to create their own image cards like they did in Lesson 17. Assign one chapter from Chapters XVIII–XXII to a group of three or four students. Have students look through the chapter and choose one scene each to draw on a large index card. Tell students they may draw their own version of an existing illustration or they may create their own illustrations, using the description in the chapter. Explain to students that each member in the group needs to draw a different image from the others in their group so that the class will have the greatest variety and coverage of images possible for each chapter.

Once each group has completed its drawings, have students put their cards in order. Once all of the groups are finished, have students help you put all of the cards in order, displaying them on the wall or board in the correct sequence after the cards created in Lesson 17. If you created transitional word cards in Lesson 13, you may wish to use them here to help guide students in their sequencing.

#### **Descriptive Paragraph (Instructional Masters 20B-1)**

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Allow any remaining students to share their descriptive paragraphs with the class. If necessary, you may wish to allow more students to share their paragraphs during the Pausing Point.

# PP2

## Pausing Point 2



### Note to Teacher

Your students have now heard the entire trade book *Charlotte's Web*, by E. B. White. You may choose to pause here and spend one to two days reviewing, reinforcing, or extending the material taught in this domain.

If you do pause, you may have students do any combination of the activities listed below. The activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

### Core Content Objectives Up to This Pausing Point

Students will:

- Describe the characters, plot, and setting of *Charlotte's Web*
- Describe changes in characters
- Describe some aspects of life on a farm
- Describe how seasons affect life on a farm
- Describe some aspects of a fair
- Identify words or phrases that appeal to the senses of sight, sound, taste, smell, or touch
- Describe how an author sometimes gives the reader hints of things to come
- Describe the life cycle and egg sac construction of spiders

# Activities

## Class Book: Charlotte's Web II

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### Materials: Drawing paper, drawing tools

Tell the class that they are going to add to the class book they started in *Charlotte's Web I* to help them remember what they have learned in these domains. You may wish to include the descriptive paragraphs students created in Lessons 19–21, the image cards they created in Lesson 22, and other activities completed in the lessons and in this Pausing Point.

Bind the pages and tell students that you will put the class book in the library for students to read again and again.

## On Stage

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Have students act out a scene from the story while the rest of the class tries to guess which scene it is. You may wish to assign a scene or have students choose one on their own. As students act out the scene, encourage them to use rich vocabulary, including, if possible, any domain vocabulary.

## Riddles for Core Content

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Ask the students riddles such as the following to review core content:

- I go on the Ferris wheel with Fern. Who am I? (Henry Fussy)
- I discover the word *humble* written in Charlotte's web. Who am I? (Fern)
- I win first place at the fair for my size. Who am I? (Uncle)
- I make an egg sac with 514 eggs. Who am I? (Charlotte)
- I bite Wilbur's tail to revive him when he faints. Who am I? (Templeton)
- I win a bronze medal for being a miraculous pig. Who am I? (Wilbur)
- I bring the squash and pumpkins in from the garden so they don't freeze. Who am I? (Lurvy)

- I tell Templeton he will live longer if he eats less. Who am I? (old sheep)
- We croak at the beginning of spring. Who are we? (the frogs)
- We are Charlotte’s daughters who stay in the barn and make webs in the hallowed doorway. Who are we? (Joy, Nellie, and Aranea)

## Quotes and Statements

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### **Materials: Drawing paper, drawing tools**

Read the following character quotes and narrator statements and have students choose a favorite to respond to with a drawing and a couple of sentences. Allow students to share their responses. You may also wish to have students try to identify the speaker, the surrounding situation, and whether the sentence is a part of a quotation or of the narration. You may wish to remind students that although the narrator is not a character acting in this story, there are many important statements made by the narrator that add to this story.

- “Fare thee well, Charlotte, you old schemer! This will be a night to remember . . .” (Templeton, p. 140)
- “Maybe you’ll live forever—who knows? And now, go to sleep.” (Charlotte, p. 142)
- “I had the best time I have ever had anywhere or any time in all of my whole life.” (Fern, p. 143)
- “You ought to be ashamed of yourself . . . It would serve you right if you had an acute attack of indigestion.” (Charlotte, p. 148)
- “Spiders are very clever at weaving their webs, but needless to say spiders cannot write.” (announcer, p. 158)
- “It is deeply satisfying to win a prize in front of a lot of people.” (narrator, p. 160)
- “I didn’t ask for a shower bath.” (Mr. Zuckerman, p. 161)
- “Nobody knew that a grey spider had played the most important part of all.” (narrator, p. 171)
- “Who wants to live forever?” (Templeton, p. 175)

- “Life is always a rich and steady time when you are waiting for something to happen or hatch.” (narrator, p. 176)
- “We are aeronauts and we are going out into the world to make webs for ourselves.” (Charlotte’s baby spiders, p. 179)
- “She was growing up, and was careful to avoid childish things, like sitting on a milk stool near a pigpen.” (narrator, p. 183)

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## Somebody Wanted But So Then

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### **Materials: Instructional Master PP2-1**

The Somebody Wanted But So Then chart may be used to summarize the story *Charlotte’s Web*.

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## Image Card Review

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### **Materials: Image Cards 1–23, image cards students created**

Show students Image Cards 1–23. Ask them to recall the animal, person, or object depicted and how it fits into the story of *Charlotte’s Web*. Review the images, allowing students to share what they know, what they have learned, and what they would still like to know about the images. You may wish to pass the image cards around and have students discuss them in groups.

You may also wish to review the image cards students created from Chapters XII–XXII. As you review the characters, setting, and plot in each image, as well as the sequence of all of the cards, you may also wish to include Image Cards 19 and 20 from *Charlotte’s Web I*.

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## Character Changes

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### **Materials: Drawing paper, drawing tools**

Ask students to think about the characters of *Charlotte’s Web* and how they have shown changes thus far. Have students work individually or in groups to draw a picture of one of the characters and write a sentence about how that character has changed. For example, they may choose to draw a picture of Avery and write a sentence about how he started to care for Wilbur more. Or they may draw a picture of Templeton and write a sentence about how much he has grown in size. Or they may draw a picture of Fern with the animals and then with her friend Henry.

## Domain-Related Trade Books or Student Choice

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### **Materials: Trade book**

Read an additional trade book to review a particular animal or concept; refer to the trade books listed in the domain introduction. You may also have the students choose a chapter from *Charlotte's Web* to hear again.

## Book Tub/Research

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### **Materials: Trade books from the Recommended Trade Book List**

Have students look through the book tub and choose a book about an animal or other topic from *Charlotte's Web* that they would like to learn more about. You may wish to group students together by chosen topic. After reading, allow students to share what they already knew, what they learned, and what they still want to know about their topic. If you decided to create a KWL chart to capture all of the farm information in this story, you may wish to research some of the students' questions and update the chart. If time allows, you may wish to create a new KWL chart about another topic. You may also wish to read a favorite book aloud to the class.

## Which Happened First?

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### **Materials: Sentence strips or chart paper, chalkboard, or whiteboard**

Tell students that you are going to play a game called "First" and "Then." You will read a pair of sentences that you have written on chart paper or sentence strips. Each sentence begins with a blank. One volunteer will choose which sentence happened first in the story and write the word *First* on the blank before that sentence. Then another volunteer will write the word *Then* on the blank before the sentence that happens second in the story.

1. \_\_\_\_\_, Fern rides in the Ferris wheel with Henry Fussy. (First)  
\_\_\_\_\_, Fern keeps asking for money to ride the Ferris wheel again. (Then)
2. \_\_\_\_\_, Wilbur shows Templeton Charlotte’s masterpiece. (Then)  
\_\_\_\_\_, Charlotte shows Wilbur her masterpiece. (First)
3. \_\_\_\_\_, Wilbur is recognized by the announcer and given a bronze medal. (Then)  
\_\_\_\_\_, Charlotte weaves the word humble into her web. (First)
4. \_\_\_\_\_, the announcer praises Wilbur. (First)  
\_\_\_\_\_, Wilbur faints from all of the attention. (Then)
5. \_\_\_\_\_, Avery shows off in front of the crowd by pretending he is showering. (Then)  
\_\_\_\_\_, Lurvy throws water on Mr. Zuckerman and Avery. (First)
6. \_\_\_\_\_, Wilbur cries when Charlotte tells him she won’t be going back to the barn. (First)  
\_\_\_\_\_, Wilbur makes a plan to save Charlotte’s egg sac. (Then)
7. \_\_\_\_\_, spring comes and Charlotte’s eggs hatch. (Then)  
\_\_\_\_\_, Wilbur returns to the barn with Charlotte’s egg sac. (First)

## The Ferris Wheel

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### Materials: Image Card 3

Show students Image Card 3 (fair in day). Point to the Ferris wheel and tell students that the Ferris wheel was invented by an engineer named George Ferris in 1892. Explain that an engineer is a person who studies how machines are made and how they work.

Tell students that George Ferris believed in his idea of a giant wheel that could hold over two thousand people—despite other people’s doubts. Explain that the original Ferris wheel was much larger than the ones we ride today. Tell them that in 1893, at the World’s Fair in Chicago, the first Ferris wheel was opened for business. This successful invention became known as the “Queen

of the Midway.” You may wish to reference the text and/or images from the recommended trade book *Ferris Wheel! George Ferris and His Amazing Invention*, by Dani Sneed. [**Note:** If you are following the recommended sequence of domains, your students will have heard about another engineer and inventor, Elijah McCoy, in *The U.S. Civil War* domain.]

You may also wish to show students Image Cards 1 (spider web illustration) and 3 (fair in day) and ask how the Ferris wheel is similar to and different from a web. (Both have spokes for foundation or radial lines; both are round; both are made to hold things; only one spins around; one is made by man, while the other is made by a spider; etc.)

## Venn Diagram

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**Materials: Instructional Master PP2-2, chart paper, chalkboard, or whiteboard**

Tell students that there are many things to compare and contrast in the read-alouds they have heard. Remind students that *compare* means to tell how things or people are similar, and *contrast* means to tell how things or people are different.

Have students choose a topic from the following list to compare/contrast on a Venn diagram chart. You may do this individually or as a class.

**Note:** You may wish to review the Venn diagrams you completed in *Charlotte’s Web I* and discuss how the character contrasts and comparisons may have changed as the characters have changed.

- Mrs. Zuckerman and Mrs. Arable
- Wilbur and Avery
- the old sheep and Templeton
- Charlotte and the goose
- Charlotte’s baby spiders and the goslings
- Wilbur and Henry Fussy
- Fern and Avery
- a Ferris wheel and an orb spider web

Allow students to share their writing with the class and ask each other questions. Remember to expand on each student's response using richer and more complex language, including, if possible, any read-aloud vocabulary.

### Writing Prompts

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- The character who changes the most in this story is . . .
- My least favorite part of this story is . . .
- My favorite part of a fair is . . .
- The character who best shows the qualities of a true friend in this story is . . .

### Word Web Finale

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#### **Materials: Instructional Master PP2-3, drawing tools**

Review all eight of the words from the Word Web that Charlotte taught Wilbur, including the two most recent, *magnum opus* and *languishing*. You may wish to review the definitions and give an example sentence for each word.

Give students a copy of Instructional Master PP2-3. Have them find and circle the eight words from the Word Web. Have students choose one word from this activity to illustrate and write one sentence about on the back of their worksheets.

### Charlotte's Web Songs

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#### **Materials: Soundtrack of the *Charlotte's Web* movie: the 1973 Hanna-Barbera Productions version and/or the 2006 Paramount Pictures version**

You may wish to have students listen to the songs from either or both of the soundtracks from the *Charlotte's Web* movies. This may be an opportunity to reinforce some content and have some fun background music while you work on other activities. Keep in mind that because some of the trade book content has been changed in the movies, all of the information in the songs may not exactly match the information in the trade book. You may wish to have students point out the similarities and differences between the trade book information and the soundtrack information.

## ***Charlotte's Web* Movie**

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**Materials:** *Charlotte's Web* movie: the 1973 Hanna-Barbera Productions version or the 2006 Paramount Pictures version

You may wish to show your students one of the movie versions of *Charlotte's Web* after you have finished reading the trade book and have given the domain assessment, as a culminating activity and so as not to confuse students. Tell students to watch for any differences they notice between the trade book they have just finished reading and the movie they are about to see. Tell them to pay particular attention to the order of events and to the characters.

After watching the movie, allow students to discuss their observations about what was different and what was kept the same. Ask them which version of each instance they thought was better and why. Ask students why they think the producers of the movie would change some things about the book. Ask them how they feel about such changes and how they think the author may have felt about such changes.

## **Descriptive Paragraph**

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**Materials:** Instructional Master 20B-1

Allow any remaining students to share their descriptive paragraphs with the class.



This domain assessment evaluates each student's retention of the core content targeted in *Charlotte's Web II*.



## Domain Assessment

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Note: You may wish to have students complete this assessment in two or three sittings.

### *Part I (Instructional Master DA-1)*

Give each student a copy of Instructional Master DA-1. Tell students that you are going to say several statements about the characters and setting of *Charlotte's Web*. Tell them they are to circle 'T' if the statement is true and 'F' if the statement is false.

1. None of the characters show changes in this story. (F)
2. This story takes place in a busy city. (F)
3. Charlotte is a true friend to Wilbur when she works hard to keep him safe. (T)
4. Fern starts to spend less time with the animals and more time with her friend Henry. (T)
5. Templeton becomes loving and kind and always thinks of others before himself. (F)
6. This classic story was written more than fifty years ago. (T)
7. Fern and Avery are sad to go out on the midway at the fair. (F)
8. Avery completely stops fooling around and becomes very serious. (F)
9. Charlotte is helpful and kind to Wilbur to the end of the story. (T)
10. Wilbur is a true friend to Charlotte when he watches over her egg sac. (T)

## Part II (Instructional Master DA-2)

Give each student a copy of Instructional Master DA-2. Tell students that you are going to read a pair of sentences to them about events from the story. Tell them that these sentences are also on their papers. Tell students to choose which sentence happened first in the story and write the word *First* on the blank in front of that sentence. Tell students to choose which sentence happened second in the story and write the word *Then* on the blank in front of that sentence. Repeat the sentences as necessary.

1. \_\_\_\_\_, Charlotte calls a meeting. (First)  
\_\_\_\_\_, the animals come up with the word *terrific*. (Then)
2. \_\_\_\_\_, the old sheep talks about all of the food at the fair.  
(First)  
\_\_\_\_\_, Templeton decides to go to the fair. (Then)
3. \_\_\_\_\_, everyone remembers that summer is ending. (Then)  
\_\_\_\_\_, the crickets sing their song. (First)
4. \_\_\_\_\_, Wilbur is recognized by the announcer and given a bronze medal. (Then)  
\_\_\_\_\_, Charlotte weaves the word *humble* into her web at the fair. (First)
5. \_\_\_\_\_, the announcer praises Wilbur in front of a lot of people. (First)  
\_\_\_\_\_, Wilbur faints from all of the attention. (Then)
6. \_\_\_\_\_, Avery shows off in front of the crowd by pretending he is showering. (Then)  
\_\_\_\_\_, Lurvy throws water on Mr. Zuckerman and Avery.  
(First)
7. \_\_\_\_\_, Wilbur cries when Charlotte tells him she won't be going back to the barn. (First)  
\_\_\_\_\_, Wilbur makes a plan to save Charlotte's egg sac.  
(Then)
8. \_\_\_\_\_, spring comes and Charlotte's 514 eggs hatch. (Then)  
\_\_\_\_\_, Wilbur returns to the barn with Charlotte's egg sac.  
(First)

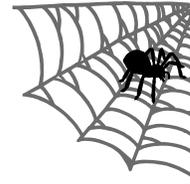
***Part III (Instructional Master DA-3)***

Give each student a copy of Instructional Master DA-3. Tell students they are to write one to two complete sentences to answer each question or respond to each statement. Read each question or statement to students, repeating as necessary.

Note: You may need to have some students respond orally if they are not able to respond in writing.

1. Name one character that you think changes in this story and explain how.
2. What is one example of friendship in this story?
3. Describe an orb spider and its web.
4. What did you learn about fairs in this story?
5. What was your favorite part of this story and why?

**For Teacher Reference Only:**  
Copies of *Tell It Again! Workbook*





# Story Map

**Characters:**

**Other Elements:**

**Settings:**

**When:**

**Where:**

**Charlotte's Web,  
by E. B. White  
(Fantasy)**

**Plot:**

<b>Problems:</b>	<b>Solutions:</b>
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Directions: Fill in the story map with the story elements you have learned.





Dear Parent or Guardian,

During the next several days, your child will continue to hear the classic story of *Charlotte's Web*, by E. B. White. S/he will hear more about the memorable characters of Fern, Charlotte, Wilbur, and Templeton and discuss how some of the characters show changes throughout the story. Your child will also learn more about some aspects of farm life and nature, as well as further explore the theme of friendship. Below are some suggestions for activities that you may wish to do at home to reinforce what your child is learning about this classic.

### 1. Sayings and Phrases: In Hot Water

Your child will learn the saying, "In hot water." Talk with your child about its meaning. Share a time when you have used this saying. Find opportunities to use this saying again and again.

### 2. Farms

Look through books or magazines for pictures of farms, farm equipment, and farm animals. Talk with your child about life on a farm. Discuss what farm animals need—food, water, and shelter—and how the farmer provides these. See if your child is able to make any connections between the pictures found and the story *Charlotte's Web*. Visit a community farm to learn more, and talk about any farms, barns, tractors, pastures, and farm animals that you may pass while driving to various places.

### 3. Crickets

Your child will be learning about several aspects of nature, including crickets and their song. Look for pictures of crickets. Talk about the crickets' song and what the end of summer means for you and your family.

### 4. Spiders

Your child will learn more about the type of web that Charlotte spins and why she is called an orb spider. Look for pictures of orb spiders and try to spot orb webs outside. Ask your child how spiders are helpful to us and prompt him or her to recall that they eat bothersome insects that would otherwise become too numerous.

## **5. Retelling Stories**

Your child has heard Charlotte tell many stories and Fern retell some of those stories. Read a story together with your child, and then help him or her retell the story, summarizing the main parts with sequential terms such as first, next, and last. You may also wish to share oral stories that have been passed down in your family.

## **6. Drawing the Story**

Ask your child to draw a picture of his or her favorite part of the story or his or her favorite character. Ask your child to explain to you why the event or character s/he chose is a favorite part of the story.

## **7. Read Aloud Each Day**

It is very important that you read with your child every day. There should be time to read to your child and also time to listen to your child read to you. Your child may have received his/her own copy of *Charlotte's Web* so s/he can see the illustrations as I read aloud during class. I have explained to your child that s/he is not expected to follow each word in the text as I read, but that I wish for him/her to really listen to the story. To reinforce what your child is learning in class, you may choose to have your child read to you the actual chapter I read in class each day.

Additionally, I have attached a list of recommended trade books related to Charlotte's Web II that may be found at the library.

Be sure to praise your child whenever s/he shares what has been learned at school.



## ***Recommended Trade Books for Charlotte's Web II***

### **Used as a Domain Read-Aloud**

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1. *Charlotte's Web*, by E. B. White (Scholastic Inc., 1974) ISBN 059030271X

### **Trade Book List**

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2. *Baby Farm Animals*, by Garth Williams (Golden Books, 1981) ISBN 0307021755
3. *Barnyard Banter*, by Denise Fleming (Henry Holt and Company, 2008) ISBN 0805087788
4. *Birds: A Golden Guide*, by Herbert S. Zim and Ira N. Gabrielson (St. Martin's Press, 2001) ISBN 1582381283
5. *Chicks & Chickens*, by Gail Gibbons (Holiday House, 2003) ISBN 0823419398
6. *Chirping Crickets*, by Melvin Berger and Megan Lloyd (HarperCollins, 1998) ISBN 0064451801
7. *Come to the Fair*, by Janet Lunn and Gilles Pelletier (Tundra Books, 1997) ISBN 0887765769
8. *A Day in the Life of a Farmer*, by Heather Adamson (Capstone Press, 2004) ISBN 0736846743
9. *Fantastic Farm Machines*, by Chris Peterson and David R. Lundquist (Boyd's Mills Press, 2006) ISBN 1590782712
10. *Farming*, by Gail Gibbons (Holiday House, 1990) ISBN 0823407977
11. *Ferris Wheel! George Ferris and His Amazing Invention*, by Dani Sneed (Enslow Publishers, 2008) ISBN 0766028348
12. *A Field Full of Horses*, by Peter Hansard and Kenneth Lilly (Candlewick Press, 2001) ISBN 0763614348
13. *Horses!*, by Gail Gibbons (Holiday House, 2003) ISBN 0823418758

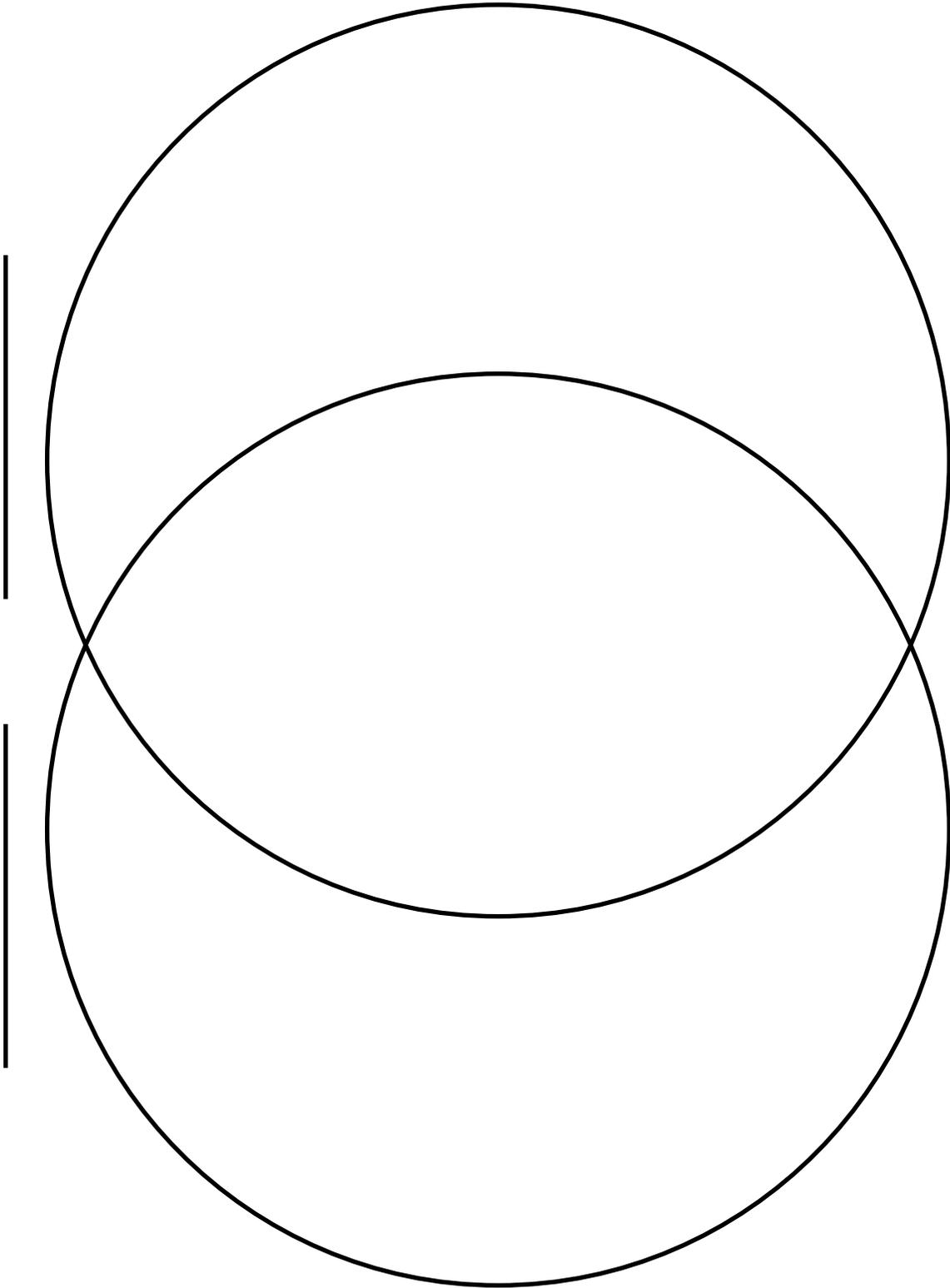
14. *Life in a Pond*, by Carol K. Lindeen (Capstone Press, 2004) ISBN 0736834028
15. *Life on a Crop Farm (Life on a Farm)*, by Judy Wolfman and David Lorenz Winston (Carolrhoda Books, 2001) ISBN 157505518X
16. *The Milk Makers*, by Gail Gibbons (Aladdin Paperbacks, 1987) ISBN 0689711166
17. *Night at the Fair*, by Donald Crews (Greenwillow Books, 1998) ISBN 0688114831
18. *Old MacDonald Had a Farm*, by Kathi Ember (Golden Books, 1997) ISBN 0307988065
19. *Our Animal Friends at Maple Hill Farm*, by Alice and Martin Provenson (Aladdin Paperbacks, 2001) ISBN 0689844999
20. *Pigs*, by Gail Gibbons (Holiday House, 2000) ISBN 0823415546
21. *The Reasons for Seasons*, by Gail Gibbons (Holiday House, 1996) ISBN 059097352
22. *The Rusty, Trusty Tractor*, by Joy Cowley and Olivier Dunrea (Boyd's Mills Press, 2000) ISBN 1563978733
23. *The Seasons of Arnold's Apple Tree*, by Gail Gibbons (Voyager Books, 1984) ISBN 0152712457
24. *Sheep*, by Rachael Bell (Heinemann, 2003) ISBN 1403440409
25. *Spiders*, by Gail Gibbons (Holiday House, 1993) ISBN 0823410811
26. *Spinning Spiders*, by Melvin Berger and S. D. Schindler (HarperCollins, 2003) ISBN 0064452077
27. *Stuart Little*, by E. B. White (HarperCollins, 1974) ISBN 0064400565
28. *The Trumpet of the Swan*, by E. B. White (HarperCollins, 2000) ISBN 0064408671
29. *The Very Busy Spider*, by Eric Carle (Philomel Books, 1984) ISBN 0399211667
30. *The Very Quiet Cricket*, by Eric Carle (Penguin Group, 1990) ISBN 0399218858
31. *The Year at Maple Hill Farm*, by Alice and Martin Provenson (Aladdin, 2001) ISBN 0689845006

*Directions: Think about what you have heard in the story to fill in the chart using words or sentences.*

<p><b>Somebody</b></p>	
<p><b>Wanted</b></p>	
<p><b>But</b></p>	
<p><b>So</b></p>	
<p><b>Then</b></p>	

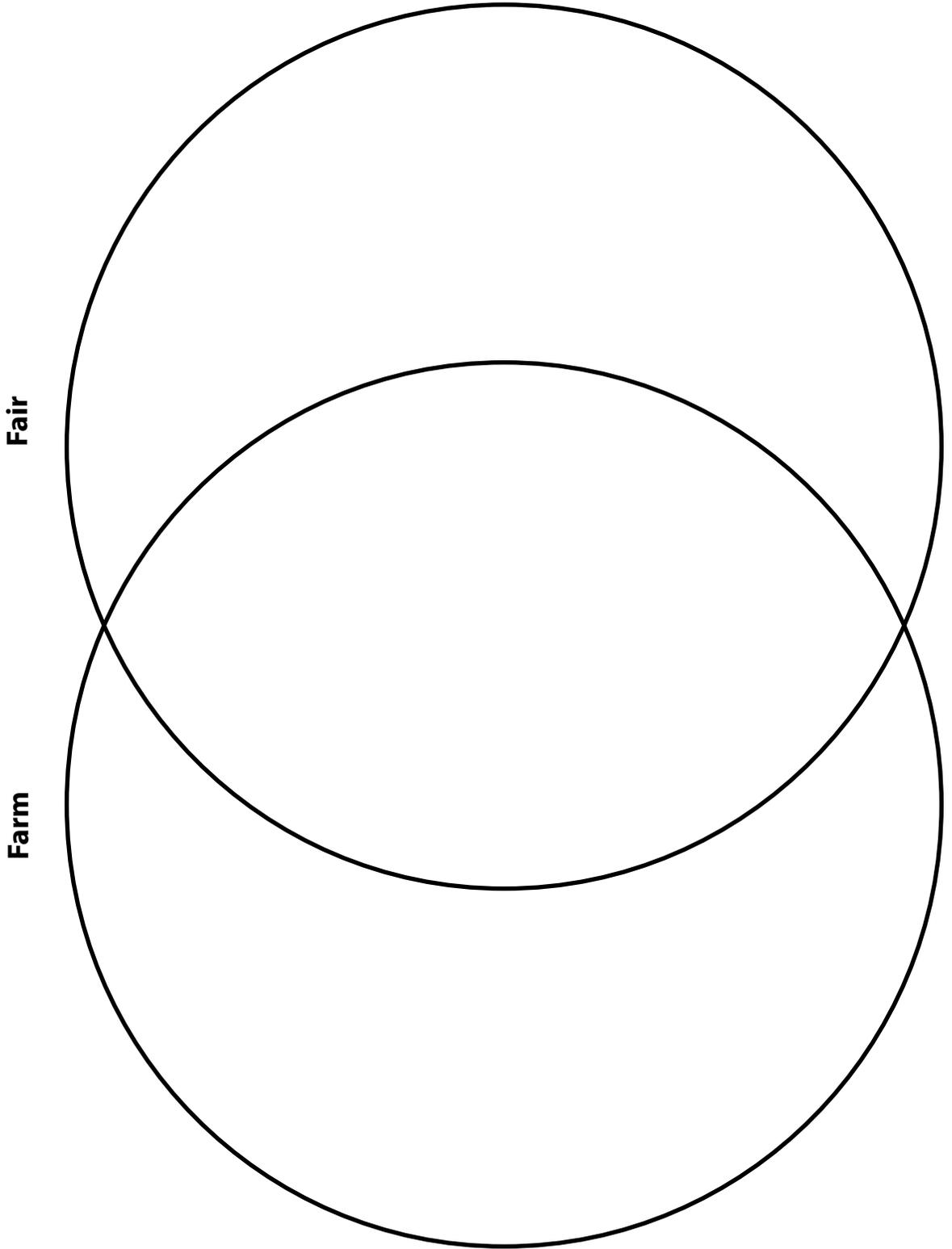


*Directions: Write the two topics you have chosen to compare/contrast on the blanks. Write how the two topics are alike in the overlapping part of the Venn diagram. Write how the topics are different in the nonoverlapping part of each circle for each topic.*





*Directions: Write some characteristics that only a farm has in the circle with its name. Write some characteristics that only a fair has in the circle with its name. In the overlapping middle section, write the characteristics that a farm and a fair have in common.*







Dear Parent or Guardian,

I hope your child is enjoying the classic story *Charlotte's Web*, by E. B. White. S/he has met many memorable characters and has learned how some of the characters have changed throughout the story. S/he will also learn more about some aspects of farm life, as well as some aspects of a fair. Using the formal writing process, your child will write a descriptive paragraph describing a favorite character from the story. Below are some suggestions for activities that you may wish to do at home to reinforce what your child is learning about this classic.

### **1. Sayings and Phrases: Don't Cry Over Spilled Milk**

Your child will learn the saying, "Don't cry over spilled milk." We will discuss how people use this saying to mean that once something unsatisfactory has happened, you shouldn't keep feeling sorry or worrying about it; instead you should let it go and move on. Talk with your child about its meaning. Share a time when you have used this saying. Find opportunities to use this saying again and again.

### **2. The Fair**

Your child will hear about Fern and Avery going to the county fair with the adults in the story. Talk with your child about the different aspects of a fair—food, rides, prizes, animals, etc.—and the different types of fairs people go to. Ask your child to share with you his or her favorite part of a fair. Look for pictures of fairs and have your child draw his or her own picture.

### **3. Descriptive Writing**

Your child has heard about many characters in this story and will write a descriptive paragraph describing the appearance, attitude, actions, changes, etc., of a character of his or her choice. Ask your child to share his or her character with you and to draw a picture of that character based on that description.

### **4. Drawing the Story**

Ask your child to draw a picture of his or her favorite part of the story. Ask your child to explain to you why the event s/he chose is a favorite part of the story.

### **5. Read Aloud Each Day**

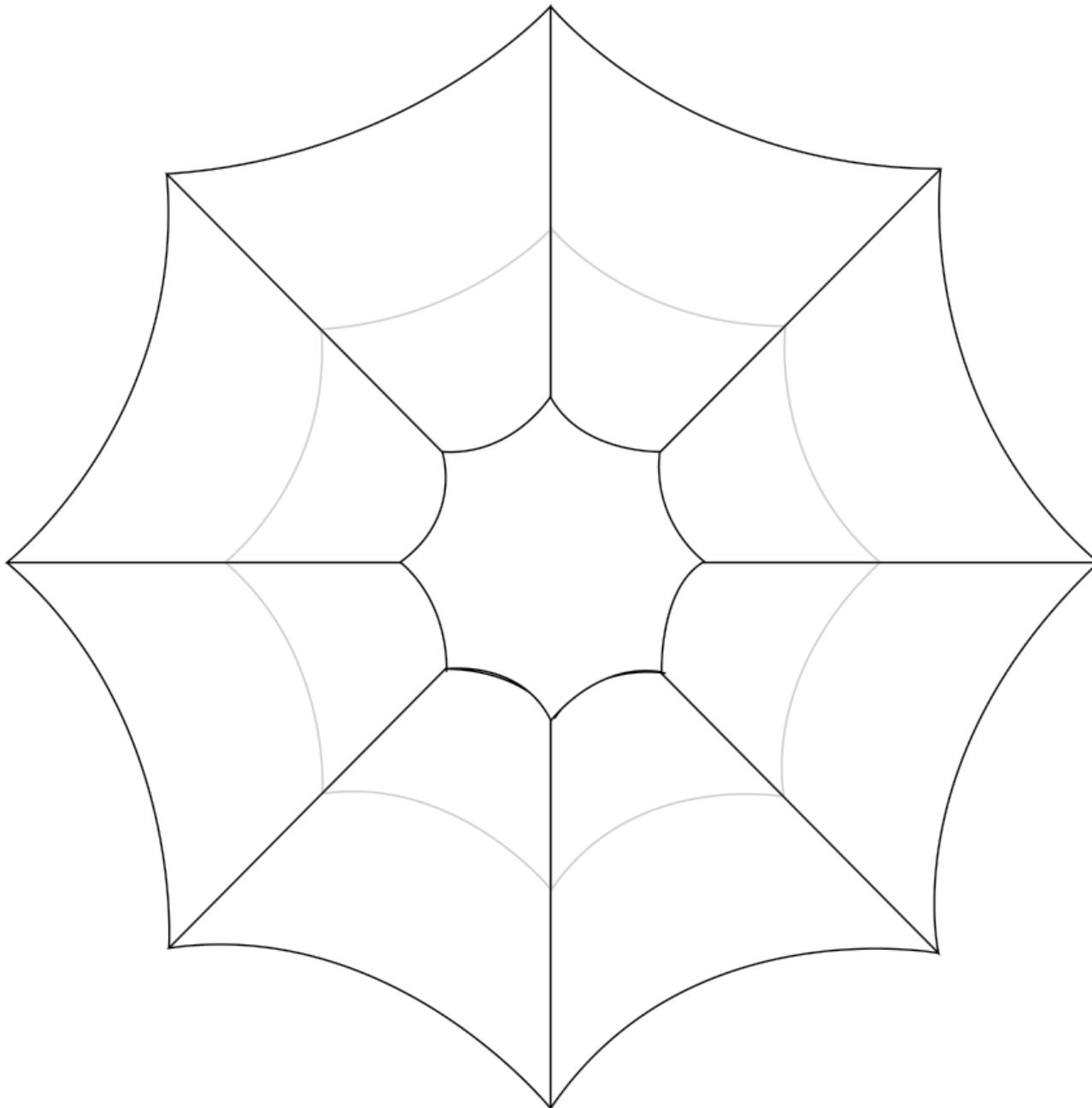
It is very important that you read with your child every day. There should be time to

read to your child and also time to listen to your child read to you. Your child may have received his/her own copy of *Charlotte's Web* so s/he can see the illustrations as I read aloud during class. I have explained to your child that s/he is *not* expected to follow each word in the text as I read, but that I wish for him/her to really *listen* to the story. To reinforce what your child is learning in class, you may choose to have your child read to you the actual chapter I read in class each day.

Additionally, remember to use the recommended trade book list sent with the first parent letter.

Be sure to praise your child whenever s/he shares what has been learned at school.

*Directions: Write the character you are describing in the center of the orb web. On the eight radial, or foundation, lines coming out from the center, write words or phrases to describe your character.*





*Directions: Write one complete sentence in the first rectangle to introduce your character. Write one complete sentence in the next three rectangles to describe your character. Write one complete sentence in the last rectangle to finish telling about your character.*

**Introduction Sentence:**

**Descriptive Sentence #1:**

**Descriptive Sentence #2:**

**Descriptive Sentence #3:**

**Conclusion Sentence:**

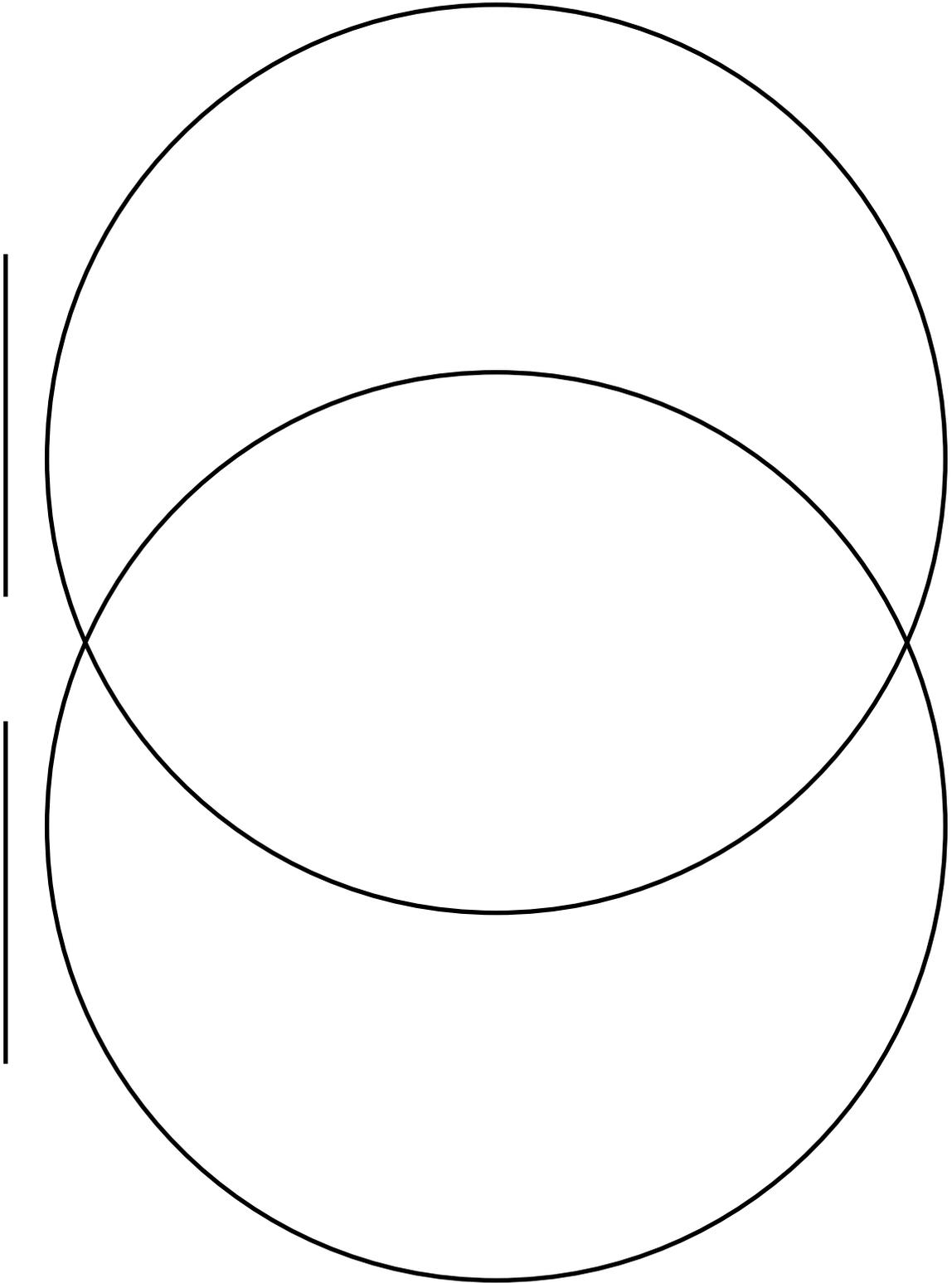


*Directions: Think about what you have heard in the story to fill in the chart using words or sentences.*

<b>Somebody</b>	
<b>Wanted</b>	
<b>But</b>	
<b>So</b>	
<b>Then</b>	



*Directions: Write the two topics you have chosen to compare/contrast on the blanks. Write how the two topics are alike in the overlapping part of the Venn diagram. Write how the topics are different in the nonoverlapping part of each circle for each topic.*





Directions: Find and circle the words that Charlotte teaches Wilbur. Choose one word from this activity to illustrate, and write one sentence with the word on the back of this worksheet.

SALUTATIONS

GULLIBLE

VERSATILE

UNTENABLE

LANGUISHING

AERONAUT

SEDENTARY

MAGNUM OPUS

X	K	L	G	M	M	J	O	B	U	P	L
S	A	L	U	T	A	T	I	O	N	S	A
E	R	U	L	S	G	K	A	L	T	N	N
D	I	A	L	B	N	L	O	A	E	T	G
E	C	D	I	E	U	F	G	I	N	H	U
N	V	J	B	T	M	X	S	V	A	W	I
T	W	Q	L	K	O	M	R	U	B	O	S
A	Z	L	E	Y	P	C	E	X	L	P	H
R	Y	B	S	A	U	D	Z	N	E	X	I
Y	U	V	E	R	S	A	T	I	L	E	N
T	R	A	E	R	O	N	A	U	T	Q	G



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X	K	L	G	M	M	J	O	B	U	P	L
S	A	L	U	T	A	T	I	O	N	S	A
E	R	U	L	S	G	K	A	L	T	N	N
D	I	A	L	B	N	L	O	A	E	T	G
E	C	D	I	E	U	F	G	I	N	H	U
N	V	J	B	T	M	X	S	V	A	W	I
T	W	Q	L	K	O	M	R	U	B	O	S
A	Z	L	E	Y	P	C	E	X	L	P	H
R	Y	B	S	A	U	D	Z	N	E	X	I
Y	U	V	E	R	S	A	T	I	L	E	N
T	R	A	E	R	O	N	A	U	T	Q	G



Directions: Listen carefully to the statements your teacher reads about the characters of Charlotte's Web. If the statement is true, circle 'T.' If the statement is false, circle 'F.'

1.

T

F

2.

T

F

3.

T

F

4.

T

F

5.

T

F

6.

T

F

7.

T

F

8.

T

F

9.

T

F

10.

T

F

Directions: Listen carefully to the statements your teacher reads about the characters of Charlotte's Web. If the statement is true, circle 'T.' If the statement is false, circle 'F.'

1.

T

F

2.

T

F

3.

T

F

4.

T

F

5.

T

F

6.       T                      F

7.      T                       F

8.      T                       F

9.       T                      F

10.      T                      F

Directions: Listen carefully as your teacher reads two statements. These statements are also on your paper. You will write the word "First" on the blank in front of the statement that happened first in the story. You will write the word "Then" on the blank in front of the statement that happened second in the story.

1. \_\_\_\_\_, Charlotte calls a meeting.

\_\_\_\_\_, the animals come up with the word *terrific*.

2. \_\_\_\_\_, the old sheep talks about all of the food at the fair.

\_\_\_\_\_, Templeton decides to go to the fair.

3. \_\_\_\_\_, everyone remembers that summer is ending.

\_\_\_\_\_, the crickets sing their song.

4. \_\_\_\_\_, Wilbur is recognized by the announcer and given a bronze medal.

\_\_\_\_\_, Charlotte weaves the word *humble* into her web at the fair.

5. \_\_\_\_\_, the announcer praises Wilbur in front of a lot of people.

\_\_\_\_\_, Wilbur faints from all of the attention.

6. \_\_\_\_\_, Avery shows off in front of the crowd by pretending he is showering.

\_\_\_\_\_, Lurvy throws water on Mr. Zuckerman and Avery.

7. \_\_\_\_\_, Wilbur cries when Charlotte tells him she won't be going back to the barn.

\_\_\_\_\_, Wilbur makes a plan to save Charlotte's egg sac.

8. \_\_\_\_\_, spring comes and Charlotte's 514 eggs hatch.

\_\_\_\_\_, Wilbur returns to the barn with Charlotte's egg sac.



Directions: Listen carefully as your teacher reads two statements. These statements are also on your paper. You will write the word "First" on the blank in front of the statement that happened first in the story. You will write the word "Then" on the blank in front of the statement that happened second in the story.

1. First, Charlotte calls a meeting.

Then, the animals come up with the word *terrific*.

2. First, the old sheep talks about all of the food at the fair.

Then, Templeton decides to go to the fair.

3. Then, everyone remembers that summer is ending.

First, the crickets sing their song.

4. Then, Wilbur is recognized by the announcer and given a bronze medal.

First, Charlotte weaves the word *humble* into her web at the fair.

5. First, the announcer praises Wilbur in front of a lot of people.

Then, Wilbur faints from all of the attention.

6. Then, Avery shows off in front of the crowd by pretending he is showering.

First, Lurvy throws water on Mr. Zuckerman and Avery.

7. First, Wilbur cries when Charlotte tells him she won't be going back to the barn.

Then, Wilbur makes a plan to save Charlotte's egg sac.

8. Then, spring comes and Charlotte's 514 eggs hatch.

First, Wilbur returns to the barn with Charlotte's egg sac.



*Directions: Write one to two complete sentences to answer each question or to respond to each statement.*

1. Name one character that you think changes in this story and explain how.

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2. What is one example of friendship in this story?

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3. Describe an orb spider and its web.

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4. What did you learn about fairs in this story?

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5. What was your favorite part of this story and why?

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**ACKNOWLEDGMENTS**

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