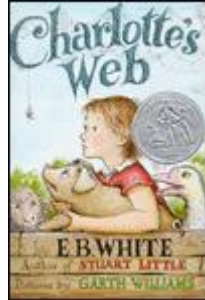


***Charlotte's Web*: A 4th Grade Literacy Focus Unit
Created by
Stephanie Alva**



FEATURED SELECTION

***Charlotte's Web* by E. B. White. New York: HarperCollins Publishers, 1980.**

***Charlotte's Web* is written at the fourth grade level reader. This book is one of America's best-loved children's books that tells a remarkable story about friendship. A little farmer's girl named Fern persuaded her father not to kill the little pig that was the runt out of the litter and she was able to keep the runt for herself. Well that little runt is named Wilbur has gotten bigger and Fern's father said that Wilbur has to go. Wilbur ends up living on the Fern's uncle Homer's farm just down the road so Fern is able to go visit him whenever she pleases. After Wilbur has been there a few weeks the animals start talking about him and why Uncle Homer is feeding him so much and Wilbur gets sad and upset and does not want to die. The spider named Charlotte makes a promise to help Wilbur stay alive by spinning sayings about Wilbur the pig on her web in the corner of the barn.**

RELATED MATERIALS

****Unraveling Fibers* by Patricia A. Keeler and Francis X. McCall, Jr. New York: Atheneum Books for Young Readers, 1995.**

~Provides the students a book that talks about fibers where it can come from, such as plants and animals. I can relate this book to *Charlotte's Web* because there are sheep in the story and I could do some minilessons on different kinds of fiber and where they come from.

****Spiders* by Lillian Bason. National Geographic Society, 1974**

~A great detailed picture book of different kinds of spiders along with facts about where spiders can be found, what they can look like, what their webs patterns look like, and how spiders attack another insects for food. This book can help the students find out many new facts about spiders that they may not have known before.

***Spiders by Kate Petty. New York: Franklin Watts, 1985**

~This spider book talks about many aspects of a spider's daily life. For example cobwebs, eggs, and different types of spiders which are some great facts that the students can use in a short report or journal entry.

***Spider Silk by Augusta Goldin. New York: Thomas Y. Crowell Company, 1964**

~An informative book about silk and how spiders use silk throughout their whole life. Great idea to tie this book at the end of *Charlotte's Web* when Charlotte the spider's babies are flying off in the wind by their silk lines and the students will understand how and why spiders float like balloons in the wind.

***Piggie Pie! by Margie Palatini. New York: Houghton Mifflin Company, 1995**

~A fictional book about Gritch the witch who wants to make some piggie pie, but does not have the eight plump piggies she needs. I can have my students read this book and compare the pigs in *Piggie Pie* and Wilbur in *Charlotte's Web*.

***Pigs by Gail Gibbons. New York: Holiday House, 1999**

~A delightful and engaging book that talks about pigs in a positive light and emphasizes the more cheerful outcomes for pigs instead of the how pigs are raised to go to market. Students will be able to see the distinguishing various terms for the "pigs" and see other characteristics that pigs have.

GOALS

4.1.1. Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and appropriate timing, changes in voice, and depression

4.2.1. Use the organization of informational text to strengthen comprehension.

Example: Read informational texts that are organized by comparing and contrasting ideas, by discussing causes for and effects of events, or by sequential order and use this organization to understand what is read. Use graphic organizers, such as webs, flow charts, concept maps, or Venn diagrams to show the organization of the text.

4.2.2. Use appropriate strategies when reading for different purposes.

Example: Read and take notes on an informational text that will be used for a report. Skim a text to locate specific information. Use graphic organizers to show the relationship of ideas in the text.

4.5.4. Write summaries that contain the main ideas of the reading selection and the most significant details.

Example: Write a book review, including enough examples and details about the plot, character, and setting of the book to describe it to a reader who is unfamiliar with it.

4.6.2. *Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing.*

***Students will learn about farm animals and life on the farm before reading Charlotte's Web.**

***Students will completely read the book all the way through.**

***The students will learn new facts about spiders, pigs, and fibers.**

***Students will keep reading logs as they read each chapter in the book.**

***Students will create a Venn diagram comparing the diets of Charlotte and Wilbur.**

***Students will write a sequel to the book.**

UNIT PLAN

Pre-reading

***Activity:**

~~Have a 4-H representative come in and show some farm animals. Each farm animal will be described to the students so they understand how each animal is unique to farm life.

~~To get my students thinking about the book *Charlotte's Web* I will have the students do a quickwrite on what they already know about farms. Some ideas they can write about are what you find on a farm, what happens on a farm, or what chores are done on a farm. They could even write about an experience they had on a farm and explain what they did or what happened while they were there. After the quickwrite I will have a class discussion on some things that they wrote down.

~~Next I will introduce the main characters to my students. The main characters that I will introduce are Wilbur, Charlotte, Templeton, and Fern.

***Grouping:**

~~Individual, whole group

***Grading:**

~~Based on if they do their quickwrite.

Reading

***Activity:**

~~Throughout the month of reading this book I will read aloud a chapter to the students or have them independently read or buddy read or do guided readings or reading at home. All of these methods for reading will be used.

~~Word wall words- Have 5-6 of these from each chapter so the students are learning new words that go along with their reading from this book.

~~Have the students do a graphic organizer (*handout attached*) after reading Chapter 10. The handout is called Barnyard Personalities and the students have to use five words from the word bank to describe Charlotte, Fern, Templeton, and Wilbur.

***Grouping:**

~~Read chapter aloud to my students, independent reading, buddy reading, guided readings, and take home reading assignments for at home.

***Grading:**

~I will know that they are reading by their journal entries. Have to have graphic organizer completed

Responding

****Activity:***

~I want my students to do reading log entries after each chapter. I will have one specific question for them to answer and then they can add any ideas that they thought of or want to write down about that chapter.

~After some chapters have the students get in small groups of about 3-4 students and reflect on the chapter. Some questions to help reflect: What happened? What did they like or dislike about the chapter?

****Grouping:***

~Individual, small group

****Grading:***

~Based on if journal responses are completed after each chapter. These will be completed and turned in every morning.

Exploring

****Activity:***

~First the students will reread from the first full paragraph on page 37 to the top of page 40.

~The students will be put in partners can do a Venn diagram comparing Charlotte and Wilbur's diet.

~Each student will read one of the three books about spiders that I have for my related materials. I will teach a minilesson on spiders and their different characteristics. There is an interactive website <http://www.spiderroom.info/> that the students can explore and find out many new facts about spiders.

~Have the students make dream catchers which will represent the cobwebs that Charlotte made in the story: Here are the directions scroll down until you see a yellow box- <http://www.teachnet.com/lesson/langarts/charlotte061799.html>

~After Chapter 12 the students can brainstorm ideas about words that Charlotte could write in her web.

****Grouping:***

~Individual, partners

****Grading:***

~Based on completion of Venn diagram. I will observe each student exploring the website. Also I will have every student's dream catcher hanging up in the room.

Applying

****Activity:***

~After completing the book the students have them do a respinning the story worksheet (*handout attached*). Having the student do this worksheet will help them work on their comprehension on what went on during the whole story from beginning to end.

~Also I will have the students explore the six related books I have listed above. Maybe do some activities to incorporate those too.

~I will have my students write a sequel to the book, *Charlotte's Web*. They can go in any direction they would like. For example they could write a sequel about Charlotte's babies' adventures after they left the farm or Wilbur's next friend.

**Grouping:*

~**Individual**

**Grading:*

~Based on worksheet being completed. Each student will have to write a sequel of to the book up to one to one and a half page(s) long and turn it in.

ASSIGNMENT CHECKLIST: Make sure to put your name and date on all your papers!

_____ **Quickwrite**

_____ **Graphic Organizer Chapter 10**

_____ **Reading Log Entries**

_____ **Venn diagram (comparing Charlotte's and Wilbur's diet)**

_____ **Respinning worksheet**

_____ **Written sequel to *Charlotte's Web***

Ideas for Focus Unit Taken From:

<http://www.murrieta.k12.ca.us/alta/dfuller/charlotte/index.html>

<http://www.spiderroom.info/>

<http://www.teachnet.com/lesson/langarts/charlotte061799.html>

TIME SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Day 1 4-H rep. come/show animals/talk about them.	Day 2 Quickwrite about farms Teacher reads Chapter 1- reading log response	Day 3 Chapter 2- Individual reading Reading log response	Day 4 Chapter 3-Group reading Reading log response	Day 5 Chapter 4-Partner reading Homework read Chapters 5 & 6 Reading log responses
Day 6 Venn diagram Teacher reads Chapter 7 Reading log response	Day 7 Chapter 8-Partner reading Reading log response	Day 8 Chapter 9-Group reading Reading log response	Day 9 Chapter 10-Partner reading Graphic organizer Reading log response	Day 10 Homework-Read Chapter 11 Reading log responses
Day 11 Chapter 12- Individual reading Reading log response	Day 12 Explore website! Look @ related books	Day 13 Teacher reads Chapter 13 Reading log response	Day 14 Teacher reads Chapter 14 Reading log response	Day 15 Chapter 15-Group reading Reading log response
Day 16 Teacher Reads Chapter 16 Reading log response	Day 17 Chapter 17- Individual reading Reading log response	Day 18 Chapter 18-Partner reading Reading log response	Day 19 Teacher reads Chapter 19 Reading log response	Day 20 Make dream catchers!
Day 21 Finish making dream catchers!-Hang them up	Day 22 Chapter 20-Group reading Reading log response	Day 23 Chapter 21- Individual reading Reading log response	Day 24 Teacher reads Chapter 22 Reading log response	Day 25 Respinning worksheet Look @ related books
Day 26 Written sequel- Brainstorming/ Explore 6 related books.	Day 27 Work on written sequel- One-on-one with student about topic and what they have wrote so far.	Day 28 Work on written sequel- Have most of the sequel wrote out	Day 29 Work on written sequel- Making corrections	Day 30 Written sequel- Final draft due!