

Charlotte's Web Lesson Plan

Lesson: English/Language Arts:

Length: Week (to complete story), 20 minutes (for illustrations.)

Age or Grade Level Intended: 3rd Grade

Academic Standard(s):

3.3.8 Identify the problem and solutions in a story.

Performance Objective(s):

Given a copy of *Charlotte's Web* by E.B. White, students will read the story identifying the problem and solutions and will represent them by illustrating pictures with 100% accuracy.

Assessment:

Students will be given a copy of *Charlotte's Web*. The students will then listen and read the story together in class. After the book has been completed, the students will discuss the story, and draw pictures to represent what the problems and solutions were in the book. Once the students complete their illustrations, they will hand them in to be graded.

Advance Preparation by Teacher:

Prior to teaching this lesson the teacher will need to:

1. Get copies of the book so that each student has one.
2. Go over the challenging words in the story and discuss problems and solutions that take place.
3. Give directions to draw pictures to show what the problems are and what solutions were used.
- 4.

Procedure:

Introduction/Motivation:

“Do you remember when you had a problem come up? Maybe your friends were fighting or you forgot your homework? (Bloom's Knowledge) (Gardner: Verbal Linguistic Intelligence). I have had many problems come up in my life. Today we are going to read a story called *Charlotte's Web*. In this story, a pig named Wilbur has a big problem and one of his friends has to come up with a solution. Let's see what happens.”

Step-by-Step Plan:

1. Discuss problems and tell proper solutions (Gardner: Verbal/Linguistic Intelligence) (Bloom's Comprehension)
2. Use the illustrations of the book to have the students predict what the problem will be and what solutions will be used (Gardner: Visual/Spatial Intelligence) (Bloom's Evaluation)

3. Then have the students take turns reading the story out loud. (Gardner: Verbal/ Linguistic Intelligence)
4. Ask the students as they read what problems have come up and if they can guess what the solutions may be. (Verbal/Linguistic Intelligence) (Bloom's Comprehension)
5. Pass out paper for students to draw on. (attached)
6. Give instructions to illustrate and sketch pictures of a problem that came up in the story, and also have them draw what the solution was. (Bloom's Application)
7. Collect the illustrations.

Closure:

“Let's see what you guys drew. Does anyone want to tell me about, or explain the picture you drew of the problem and solutions? (Gardner: Verbal/Linguistic Intelligence) (Bloom's Comprehension). All of your pictures are wonderful. Tomorrow we will be taking a field trip to the farm to see some of the animals we read about in *Charlotte's Web*. Tomorrow will be a fun day. Everyone have a good evening and don't forget to wear your outside clothes tomorrow.”

Adaptations/Enrichment:

Each student will be able to draw pictures using however much creativity they want. For the students that are gifted and talented in creativity, they are able to draw their pictures at their own level of creativity. I do not believe this worksheet will be a problem for the student with a learning disability. For those with ADHD, I will have the student work with another student to help keep them on task.

Self-Reflection:

What went well? What should I do differently the next time I teach this lesson? Did the students understand the directions to draw the problem and solutions? Was the lesson too easy or too hard? How can I make this lesson more beneficial to the students? Did they enjoy the story? Were the students with exceptionalities or disabilities able to benefit from the lesson? Should I choose another story next time? Did students improve on the ISTEP scores due to this lesson?