**Title:** Charlotte’s Web

**Subject Matter Emphasis and Level:** Language Arts – 4th grade

**Author:** Debra Ford

**School District:** Chamberlain Elementary

**Email:** debra.ford@k12.sd.us

**Brief Description of the Lesson/Unit:**

These activities/lessons are part of my Charlotte’s Web unit. The unit was designed to deepen students’ appreciation and comprehension of the book and at the same time to supplement classroom study in language arts, communication, science, math, and social studies. The tiered activities were developed from different modals to fit the students’ needs/interests/understanding and level of intelligence. The students will have three different levels, and they will need to choose one activity from each level to earn their grade.

**SD Content Standards:**

**READING**

- Students can construct meaning from text by applying comprehension strategies.
- Students can utilize fluency strategies to comprehend literature and other materials.
- Students can determine how word choice affects meaning.
WRITING
- Students can express ideas, personal thoughts, and observations in response to literature.
- Students can create sentences using words that describe, explain, or provide additional details and connections.
- Students can compose a paragraph with a topic sentence, supporting details, and a conclusion.

SPEAKING, LISTENING, AND VIEWING
- Students can express ideas and convey information in an oral presentation.

Stage 1: Identify Desired Results

1. What enduring understandings are desired?

   I want the students to understand that each of the unique characters and the settings in the story played an important role in developing this humorous and heartwarming story about friendship.

2. What essential questions will guide this unit and focus teaching/learning?

   What unique personality does each of the characters have?
   How would you describe the characters’ traits?
   What visual image do you see when you read the settings in the story?
   How would you describe the setting?

3. What key knowledge and skills will students acquire as a result of this unit?

   The writing activities will strengthen the students’ writing skills and comprehension skills, and help them understand and appreciate character traits. The visual representations/performances will strength the students’ ability to synthesize.
4. **What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit?**

In Writing Workshop, the students will have already studied poetry and descriptive writing. Because the students get to choose their topic for the writing assignments, they will be completing assignments at their interest level. Depending on their ability to comprehend and analyze, I think it will be a challenge for some of the students to independently complete the graphic organizers. The various writing skills of the students will be taken into consideration as they work on their writing assignments.

---

**Stage 2: Determine Acceptable Evidence**

1. **What evidence will show that students understand?**

   **Performance Tasks:**

   While reading the book *Charlotte’s Web*, the students will be writing poems, songs, setting descriptions, and creating visual representations for their poems, songs, and setting descriptions. They will use graphic organizers, poem patterns, and thesauruses to prepare for their writing activities. They will use a variety of art supplies, props, and musical items to complete their presentations.

   **Other Evidence:**

   **Teacher Assessment:**

   The students’ writing assignments will be graded as well as their presentations. They will be graded according to the rubrics they are given. The rubrics are included with this lesson plan. The students’ final assessment will include three completed activities - one from each of the tiered lessons.
Student Self-Assessment:

The students will receive the rubrics at the very beginning of the assignments and use rubrics throughout the assignments to see that they are doing the assignments correctly. When the assignments are completed they will use the rubrics to complete a self-assessment.

Stage 3: Plan Learning Experiences and Instruction

1. What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

Major Learning Activities:

1) The students will learn how to write descriptive poems and setting descriptions during writing workshop.
2) The students will read and discuss the book Charlotte’s Web during shared reading time.
3) The students will learn how to use a graphic organizer to prepare information for the writing assignments.
4) The students will choose a character from the book Charlotte’s Web and write a poem/song about the character.
5) The students will write a setting description from a scene in the book Charlotte’s Web.
6) The students will analyze their writings and construct a visual representation or create a performance.
7) The students will present their writings and visual representation/performance to the class.
8) The students will learn how to use a rubric to complete a self-assessment.
9) The students will practice listening to a presentation and respond with positive feedback.
Materials & Resources (technology & print):

Multiple copies of the book Charlotte’s Web
Graphic Organizers included with this lesson plan
Rubrics included with this lesson plan
Song Tunes included with this lesson plan
Thesauruses
Art materials
Costumes/props
Musical items – tape player, tapes, instruments, etc.

Management:

1) The rubrics will guide the students on their writing assignments. They will work individually, and they will have opportunities to work with peers to gain feedback about their writings.
2) The students may do their presentations independently, with a group, or with a peer.
3) The assignments will be completed during writing workshop time, shared reading time, and independent work time.
4) The teacher will monitor the activities and provide assistance as needed.

Support Services and Special Teacher Notes:

1) The teacher will plan and work closely with the Title I teacher and the Special Education teacher to provide extra support for students who need it.
2) During the lessons, the students will have opportunities to work with their peers.

Extensions and Adaptation:

Tiered Lessons – To ensure success in completing the assignments, the various assignments will allow the students to make choices based on their interest level and ability level.
Stage 4: Plan Differentiation

2. What differentiated instruction strategies are being used in this lesson/unit?

**TIERED LESSONS**

Students need to choose one activity from each level.

**Level 1 – Comprehension**

Activity – Write a descriptive poem/song about one of the characters in the story.

1) Select a character (Wilbur, Templeton, Charlotte, Fern, Avery, Old Sheep, Goose, Gander, Mr. Zuckerman, Lurvy).
   - Complete the graphic organizer by writing at least 5-10 adjectives, nouns, verbs, and adverbs that describe your character.
   - Write a poem about your character. Select from one of the following poems:
     - Pattern Poem – select from one of the patterns provided for you.
     - Cinquain Poem
     - Limerick Poem
     - Rhyming Poem

2) Select a character (Wilbur, Templeton, Charlotte, Fern, Avery, Old Sheep, Goose, Gander, Mr. Zuckerman, Lurvy).
   - Complete the graphic organizer by writing at least 5-10 adjectives, nouns, verbs, and adverbs that describe your character.
   - Write a song to a favorite tune about your character. You may select a tune from the list I have or select your own tune.
Level 2 – Analysis

Activity – Write a setting description about one of the scenes in the story.

1) Select a setting from the story (the old barn, the fair, the orchard, etc.)
These are examples, you may select any setting.
   • Complete the graphic organizer by writing at least 5-10 things you would see in the setting, smell in the setting, hear in the setting, and adjectives that describe the setting.
   • Write a setting description

Level 3 – Synthesis

Activity – Complete a visual representation/performance of your poem, song or setting description.

1) Draw a picture of your character/setting – include details from your poem or setting description. Present writing and visual representation to the class.
2) Make a mobile of your character/setting – include details from your poem or setting description. Present writing and visual representation to the class.
3) Make a diorama of your character/setting – include details from your poem or setting description. Present writing and visual representation to the class.
4) Form a group of three to four students and sing the song you wrote. You may include instruments, actions, costumes, etc.
5) Make a puppet of your character and use it when you read your poem.

Differentiated Process:

1) The students select what activities they would like to complete from the tiered lessons.
2) The students will fill out the graphic organizers based on their analysis of the characters and the settings in the story.
3) The students decide how they want to present their completed assignments.
**Differentiated Content:**

1) Independent analysis of the characters and with the option to work with a peer
2) A variety of poem patterns to select from
3) Edit and revise final drafts with a peer and the teacher

**Differentiated Product:**

1) Various poems, songs, and setting descriptions
2) Various visual representations
3) Various presentations