Literature Focus Unit

Bailey Wenz

**Step 1:**

 Charlotte's Web by: E.B. White

**Step 2:**

English/Language Arts

 RF.4 – Read with sufficient accuracy and fluency to support comprehension.

 RI.2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.

 RL.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

 RL.3 – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text (e.g., a character’s thoughts, words, or actions).

 W. 7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic.

 Focus:

 - Gain knowledge on Spiders

 - Importance of Friendship

 - Make their own research project

 - Learn new vocabulary and be able to apply that new knowledge in future lessons

**Step 3:**

 Pre-reading stage:

 - Things to explain/ask the students: takes place at a farm (ask them what they know about farms). I could make a story chart with topics like types of farms, animals, what kind of chores happen there, and what kind of buildings are on farms.

 - Explain who E.B. White is and give back-ground knowledge on her.

 Reading Stage:

 - We would read this book out-loud in reading groups. These groups would be a mixture of reading levels and vary from day-to-day. Every 2 chapters, I will read the next chapter out loud to them.

 Responding Stage:

 - Going back to the chart: add the new knowledge that they learned (like new words that weren’t on there from the start).

 - After each chapter, the students will either write a summary on the chapter they just read, make a guess onto what will happen next, something new they learned, or some other prompt that comes up.

 Exploring Stage:

 - After each chapter, we will come together as a class and discuss certain words, sentences, or phrases from the chapter (these will be pre-determined by the teacher; if the students don’t know a word, this is their time to ask).

 - Have a discussion on friendship: things friends do for each other, characteristics. (This could go on another chart or on the chart that we have already created)

 Applying Stage:

 - Create a story map (setting, main characters, problems, solutions).

 - Create a picture that depicts their favorite scene (using details from the text)

 - Students will write a letter to their favorite character. This letter will include how they feel about the character, what they think they can do to help that character, and what was their favorite part with that character and why.

 - In a shoebox, the students will re-create what they think the farm looks like. They will have to use details from the story to support what they make in the shoe box. I will provide some of the materials they will need. Along with the shoe box, the students will have to create a persuasive article on why people should visit the farm.

 - Students will use the internet to look up facts and create a poster about spiders.

**Step 4:**

 - Students will read as a *whole class* and in *groups of 2-4.*

 - Everything will be done *individually* but the shoe box project. The shoe box project will be done with a partner but they will both have to come up with their own persuasive essay.

**Step 5:**

 - Students will watch the movie Charlotte's Web

 - Students will use their computers to look up the information about spiders to create the poster.

**Step 6:**

 Informal:

 - Walk around the room, monitoring students during activities.

 - Ask student’s questions about the text.

 Formal:

 - The final projects (they will have rubrics for each project).

**Step 7:**

On next page….

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| - Create Chart about farms and friendships  | - Chapters 1-2 (whole class) - Write in reading log - Add stuff to charts  | - Chapters 3-5 (group) - Write in reading log - Add stuff to charts  | - Chapters 6-7 (individually) - Story Map  | - Chapters 8-10 (groups) - Write in reading log - Add stuff to charts  |
| - Chapters 11-12 (whole class) - Write a letter to their favorite character  | - Chapters 13-15 (group)- Picture of scene  | - Chapters 16-17 (individually)- Write in reading log - Add stuff to charts | - Chapters 18-19 (Whole Class) - Spider Poster | - Chapters 20-22 (group)- Write in reading log - Add stuff to charts |
| - Shoe Box activity  | - Shoe Box activity  | - Shoe Box presentations  |  |  |