Describing Wilbur- Magazine Activity

(Designed for Charlotte's Web Read Aloud Ch. 11)

Grade- 3rd Grade

Subject Area- Language Arts

Materials

* A variety of age appropriate magazines/colorful newspapers
* Scissors
* Tape
* Fake spider web

Standard

* 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Objective

* Choose adjectives to create a web describing the main character

Learning Activity

* Have spider web setup (should have been done in previous lesson).
* Conduct a class discussion about how Charlotte used the words SOME PIG to describe Wilbur.
* Explain to students that we can do the same thing by finding words and phrases in magazines. At this time introduce or review with students the meaning of adjectives.
* Direct students to a back table which will be filled with scissors, magazines, newspapers, and similar materials. Students must wait for further instructions.
* Explain that each student is to find three to five words or phrases (no more than five to ensure we don’t run out of prime resources) that describe our main character Wilbur. A possible accommodation might be to give a struggling students their own magazine that is written at a more appropriate level or contains more words for them to choose from.
* Students should cut these (and only these) words out of the magazines.
* As students find their words/phrases, direct them to make a line behind the spider web, which will be on a bulletin board.
* The teacher will put the words SOME PIG on the web as an example of the words Charlotte used to describe Wilbur.
* Explain to students that they will be taking turns sharing their words/phrases with a small group. The teacher will hand out tape to students and they will place their words/phrases on the web. Students should have a seat when they are finished.
* After everyone has had a turn, close by pointing out a few key words and phrases. Summarize as a class what some of the words mean.
* Ask students to clean up the loose magazine scraps.

Assessment

* I will use formative assessment during this activity to guide students as we move along.
* Later in this unit, students will be asked to revisit their character analysis and at this time students will be formally assessed.

Save Wilbur- A Letter from Fern

Charlotte's Web

Grade- 3rd Grade

Subject area- Language arts

Materials

* Paper, pencils, and stationery

Standards

* 3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.
* 3.W.3 Write narratives\* to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure.

Objectives

* Students will insert themselves into the text and persuade Mr. Zuckerman not to harm Wilbur.
* Students will communicate their thoughts and ideas in the form of a letter.
* Students will create a final copy of the letter to be displayed.

Learning Activities

* Students will be asked to take out their notebooks and use their knowledge of the writing process to write a letter to Mr. Zuckerman persuading him not to harm Wilbur. These letters must be written from the eyes of Fern. They must include an opening statement, a strong body (at least three reasons not to harm Wilbur), and a concluding statement. These letters must also be properly addressed to Mr. Zuckerman and must state who the letter is from.
* Once students feel they are done, they will need to find two peers to read over their rough drafts. Students should offer advice to the classmates. Once a student has read a peer's work, they should sign next to the piece stating that they have read it and offered advice.
* When a student has two signatures (and made any suggested edits), they should come to the teacher to get the final stamp of approval. Once a rough draft contains an opening statement, strong body, conclusion, etc. the teacher will provide students with stationery paper.
* Students are to write a final draft to Mr. Zuckerman.
* Once final drafts have been completed, all student work will be displayed in the book nook.

Assessment

* I will use informal assessment to determine the quality of the work.
* This activity is designed to be a writing practice and the grading will reflect that this activity is just practice.