VA SOL’s
2.8 - a) The student will make and confirm predictions.
   set a purpose for reading
b) Relate previous experiences to the main idea.
e) Describe characters, setting, and important events in fiction and poetry.

   *Essential Knowledge, Skills, and Processes*
   - Describe a character's traits, feelings, and actions as presented in a story or poem.
   - Describe how characters in a story or poem respond to key events.
   - Describe the setting and important events of a story.
   - Use information from illustrations and words to demonstrate comprehension of characters, settings, and plots.

**Day 1: Introduce genre, text, author**

The student will explain the life of EB White and set a purpose for reading.
The student will demonstrate comprehension of fiction text through learning of each section, or quadrant and the purpose of each section beginning with Quadrant 1.

1. Introduction:
2. Kagan strategy Rally Robin. Ask students to list barn animals you know with shoulder partner.
   *SUBJECT CONTENT: author study, preparation of notebook,
5. Key Questions: Who is E.B. White?
   http://www.kidzworld.com/article/7280-eb-white-biography
6. Kagan Strategy - Shoulder partner What do you remember about EB White after listening to the article about his life?
7. Check for understanding exit ticket: write 1 thing you learned about EB White on a post-it note.
8. Read Blurb on this link:
10. Challenge question after blurb and author study: How do you think his life contributed to the writing of Charlotte's Web?
11. Culminating activity at the very end of lesson: This is a letter written by E.B. White and why he wrote Charlotte’s Web.
   http://www.harpercollinschildrens.com/HarperChildrens/Kids/AuthorsAndIllustrators/AuthorNote.aspx?CId=10499
12. Challenge question after blurb and author study: How do you think his life
Day 2 and 3
Connect: We have been learning... ...that good readers use the blurb to help them predict what will happen in the book. Today, I will begin reading quadrant 1 of your book club books. When we read Quadrant , we focus on collecting critical information in the text. You will each be gathering information about the **characters, setting, problem, and important events** in the book. These are the critical story elements that help us get a story in our heads.

Teach: Explain to students that today you will focus on the characters of the book. Model as you read each character and their relationship to the main characters, Fern, Wilbur and eventually Charlotte. Your character list will be a tool that you will use while reading this book; it will help you improve your comprehension when you are confused.

Read Chapter 1 and 2, begin filling out character chart together. Discuss.

Use the stem:

When the book said __________, I visualized ________________. This helps me understand ________________.

When the book said, “**Tears ran down her cheeks and she took hold of the ax and tried to pull it out of her father’s hand.**”, I visualized a young girl acting so brave as she grabbed a sharp object and tried to stop her dad from doing something awful! This helps me understand that Fern is the pigs protector.

When the book said, “**First she kissed her father, then kissed her mother.**”, I visualized a young girl really loving her parents and is filled with gratitude for the gift of the baby pig.

When the book said, “**A queer look came over John Arable’s face. He seemed almost ready to cry himself.**”, I visualized a father seeing the world from his daughter’s point of view. This helps me understand that Mr. Arable is kind and understanding.

As new characters are introduced, add them to the list and discuss their relationship with the main characters. Also, characterization is important to add
when appropriate in your list.

**Day 4: Setting**

_Reread parts of chapter 1 that mention setting. Then continue with chapter 3, Escape._

In this lesson...you will remind students how good readers focus on the setting—often the characters’ circumstances—when reading quadrant 1. The characters’ circumstances are an important element of the setting. Students will keep track of setting clues as they read and will then use those details to draw a conclusion.

Teach: Good readers pay attention to the setting of the story. Today as we read you will be thinking about the circumstances of the characters to help you understand the setting better. This setting clues list will be a tool that you will use while reading this book; it will help you understand the characters and their decisions better.

Today as I read, I will stop each time a new detail is revealed about the setting or circumstance and add this clue to the setting clues list.

Discuss: Why do good readers keep track of the setting as they read? How did doing this help you or challenge you as a reader today? Link: Today and every day when you read... ...I want you to think about what you know about important setting clues in order to understand the story better.

_Model turn and talk phrase, page 2:_

_When the book said.....”_The grass was wet and the earth smelled of springtime.” _I thought this was an important detail because it explained that it is early spring. This makes me think about the setting. Baby farm animals are born in the spring._

_Pages to note: page 8: time of year_

_When the book said, “It was apple blossom time, and the days were getting warmer. Mr. Arable fixed a small yard and gave him a large wooden box full of straw, with a doorway cut so he could walk in and out as he pleased.”_, it made me visualize the beautiful home Wilbur had outside at the Arable farm. It helps me understand that Wilbur is very happy and loves being close to Fern. I bet the blossoms also make it look beautiful and smell fresh.
Compare this setting to the setting at Uncle Homer’s barn.

When the book said, “The barn was very large. It was old. It smelled of hay and it smelled of manure.” I visualized a huge difference from his home with Fern. It helps me understand why Wilbur’s new home. He is now treated like an animal and not a “baby”.

Discuss: Why do good readers keep track of the setting as they read? How did doing this help you or challenge you as a reader today? Link: Today and every day when you read... ...I want you to think about what you know about important setting clues in order to understand the story better.

**Day 5 and 6:** Continue reading chapter 4, Loneliness Problems
Students will keep track of the problems in their books as they read. The problems list will be an important entry for preparing for the retell summary writing.

Teach: Today I am going to remind you... ...that good readers also pay attention to the plot. They look for the problem in the story and consider how characters plan to solve the problem. You each kept track of the problems in the book Charlotte’s Web on the important events list for that book. Reread text to find problems for main character, Wilbur.

Discuss: What are the problems in your story, and how might the main character try to solve them?

Link: Today and every day when you read... ...I want you to think about the problems in the story and how the main character might solve them.

Thinking stem: When the book said______, I was thinking the problem is _________. This helps me understand ________________.

Problems in story:
Wilbur is a runt and Mr. Able is about to kill him. Fern saves him.
Mr. Arable wants to see Wilbur because his is 5 weeks old.
Wilbur leaves Fern to live with Uncle Homer Zuckerman in his barn with all the other animals.
Wilbur is very sad and misses Fern.
Wilbur escaped from the barn.
Wilbur is lonely.

**Day 7: Important Events**
In this lesson...you will remind students that good readers keep track of important events while reading in order to get the story in their heads. You will begin by giving partners time to think back on what has happened so far in the story and name the big events.

Reread portions and discuss Chapter 1-4, **then** read to class chapter 5.

In this lesson...you will remind students that good readers keep track of important events while reading in order to get the story in their heads. Think back on what has happened so far in the story and name the big events. Then, as you read chapter 5, add additional events.

Today we will use this stem to turn and talk:
When the book said, I was thinking this was an important event because _______.
This helps me understand ___________________________.

Find stopping points in chapter 4 as important events. Have students use the stems to practice with their shoulder partner to share the events.
When the text said, Pigs mean less than nothing to me.. I was thinking that this is an important event because it explains how the lambs feel about Wilbur. The lambs do not want to be friends with a pig. This helps me understand that Wilbur is lonely and doesn’t have any friends in his new home.
When the text said, “Do you want a friend, Wilbur? I’ll be a friend to you. I’ve watched you all day and I like you.”, I was thinking that now. Wilbur will have a friend in this lonely barn.
Add additional information as you discuss and read chapter 5.
Day 8

Retell Summary Frame

Students will be using the retell summary frame to organize their writing. Students should be expected to produce quality work.

Teach: Today I am going to remind you... ...that good readers write a retell summary of the first quadrant of a book in order to monitor their comprehension. When we summarize, we think about the most important events and details from the story. The process of summarizing helps us recognize when we are confused so that we can go back and clear up that confusion.

Model with the class the retelling of the story using charts created so far for Quadrant 1. Then, create a written retell summary using transition words from the anchor chart. Help students turn and talk with partners about each section of the summary.

Retell Summary Frame:
Introduction: The first quadrant of the book ________________, by ________________ tells _____________________________.

Body: Describe the most important events from the first quadrant of the book. Include SOME details. Use transition words such as first, second, next. Conclude your summary with a prediction on the what will happen next in the story.
Read the Blurb

Main Character

Secondary Characters:

Setting (time, place, circumstance):

Problem:

Prediction:
Mark the Quadrants

Total pages: ___________/4 = ___________

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<th>Task</th>
<th>Completed By</th>
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<td>Quadrant 1 pages:</td>
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<td>Quadrant 4 pages:</td>
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Quadrant 1 Components

Collect Critical Information

Character
Setting
Problem
Main events
Write a retell summary
Write a Prediction
## Character List

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# Setting Clues/ Map

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Problems List

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List the important events from the story.
# Write a Retell Summary

## Retell Summary Frame

<table>
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<tr>
<th>Introduction Sentence</th>
<th>The first quadrant of the book ______________ , by ______________ , tells ______________. This sentence should broadly tell what the first quadrant of the book is about. <strong>This is a one-sentence sum-up.</strong></th>
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</table>
| Body                  | Describe the **most important events** from the first quadrant of the book. Include some detail. **Use transition words such as:**  
  · *First, next, then, finally,*  
  · *First, next, after that, in the end,*  
  · *In the beginning, then, after that, finally* |
| Conclusion            | Describe your thinking about the book. This could be a **prediction** about what will happen next, an **inference about the theme**, or a **judgement**. **Use concluding words such as:**  
  · *In conclusion,*  
  · *All in all,*  
  · *As you can see,*  
  · *It is true*  
  · *I am thinking*  
  · *I predict* |