

Day 9 of *Charlotte's Web* by E.B. White

Read Chapter 10

Opportunity

Perspective helps change a negative experience into something which can be considered positive.

One Idea

Play is essential to development because it contributes to the cognitive, physical, social, and emotional well-being of children and youth. Play also offers an ideal opportunity for parents to engage fully with their children. When children play, they learn to exercise problem solving skills, they learn to think critically, they practice processing emotions, they face fears, and they try new things.

Fern and Avery find unique ways to play today. They discover the animals, berry picking, and a fabulous swing made from rope in the barn which they play on forever.
<https://pediatrics.aappublications.org/content/119/1/182>

Three Words

Let's learn, practice, and add these words to the Word Wall:

Word Wall

tremendous	extreme power, size, greatness.
toppled	to fall from, top heavy.
bestirred	get going.

Read

We read the daily selection as a group, in pairs, or individually:

Charlotte's Web by E.B. White

Chapter 10

Text with additional location or activity information

So Far

What happened in today's reading? Let's list what happened in order on a Timeline.

Timeline

Charlotte committed herself to find a way to save Wilbur.

Charlotte realized she needed to play a trick on Zuckerman.

Avery and Fern visited the farm. They ate fresh pie and berries.

Avery and Fern played on the swing in the hayloft.

Avery wanted to capture Charlotte.

Avery fell breaking the goose egg as he toppled over. The rotten smell was overpowering.

Discuss

1. Charlotte was trying to come up with a way to save Wilbur. When you need an what do you do to get started?
2. What are ways that Fern and Avery entertain themselves. How is that different with how you spend your time? Which do you think is better? Explain.
3. How would you describe Fern and Avery's interaction with each other?
4. How did the animals react to the smell? What was Wilbur and Templeton's reaction? Does this change your impression of Templeton?
5. How did Wilbur repay Templeton?
6. The author writes, "*Deep in his soft bed, Wilbur snoozed. Over, in their favorite corner, the goslings whistled a night song.*" How does that statement make you feel? Explain. What does the author mean by a "night song"?
7. Can you predict what you think Charlotte will do?

Explore

Open Mind Portrait – Add to your Open Mind Portrait for Fern.

What is she thinking and feeling as she visits her aunt?

What is she thinking and feeling as she plays on the farm?

What is she thinking and feeling when she tries to stop Avery from capturing Charlotte and when he topples over?

Add 3-5 thoughts to your OMP.

Open Mind Portrait Materials:

- Large piece of stiff paper for each character, like 11"x17" tagboard
- Paper for bubbles, scissors, and glue sticks
- Pencils, pens, crayons, markers
- Construction or tissue paper

Open Mind Portrait Instructions:

Step One:

- Create a large headshot of a character – imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of the details, if you wish.
- Decide how much of the character you wish to show: just the head and face? From the shoulders up? From the waist up? The whole person? You might to include at least the shoulders to include some clothing details. You might want to show the differences between characters.
- Draw the character's headshot, including the face on the large piece of white paper. You could also cut the paper to form the head.
- Illustrate your portrait with colors, construction paper, or whatever will make the character colorful.

Step Two:

- Place cartoon bubbles of character thoughts about the portrait – cut out the bubbles and write things the character thinks, or says to himself/herself on each bubble, and then put the bubbles around the portrait.

Step Three:

- Add bubbles as you learn more new things about the character or how the character has changed as you read the novel further – follow the bubble step.

On-Going Class Room Product:

Create a Theme/Character Chart that can be posted in the class and keep an on-going chart for yourself. As you read, choose a character who displays or doesn't display the unit theme "responsibility" or who shows good character. As you are reading, cite the page number you found the example on, cite the sentence you found it in, and list the characters who were involved. An example is done for you. You can also include other

character traits which are displayed by the characters. It will be used for your final writing product.

Sample

Theme/definition	Cite page number	Example from Text	Characters Involved
Responsibility	7	She just sat there and stared out the window, thinking what a blissful world it was and how lucky she was to have entire charge of a pig.	Fern
Lack of responsibility	7	She was still thinking about the pig when the teacher said: "Fern, what is the capital of Pennsylvania?" Wilber.	Fern and the teacher

Advertisement

Based on the descriptions from the novel create an advertisement that you would use to advertise a Day on the Zuckerman Farm. Use pictures and descriptions to depict what a day is like. Include contact information and activities participants can participate in.

Link

Write

Look carefully at this text from today's reading.

When he jumped off, he threw the swing up to his sister. She shut her eyes tight and jumped. She felt the dizzy drop, then the supporting lift of the swing. When she opened her eyes, she was looking up into the blue sky and about to fly back through the door.

Now write

I am responsible for what I do and don't do. I am responsible for what I say, or don't say. I am responsible by doing what I say I will do and doing what is best for everyone.

Fern drops from the hayloft and then is supported by the swing. There are times when we feel like we might fall or fail and someone we know is our support. Who is that person for you? Write a paragraph in which you describe a person who has supported you. Who is this person and how did they provide support?

Introduce your topic and group related information together. Include illustrations when appropriate. Use linking words. Provide a concluding statement that supports your topic.

Link

Apply

Text with SEL idea and application activity directions

It is important to have “go-to” people. People you can “go-to” for help and support. With your elbow partner, discuss your “go-to” people. Why did you choose them?

As a class make a list of your “go-to” people.

Make a list of reasons you should reach out to your “go-to’s”.

Link