

CASE

General Education Lesson Plan

(<http://app.education.pitt.edu/teacherprep>)

Name: Brianna Amoscato **Date:** **Subject:** English Language Arts Mary Beth

Things to do to prepare for the lesson:

<input type="checkbox"/> Smart board	<input type="checkbox"/> Charlotte's Web	<input type="checkbox"/>
<input type="checkbox"/> Laptop	<input type="checkbox"/> Graphic Organizers	<input type="checkbox"/>
<input type="checkbox"/> Chart paper and marker	<input type="checkbox"/> Paper for designs	<input type="checkbox"/>

Learning goal(s):

A main theme in Charlotte's Web is this theme of friendship/qualities of friendship
Fern and Charlotte show many important qualities of what it means to be a good friend
to Wilbur.

State Standards for the lesson:

1.6.2.A: Listen actively and respond to others in small and large group situations.

- Respond with grade level appropriate questions, ideas, information, or opinions.

1.5.2.F: Use grade appropriate **conventions of language** when writing and editing.

- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly.
- Use correct grammar and sentence formation.

1.5.2.A: Write with a **focus**, with an understanding of topic and audience.

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

DAY 1 Lesson Segments: Launch (opening) – Begin the lesson by explaining to the students that for the next few days they will be working on the “Charlotte’s Web Friendship Project.” The first part of this project is writing a reader’s response to the book Charlotte’s Web. A reader’s response is a reaction to the book you are writing. In our reader response we are going to be discussing friendship. What friendships are occurring in the novel Charlotte’s Web. How are these characters showing that they are good friends? (This will be discussed in whole group on the rug.) You may ask the students this question: “What are some qualities that make a good friend?” (Create a list with the students (this should be made on chart paper) This does not have to be an extensive list, but enough qualities to get them thinking about friendship. *Looking at these qualities, ask them to think about* What friendships we see in Charlotte’s Web. Have the students brainstorm some of the friendships they remember from the story. Two main friendships:

Charlotte and Wilbur or Fern and Wilbur.

- *Create a chart on the smart board (first slide is Charlotte and Wilbur and second chart is Fern and Wilbur)*

- **How is Charlotte a good friend to Wilbur?**
- **How is Fern a good friend to Wilbur?**
- **DIRECTIONS:** Today, you will begin your graphic organizer. Your first task is to think about what characters you want to write about. You may choose to either write about Charlotte and Wilbur or Wilbur and Fern. This will go on the line next to the word **CHARACTERS** on your graphic organizer. Next, you will come up with two characteristics that describe either Charlotte or Fern depending on which character you choose to write about. What characteristics make them a good friend? Afterwards, there is a box that says **SHOW ME** why your character is a good friend. In this box, I want you to give me two examples from the text that **PROVE** your character was an excellent friend to Wilbur using **KEY WORDS**. **MODEL** the “example” of one-word key words. (After students have completed their drafts, reconvene on the carpet and have a few students share their ideas.)

DAY 1/2 WRITING about their characters: Model for the students how you want them to begin their reader responses. If I was to ask you “How is Charlotte a good friend to Wilbur?” how might you start your response? **Charlotte is a fabulous friend to Wilbur because she is loving and very caring.....**

Then explain to the students that they are going to take the two examples that they have written on their outlines and expand them/add much more detail. Provide a MODEL for the students to INDENT on their paper. (Afterwards, Have students share their responses with the group)

Day 2/3 WRITING ABOUT how THEY are a good friend to someone else

Explain to the students that now that they have written a reader response on Charlotte’s Web, I want them to write a short *nonfiction* paragraph about a time in which they felt they were a “good friend to someone else.” What does nonfiction mean: true or not true? Answer: TRUE. Emphasize that this must be a TRUE story. It is also important to emphasize that this is going to be a short story. It is not going to be as long as the narrative stories they wrote last week or the fictional stories they wrote.

Graphic organizer

Think about a time when you were a really good friend to Lucy. How did you show that you were a good friend? What did you do? How did your friend feel? **EMPHASIZE the fact that your friend can be anyone. It does not have to be someone who goes to Hartwood Elementary. It may even be a sibling!**

Characters: (your name and friend’s name) (Model this and choose your brother Nicholas)

Characteristics: What makes YOU a good friend? (Model and brainstorm characteristics that make you an excellent friend to Nicholas)

Example 1: One time I was a good friend to Nicholas is when he broke his wrist playing soccer when I was in high school. Nicholas was not able to carry his backpack from class to class, and he could not carry his lunchbox. Every morning, I carried his book bag on and off the bus. I helped carry his books to class and made sure that he was comfortable. Key word: Broken wrist

Example 2: Another time I was a great friend to Nicholas is when he had a really bad fever. He was stuck in bed for two days so I made him chicken noodle soup. I helped him with his homework and he helped me with my homework. Sick with flu

SAME DAY: Have the students begin writing their paragraph

Provide introduction: How might you start this section of your reader’s response? **MAKE** sure to have students start on a new line and indent!

Day ¾: Students will illustrate a picture. They can either choose to illustrate the picture of the Friendship in Charlotte’s Web or their own friendship. Utensils and size will be determined at a later date.

Cautions & Notes:

Name: _____ Date: _____

*Charlotte's Web Friendship Project
Reader Response*

Character:

Friendship Qualities (three adjectives)

1. _____

2. _____

Examples from Charlotte's Web

1. _____

2. _____

My Friendship Paragraph
The Charlotte Web Friendship Project

Your name: _____

Your friend's name:

Friendship Qualities (Adjectives that describe you as a friend)

1. _____

2. _____

How were you a good friend to this person?

Example 1:

Example 2:

