

Tracking Characters Lesson Plans for 7 Book Club Meetings

The following preview shows all of the Book Club Meetings for Charlotte's Web by EB White

4 Part Lesson Plans

Book Club
Charlotte's Web
By: EB White
Grade Level: 4 / Guided Reading Level: R

Discussion Questions and New Vocabulary

Meeting #3
A Note About the Discussion Questions and Vocabulary
The discussion questions and new vocabulary words listed below are intended to guide the conversation. The questions are open-ended and do not have one right answer.

You might choose to introduce the new vocabulary words prior to assigning the reading. Or you might review them as a group after reading the selection. In either instance, remember to model problem solving strategies (context clues, picture clues). Depending on your students' needs, you may find that you need to discuss the meaning of other words within each of the chapters. The words listed below are only intended to be used as guide.

Chapter 5 Discussion Questions:

1. Why was Wilbur having a hard time sleeping?
2. Who did Wilbur meet for the first time?
3. What did Wilbur learn about spiders? How was he feeling about his new friend at the end of the chapter?

Chapter 5 New Vocabulary:

1. Objectionable (pg. 35) – causing people to be offended
2. Meekly (pg. 35) – having or showing a quiet and gentle nature
3. Blundered (pg. 37) – to move in an awkward or confused way

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Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

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Introduce Tracking Characters

Meeting #1 Continued
Time to Teach: Introduce Tracking Characters

- Read the first page aloud while the students follow along.
- Ask the students which characters were introduced. (Mr. Arable, Mrs. Arable, Fern, runtly pig Wilbur)
- Explain that Charlotte's Web has a large cast of characters. When books have lots of characters, it's helpful to keep track of them as you read.

Model How to Use a Character Map to Track Characters.

- Model how to keep track of characters.
 - Use a piece of chart paper.
 - Create a character web.
 - Write "Characters in Charlotte's Web" in the middle and draw a circle around it.
- Reread the first page.
- Ask students to raise their hand when they hear a new character mentioned.
- Add the characters to the character map.
- Ask students to create the same web in their notebooks.
- Ask students to continue reading chapter 1, adding new characters to their map as they read.
- When all students have finished reading, ask them to share their character maps.
 - Use this time to ensure that all students were able to identify the characters in chapter 1.
- Tell students they will track every character in the book.
 - Instruct students to create a new character map once they have added 5 characters to their map as they will need room to add additional information to the maps as they read the book.
 - Note: the group anchor chart should show all characters if possible.

Sample Notebook Entry / Anchor Chart

Charlotte's Web

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Identifying the Physical Attributes of Characters

Meeting #3 Continued

- Draw a line from Charlotte's name on the character map and add a note about her attributes
- Ask students to skim the rest of the chapter for any information about a character's physical attributes.
- Allow students to share their findings, and add the attributes to the anchor chart.

Take Time to Reflect (2 minutes)

- Distribute the student self-evaluation assessments.
- Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.

Wrap Up the Book Club Meeting

- Assign students to read chapters 9 - 11 independently.
- Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.
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Assign students that they are responsible for the following:

1. To continue building character maps, coding based on primary and secondary characters, and listing physical attributes.
2. Responding to chapters 9 - 11 using the Reading Response Board.

Character Map

Reflection and Self-Evaluation

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Scheduling and Reader Responsibility

Introduce Tracking Characters

Inferring What Characters Think & Feel

Primary vs. Secondary Characters

Making Connections Between Characters

Physical Attributes of Characters

Opinion of Characters

Understanding Character Relationships

Assessment

Wrap Up

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6 Character Development Lesson Plans