

Here's What You'll Get with the Charlotte's Web Book Club

Tracking Characters Lesson Plans for 7 Book Club Meetings

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. How 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

Book Club

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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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Book Club

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.
- Determine as a group when the book club should meet again. Monitor students as they record the assignment on their book club calendar.
- Remind 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.

Sample Notebook Entry / Anchor Chart

Charlotte's Web

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Character Map

Reflection and Self Evaluation

Scheduling and Reader Responsibility

Introduce Tracking Characters

Meeting #1 Continued

Time to Teach: Introduce Tracking Characters

Inferring What Characters Think & Feel

Meeting #4 Continued

Making Connections Between Characters

Meeting #5 Continued

Physical Attributes of Characters

Meeting #2

A Note About the Discussion Questions and Vocabulary

Opinion of Characters

Meeting #3 Continued

Reflecting on Tracking Characters

Meeting #6 Continued

Assessment

Wrap Up

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Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because ...
- In addition ...
- I noticed ...
- I wonder ...

- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

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Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none"> Read the assigned text Choose a reading response option from your option board then respond to the text in your reader's notebook Prepare for Book Club ahead of time: <ul style="list-style-type: none"> Choose at least one interesting, funny, or confusing part to share with your book club Mark the part you want to share with a sticky note or write the page number in your notebook Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) 	<ul style="list-style-type: none"> Come to Book Club on time and ready to begin discussion Bring your book, reader's notebook, and any other materials you might need for Book Club with you Participate in Book Club by sharing your thinking, listening to others, and asking questions Support your thinking with evidence from the text Ask for help if you need it Stay on topic Make eye contact with the people in your Book Club Respect the people in your Book Club: <ul style="list-style-type: none"> Try not to interrupt - wait your turn to share Use respectful language Listen carefully 	<ul style="list-style-type: none"> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> What part of the meeting made you feel good about yourself as a reader? What can you do to have a better conversation next time? Record your reading assignment on your Book Club calendar Decide when you will complete your assignment (during independent reading time, as homework, etc.)

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Student Self-Evaluation Rubric

Name: _____

How I Did in Charlotte's Web Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I was prepared for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				
I had my materials				During I participated in Book Club
I shared my thinking				
I asked someone a question				After I was responsible
I stayed on task, listened, and showed respect to others				
I took the time to reflect				
I know when and where I will prepare for the next meeting				
Score	A Note from Your Teacher			
/ 27				

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Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	Choose two settings from the text. Explain why each is important to the story.	What is the theme of this book? Why do you think so? Give examples.
What was the main idea of the text you read today? List at least 3 details that support your main idea.	Write about the new words you read. What do you think the words mean? Why?	How does this text compare to other books you've read? Give examples.	What are some powerful words or phrases used in the text? Why are they powerful?
Write about the reading strategies you used to help you be a better reader.	Which chapter was the most important? Why do you think so?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.
Compare and contrast two characters. Tell how they are the same and different.	Make an inference about the main character. What makes the character happy? Give examples.	Write about the things a reader needs to know in order to understand the text.	Choose a scene from the book. Tell how it would be different if it was in a movie.
Write about the main problem and solution unfolded in the text.	Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know?	How do the illustrations provide you with a deeper understanding of the text?	What is the theme of this book? Why do you think so? Give examples.
Directions: Choose one of the After you've written your response, color in the square on the board above.	RL.4.1 What was the main idea of the text you read today? List at least 3 details that support your main idea.	RL.4.4 Write about the new words you read. What do you think the words mean? Why?	RL.4.4 What are some powerful words or phrases used in the text? Why are they powerful?
	RL.4.10 Write about the reading strategies you used to help you be a better reader.	RL.4.5 Which chapter was the most important? Why do you think so?	RL.4.9 Name another text with a similar theme to your text. Tell how the texts are the same and different.
	RL.4.3 Compare and contrast two characters. Tell how they are the same and different.	RL.4.1 Make an inference about the main character. What makes the character happy? Give examples.	RL.4.10 Write about the things a reader needs to know in order to understand the text.
	RL.4.5 Write about the way this story was told. Was it told in 1 st , 2 nd , or 3 rd person? How do you know?	RL.4.4 Give an example of an interesting phrase you read today. Tell how the author's language affected your comprehension.	RL.4.10 What did you learn about yourself as a reader today? Use examples from the text.
			RL.4.2 Write a summary of the text that you read today.

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with 4th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____

Tracking Characters Charlotte's Web Book Club Focus Assessment

Directions: Use what you know about the characters in *Charlotte's Web* to answer each of the following questions.

Choose three main settings in *Charlotte's Web*.

List the four words that Charlotte wove into her web to describe Wilbur.

Answer Key

Tracking Characters Charlotte's Web Book Club Focus Assessment

Directions: Use what you know about the characters in *Charlotte's Web* to answer each of the following questions.

Choose three main settings in *Charlotte's Web*.

List the four words that Charlotte wove into her web to describe Wilbur.

Answers:

1. Some pig
2. Terrific
3. Radiant
4. Humble

Was Templeton a primary character in this story? Why or why not?

Answers will vary. Sample answers include: Templeton was a primary character in this story because he played an important role. He gathered words for Charlotte to weave into her web. No one else could do this which helped to save Wilbur's life.

What are physical attributes?

Answer: Physical attributes are what someone or something looks like.

CCSS:ELA-LITERACY.RL.4.3 Charlotte's Web Book Club | ©BookPagez.com

Complete Common Core Assessment

Short answer practice

Practice with Academic Vocabulary

Practice with multiple choice questions

One essential question for each of the 4th grade Reading Literature standards

Name: _____

Score: _____

Charlotte's Web CCSS Assessment

Directions: Use what you know about *Charlotte's Web* to answer each of the following questions.

Life on a farm has many instances of life and death. Describe two events of life and death in *Charlotte's Web*. (RL.4.1)

Number the events from beginning to end as they happened in the text.

_____ Wilbur worries that he will be killed for Christmas dinner.

_____ Wilbur wins an award at the county fair which ensures he won't be slaughtered, but Charlotte dies and leaves her egg sac in Wilbur's care.

_____ Fern saves Wilbur's life by keeping her father from slaughtering him.

_____ Charlotte befriends Wilbur and spins words into webs to save his life. (RL.4.3)

Fill-in the blank with the appropriate word.

Charlotte's Web is a wonderful story about _____ where a pig and a spider learn what it means to make sacrifices for another being. (RL.4.2)

What does the word **gullible** mean in this sentence? Humans are so **gullible** they will believe anything they read.

A Convincing

B Easily fooled

C Persuaded

D Distracted (RL.4.4)

CCSS Assessment 4th Grade Reading Standards for Literature | ©BookPagez.com

Focus Assessment for Character Development

Answer Keys

Answer Key

Charlotte's Web CCSS Assessment

Directions: Use what you know about *Charlotte's Web* to answer each of the following questions.

Life on a farm has many instances of life and death. Describe two events of life and death in *Charlotte's Web*.

Answers will vary. Sample answers include:

1. Wilbur almost dies in the beginning, but Fern saves his life.
2. The goose hatches seven goslings, but one doesn't hatch.
3. Charlotte saves Wilbur's life by spinning webs with words.
4. Charlotte dies, but Wilbur cares for her babies. (RL.4.1)

Number the events from beginning to end as they happened in the text.

2. Wilbur worries that he will be killed for Christmas dinner.
4. Wilbur wins an award at the county fair which ensures he won't be slaughtered, but Charlotte dies and leaves her egg sac in Wilbur's care.
1. Fern saves Wilbur's life by keeping her father from slaughtering him.
3. Charlotte befriends Wilbur and spins words into webs to save his life. (RL.4.3)

Fill-in the blank with the appropriate word.

Charlotte's Web is a wonderful story about **friendship** where a pig and a spider learn what it means to make sacrifices for another being. (RL.4.2)

What does the word **gullible** mean in this sentence? Humans are so **gullible** they will believe anything they read.

A Convincing

B Easily fooled

C Persuaded

D Distracted (RL.4.4)

CCSS Assessment 4th Grade Reading Standards for Literature | ©BookPagez.com

Rubric with optional Common Core Alignment

Tracking Characters Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 4.3
Analyze how and why individuals, events, and ideas develop and interact in the course of a text.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0-1 Correct	2-3 Correct	4-5 Correct	6 Correct
Specific Skill: Tracking Characters	Was not able to show how characters are developed in text.	Is able to show how characters are developed in text some of the time.	Is able to show how characters are developed in text most of the time.	Is able to show how characters are developed in text all of the time.

If student is less than secure, he or she needs to work on the following:

- tracking major characters through a text
- tracking minor characters through a text
- identifying character traits
- showing how characters are related
- showing how characters are developed over time

Book Club Charlotte's Web

CCSS:ELA-LITERACY.RL.4.3 Charlotte's Web Book Club | ©BookPagez.com

Running Record

Title: *Charlotte's Web* Guided Reading Text Level: R Word Count: 100

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words)

Error Rate: (# of incorrect words/100 words)

Self-Correction Rate: (# of words self-corrected/100 words)

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60)

Page	Easy			Instructional			Hard			
	E	SC	MSV	E	SC	MSV	E	SC	MSV	
1										

1 "Where's Papa going with that ax?"

said Fern to her mother as they were setting the table for breakfast.

"Out to the hog house," replied Mr. Arable. "Some pigs were born last night."

"I don't see why he needs an ax," continued Fern, who was only eight.

"Well," said her mother, "one of the piglets is aunt. It's very small and weak, and it will never amount to anything. So your father has decided to do away with

tested By: _____ ©BookPagez.com

Running Record

Vocabulary Connections Resources

Important Words to Know and Understand in Charlotte's Web

Vocabulary Connections
Charlotte's Web
By: EB White
Grade Level: 4 / Guided Reading Level: R

Important Words to Know and Understand in "Charlotte's Web"

Blundered (pg. 37)
To move in an awkward or confused way

Campaign (pg. 48)
A series of activities designed to produce a particular result

Cautiously (pg. 121)
Careful about avoiding danger or risk

Femur (pg. 55)
Largest part or bone of the leg

Glistened (pg. 77)
To shine with light reflected off a wet surface

Glutton (pg. 29)
A person who eats too much

Gullible (pg. 47)
An insect that looks like a small worm and that is a young form of a fly

Jubilee (pg. 43)
A special anniversary

Manure (pg. 12)
Solid waste from farm animals that is used to make soil better for growing plants

Orb (pg. 92)
Something (such as a planet, the sun, or the moon) that is shaped like a ball

vocabulary word list | ©BookPages.com

Vocabulary Connections
Charlotte's Web
By: EB White
Grade Level: 4 / Guided Reading Level: R

Blundered	Campaign	Cautiously
To move in an awkward or confused way	A series of activities designed to produce a particular result	Careful about avoiding danger or risk
Femur	Glistened	Glutton
Largest part or bone of the leg	To shine with light reflected off a wet surface	A person who eats too much

Definition Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections
Charlotte's Web
By: EB White
Grade Level: 4 / Guided Reading Level: R

Gullible	Jubilee	Manure
An insect that looks like a small worm and that is a young form of a fly	A special anniversary	Solid waste from farm animals that is used to make soil better for growing plants
Orb		
Something (such as a planet, the sun, or the moon) that is shaped like a ball		

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections
Charlotte's Web
By: EB White
Grade Level: 4 / Guided Reading Level: R

Blundered is a/an noun verb adverb adjective Definition of Blundered :	Campaign is a/an noun verb adverb adjective Definition of Campaign :	Cautiously is a/an noun verb adverb adjective Definition of Cautiously :
Blundered looks like this:	Campaign looks like this:	Cautiously looks like this:
Blundered reminds me of:	Campaign reminds me of:	Cautiously reminds me of:
I saw this word in	I saw this word in	I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com

Interactive Vocabulary Notebook Cards

Word Games
with Words from Charlotte's Web

Directions: Circle the nouns in the word bank.

Word Bank
Blundered Campaign Cautiously Femur Glistened
Glutton Gullible Orb Jubilee Manure

Directions: Complete the sentences using adjectives from the word bank.

- John feared that he _____ the play yesterday.
- When Anna learned that her pet was dead, her eyes _____ with tears.
- Grandpa always drives _____ to avoid accidents.
- The boy believed his brother's lie, proving that he was _____.

Name: _____

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Word Games and Answer Key

Vocabulary Connections
Charlotte's Web
By: EB White
Grade Level: 4 / Guided Reading Level: R

Charlotte's Web
By EB White

A new word that I learned in this book is: _____
It means: _____
I saw it in: _____

Directions: 1. Read on the side line. 2. Complete the Vocabulary Card. 3. Add your Vocabulary Card to your notebook or read it aloud.

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Personalized Vocabulary Bookmark

Vocabulary Connections
Name: _____

Directions:
1. Write a word from your reading that is new to you in the first column.
2. Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
3. Explain why you think your definition makes sense based on the context clues in the text.
4. Write the dictionary definition.
5. Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exploration | ©BookPages.com

Complete Common Core Alignment

Common Core State Standards Correlation
Charlotte's Web Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Charlotte's Web" correlate with the following English Language Arts Common Core State Standards for fourth grade:
Book Club Lesson Plan and Resources
Reading Literature
RL.1 - Cite specific details and examples in a text when explaining what the text says or when drawing inferences from the text.
RL.2 - Determine a theme or central idea of a text; analyze its development over the course of the text; provide an objective summary of the text.
RL.3 - Analyze how an author uses a variety of techniques to create a unique style and tone in a text (e.g., the choice of details, word choice, sentence structure, and figurative language).
RL.4 - Compare and contrast a text to a media or digital version of the text (e.g., comparing a printed story to its film or podcast adaptation).
RL.5 - Analyze the main ideas and supporting details presented in diverse media and formats, including visually, quantitatively, and electronically.
Reading Foundations Skills
RF.1 - Know and apply grade-level phonics and word analysis skills in decoding.
RF.2 - Read with sufficient accuracy and fluency to support comprehension.
Writing
W.1 - Write informative/explanatory texts (including narratives, descriptions, procedures, and research reports) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant details, ideas, and information.
W.2 - Write informative/explanatory texts in which they introduce a topic, list facts, compare and contrast, and provide a conclusion.
W.3 - Write narratives to describe experiences or events, and use descriptive details, dialogue, and action to bring the story to life.
Speaking & Listening
SL.1 - Engage in collaborative discussions with diverse peers and teacher on books, stories, and issues, building on others' ideas and expressing their own.
SL.2 - Analyze a speaker's main ideas and supporting details, assessing how well the ideas and details are supported and how well they are organized.
SL.3 - Analyze a speaker's main ideas and supporting details, assessing how well the ideas and details are supported and how well they are organized.
SL.4 - Analyze a speaker's main ideas and supporting details, assessing how well the ideas and details are supported and how well they are organized.
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Common Core State Standards Correlation
Charlotte's Web Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Charlotte's Web" correlate with the following English Language Arts Common Core State Standards for fourth grade:
Book Club Lesson Plan and Resources
Speaking & Listening
SL.1 - Engage in collaborative discussions with diverse peers and teacher on books, stories, and issues, building on others' ideas and expressing their own.
SL.2 - Analyze a speaker's main ideas and supporting details, assessing how well the ideas and details are supported and how well they are organized.
SL.3 - Analyze a speaker's main ideas and supporting details, assessing how well the ideas and details are supported and how well they are organized.
SL.4 - Analyze a speaker's main ideas and supporting details, assessing how well the ideas and details are supported and how well they are organized.
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Common Core State Standards Correlation
Charlotte's Web Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Charlotte's Web" correlate with the following English Language Arts Common Core State Standards for fourth grade:
Vocabulary Lesson Plan and Resources
Language
LA.1 - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LA.2 - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, encyclopedias, and general and domain-specific dictionaries) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.3 - Analyze and use accurately general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., contrast, addition, comparison, and that are basic to a particular topic).
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Book Club Common Core Alignment

Vocabulary Connections Common Core Alignment