

Lesson: Communication Arts Grades K-1 Story Sequence

Putting the Pieces Together

Introduction

Objective:

Students will use pictures to retell *Charlotte's Web* in a sequence of beginning, middle, and end.

Academic Content Standards:

✦ National Standard 3

- Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate text.

✦ Ohio Standards

□ Literary Text Standard:

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, folk tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

- **Benchmark** Use supporting details to identify and describe main ideas, characters and setting.

Kindergarten Indicator 3 Retell or re-enact a story that has been heard.

Grade 1 Indicator 3 Retell beginning, middle, and ending of a story, including important events.

Getting Started

Materials:

- Handout A

Vocabulary:

- Beginning
- Middle
- End
- Retell

Technology:

Students could create their illustrations using the drawing tools or with a drawing program instead of by hand. Another option is for students to create one power point page for each event and combine them for an entire presentation that retells *Charlotte's Web*. The project could then be posted to a class website.

Lesson

Orientation Activity:

Draw a big hamburger on the board (large enough to write inside of each bun and the patty). Ask students to think back to The Children's Theatre's production of *Charlotte's Web* and describe what events happened at the beginning. List their ideas on the bottom bun. (These events should be

listed on the bottom bun because the rest of the story is “held up” by the bottom bun.) Discuss how they know that the beginning is over. Usually the setting and characters have been introduced and the main and sub-problems have been presented.

Next, ask them to describe events that occurred in the middle of the story and list these items in the hamburger patty part of the graphic organizer. There are usually several events that occur in the middle of the story that represent the rising action.

Finally, ask students to discuss the events that happened in the end of the play and list them on the top bun. The end of the play usually includes the climax of the story and they the falling action. The problem is solved at the end of the story. Discuss the idea with students that each part of the hamburger must be put together to create a tasty dinner, just as a story needs a beginning, a middle, and an end to become an appetizing story.

Learning Activity:

Read out loud the events in Handout A. Assign one event in the story to two students who will work as partners. The partners should read the event (or have the event read to them), and draw an illustration that details that particular event in the play. After the students are finished with their illustrations, have each set of partners present their event and describe their illustration. The students can add any details at that time.

After each presentation has been given, students are given a challenge. They must look at their own event in comparison with the other events and try to stand in order from beginning to end in the correct sequence of the story. Discuss strategies that might be used for working with the entire class in how to complete the task. Give students 10-15 minutes to complete the task.

Evaluation and Follow-Up

Assessment Tools and Methods:

After time is up, evaluate whether the students were able to put the events of *Charlotte’s Web* in the correct order. Have each student group once again read their event in the correct order from start to finish. Discuss which events are in the beginning (introduction), the middle (rising actions), and the end (climax and falling action).

Interdisciplinary Connections

Social Studies: Use this same lesson with non-fiction books or biographies.

Science: Compare the sequence in storytelling to the life cycle of animals.



Handout A

<p>A runt is born at the Arable Farm. Fern Arable asks if she can raise him and saves him from death.</p>	<p>Mr. Arable wants to sell Wilbur to slaughter. Mrs. Arable suggests that Wilbur go to stay with Fern's Aunt and Uncle Zuckerman.</p>	<p>Wilbur meets all of the animals in the barn.</p>	<p>The animals hint that Wilbur is being fattened, but don't tell him why.</p>
<p>Wilbur finds out that he may be sold to be slaughtered soon.</p>	<p>Charlotte promises to find a way to save her friend, Wilbur.</p>	<p>Charlotte spins a web that says, "SOME PIG."</p>	<p>People come from all over to see the words on the web that describe Wilbur. Mr. Zuckerman decides to keep Wilbur for a while.</p>
<p>Charlotte spins her web to read the word, "TERRIFIC" to describe Wilbur.</p>	<p>Homer decides to enter Wilbur in the County Fair Pig competition.</p>	<p>Charlotte spins the word, "RADIANT" in her web. Charlotte gets weaker.</p>	<p>A pig named "Uncle" wins the first place blue ribbon at the County Fair. Wilbur is still happy because he has such a good friend in Charlotte.</p>
<p>Wilbur earns a special ribbon at the fair and wins a \$25 dollar prize.</p>	<p>Wilbur asks Templeton to help him take Charlotte's web sac home after she dies.</p>	<p>Wilbur watches over Charlotte's egg sac. The spiders finally hatch out of their eggs.</p>	<p>Three of Charlotte's spiders decide to stay to live in the barn with Wilbur.</p>