

**Because of Winn-Dixie. Grade 3. Section 2. Lesson 1****Description**

In this lesson, students will continue to read excerpts from *Charlotte's Web*, this time focusing on the relationships Wilbur develops with the other animals on the farm.

**Looks Fors**

- Can students describe the relationships Wilbur develops with the other animals on the farm?
- Can students provide evidence such as details and examples from the texts to support their explanation?

**Notes:**

**Grade 3. Section 2. Lesson 1. Activity 1. Optional (app. 10 minutes)**

Student	Teacher
<p>With your partner, answer the questions to react to chapters I-IV from <i>Charlotte's Web</i>.</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. How is Wilbur different from the other animals on the farm?</li> <li>2. Why is he different?</li> </ol> <p>Write your response in your learning log. Support your response with evidence from the text.</p> <p>Then share your response with the class.</p>	<p>Have students work independently to complete this activity.</p> <p>When you react to a text, you explain what you understand and do not understand about what you have just read. You can react to the text by speaking or writing a response.</p> <p>Direct students to work with their partners to answer the questions to react to the text.</p> <p>Ask students to share their responses with the class.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions: <ul style="list-style-type: none"> <li>• Why did Fern save Wilbur, to begin with?</li> <li>• Do you think the other animals were also fed with a bottle and pushed in a stroller like Wilbur? Why or why not?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As students share their responses, use teacher talk moves.</li> </ul> </li> </ul>

**Notes:**

Grade 3. Section 2. Lesson 1. Activity 2. Core (app. 15 minutes)

Student	Teacher
<p>As a class, complete the sentence stems with information from <i>Charlotte's Web</i> using because, but, and so.</p>	<p>Have students complete this activity as a class.</p> <p>Say, "When you react to a text, you explain what you understand and do not understand about what you have just read. You can react to the text by speaking or writing a response."</p> <p>Direct students to work as a class to complete the sentence stems to react to the text.</p> <p>Ask students to write their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.</li> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• As students answer the questions, use teacher talk moves.</li> <li>• Ask students to use the conversation stems in the discussion reference guide.</li> </ul> </li> </ul> <p>© 2021 The Writing Revolution. All Rights Reserved.</p>

Student	Teacher
<p>Complete the given sentence stem using because, but, and so on your worksheet.</p> <ol style="list-style-type: none"> <li>1. Wilbur is different from the other animals on the farm because _____.</li> <li>2. Wilbur is different from the other animals on the farm, but _____.</li> <li>3. Wilbur is different from the other animals on the farm, so _____.</li> </ol>	<p>Direct students to complete the given sentence stems using because, but, and so and information from <i>Charlotte's Web</i>.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.</li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As needed, create anchor charts to display conjunctions and the relationships they signal.</li> <li>• As needed, review the TWR student reference guide for common student errors with this strategy.</li> <li>• As needed, explain the meaning of each conjunction. <ul style="list-style-type: none"> <li>• <i>Because</i> tells why or gives a reason.</li> <li>• <i>But</i> indicates a change of direction—similar to a U-turn.</li> <li>• <i>So</i> tells us what happens as a result of something else—in other words, a cause and its effect (reason and result).</li> </ul> </li> </ul> </li> <li>• Remind students that the information that they use to complete the sentence should come from the text.</li> </ul> <p><b>Anticipated response:</b></p> <ul style="list-style-type: none"> <li>• Wilbur is different from the other animals on the farm because he was raised by Fern and does not know how to be a farm animal.</li> <li>• Wilbur is different from the other animals on the farm, but he tries to be their friend.</li> <li>• Wilbur is different from the other animals on the farm, so he is often lonely and feels sad.</li> </ul> <p>© 2021 The Writing Revolution. All Rights Reserved.</p>

Student	Teacher
<p>Let's check each sentence for:</p> <ul style="list-style-type: none"> <li>• a capital letter at the beginning of the sentence.</li> <li>• proper nouns are capitalized.</li> <li>• commas are used correctly.</li> <li>• punctuation at the end of the sentence.</li> <li>• correct content included in the sentence.</li> </ul>	<p>Remind students to add the correct punctuation and capitalization.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.</li> <li>• Provide direct support or examples.</li> </ul> <p>© 2021 The Writing Revolution. All Rights Reserved.</p>

**Notes:**

**Grade 3. Section 2. Lesson 1. Activity 3. Core (app. 15 minutes)**

Student	Teacher
<p>Listen to and follow along with the read-aloud of chapters V and VII from <i>Charlotte’s Web</i>.</p> <p>Consider the reading focus.</p> <p><b>Reading focus:</b></p> <ul style="list-style-type: none"> <li>• How is Wilbur developing new friendships on the farm?</li> </ul>	<p>Have students complete this activity as a class.</p> <p>Read aloud chapters V and VII from <i>Charlotte’s Web</i>.</p> <p>NOTE: Consider summarizing chapter VI before reading chapter VII.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions:             <ul style="list-style-type: none"> <li>• How does Wilbur feel at the beginning of chapter V?</li> <li>• Are all of the animals in the barn Wilbur’s friend? Why or why not?</li> <li>• How is Charlotte different from the other animals Wilbur has met in the barn?</li> <li>• Describe Wilbur’s first impression of Charlotte.</li> <li>• How does the picture on page 38 contribute to the understanding of the chapter?</li> <li>• What paragraph best summarizes chapter V?</li> <li>• What is the bad news Wilbur receives in chapter VII? How does he react?</li> <li>• What does Charlotte promise Wilbur?</li> <li>• What word best describes the character Charlotte?</li> <li>• What word best describes the old sheep?</li> </ul> </li> </ul>

**Notes:**

Grade 3. Section 2. Lesson 1. Activity 4. Core (app. 10 minutes)

Student	Teacher
<p>As a class, we will complete the sentence stems to react to <i>Charlotte's Web</i> using subordinating conjunctions.</p> <ol style="list-style-type: none"> <li>1. Before Wilbur met Charlotte, _____.</li> <li>2. After Wilbur met Charlotte, _____.</li> <li>3. If Wilbur hadn't met Charlotte, _____.</li> </ol> <p><b>Dependent clauses</b> often come at the beginning of a sentence. Writing sentences with dependent clauses and <b>subordinating conjunctions</b> creates variety and gives a reader more information.</p> <p>You will write your response on your worksheet.</p>	<p>Have students complete this activity as a class.</p> <p>Say, "When you react to a text, you explain what you understand and do not understand about what you have just read. You can react to the text by speaking or writing a response."</p> <p>Direct students to work as a class complete the sentence stems.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.</li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As students answer the questions, use teacher talk moves.</li> <li>• Ask students to use the conversation stems in the discussion reference guide.</li> </ul> </li> </ul> <p>© 2021 The Writing Revolution. All Rights Reserved.</p>

Student	Teacher
<p>Use your knowledge of <i>Charlotte's Web</i> to complete each sentence.</p> <ol style="list-style-type: none"> <li>1. Before Wilbur met Charlotte, _____.</li> <li>2. After Wilbur met Charlotte, _____.</li> <li>3. If Wilbur hadn't met Charlotte, _____.</li> </ol> <p>Underline the subordinating conjunction.</p>	<p>Direct students to complete the given sentence stems using information from <i>Charlotte's Web</i> using subordinating conjunctions.</p> <p>Ask students to underline the subordinating conjunctions.</p> <p>Ask students to think about the meaning of subordinating conjunctions.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.</li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• As needed, create anchor charts to display conjunctions and the relationships they signal.</li> <li>• As needed, review the TWR student reference guide for common student errors with this strategy.</li> <li>• Remind students that the information that they use to complete the sentence should come from the text.</li> </ul> </li> </ul> <p><b>Anticipated response:</b></p> <ul style="list-style-type: none"> <li>• Before Wilbur met Charlotte, he was beginning to feel sad, lonely, and depressed.</li> <li>• After Wilbur met Charlotte, he wondered if he could be friends with such a fierce, bloodthirsty creature.</li> <li>• If Wilbur hadn't met Charlotte, he would have been sad and lonely. <ul style="list-style-type: none"> <li>• If Wilbur hadn't met Charlotte, he wouldn't have had a friend to comfort him after he heard the bad news.</li> </ul> </li> </ul> <p>© 2021 The Writing Revolution. All Rights Reserved.</p>



Student	Teacher
<p>Let's check each sentence for:</p> <ul style="list-style-type: none"><li>• a capital letter at the beginning of the sentence.</li><li>• punctuation at the end of the sentence.</li><li>• a comma after the subordinating clause.</li><li>• correct content.</li></ul>	<p>Remind students to add the correct punctuation and capitalization.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"><li>• Ask guiding questions.</li><li>• Provide direct support or examples.</li></ul> <p>© 2021 The Writing Revolution. All Rights Reserved.</p>

Notes:

**Grade 3. Section 2. Lesson 1. Activity 5. Core (app. 15 minutes)**

Student	Teacher
<p>Review chapters V and VII from <i>Charlotte's Web</i> with a partner and analyze the relationships among the details and ideas.</p> <p>As you review the, take notes about the details in your learning log that show Wilbur is developing new friendships in the barn.</p> <p>Using these details and ideas, to complete the Evidence Tool.</p> <p>Share your claim with a partner.</p>	<p>Divide the class into pairs using an established classroom routine.</p> <p>Direct students to complete the Evidence Tool.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions:               <ul style="list-style-type: none"> <li>• Are all of the animals in the barn Wilbur's friend? Why or why not?</li> <li>• How is Charlotte different from the other animals Wilbur has met in the barn?</li> <li>• Describe Wilbur's first impression of Charlotte. What was Wilbur's first impression of Fern?</li> </ul> </li> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• As needed, explain to students that they are analyzing the relationships in the text, which is the process of finding the key details that connect to build understanding of the text, such as characters, settings, events, and how the text is organized or structured.</li> </ul> </li> <li>• Model how to complete the tool.               <ul style="list-style-type: none"> <li>• Complete the Evidence Tool as a class.</li> </ul> </li> </ul>

**Notes:**

**Grade 3. Section 2. Lesson 1. Activity 6. Optional (app. 10 minutes)**

Student	Teacher
<p>A <b>scrambled sentence</b> is a sentence that has its words out of order. Unscrambling a scrambled sentence helps you think about the right order for words in a sentence. It also allows you to practice correct punctuation and capitalization.</p> <p>As a class, we will unscramble sentences.</p>	<p>Have students complete this activity as a class.</p> <p>Say, “When you react to a text, you explain what you understand and do not understand about what you have just read. You can react to the text by speaking or writing a response.”</p> <p>A <b>scrambled sentence</b> is a sentence that has its words out of order. Unscrambling sentences helps you think about the right order for words in a sentence. It also allows you to practice correct punctuation and capitalization.</p> <p>When you react to a text, you explain what you understand and do not understand about what you have just read. You can react to the text by speaking or writing a response.</p> <p>Direct students to work as a class to unscramble the sentences.</p> <p>Ask students to write their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions.</li> <li>• Provide direct support or examples.             <ul style="list-style-type: none"> <li>• As students answer the questions, use teacher talk moves.</li> <li>• Ask students to use the conversation stems in the discussion reference guide.</li> </ul> </li> </ul> <p>© 2021 The Writing Revolution. All Rights Reserved.</p>
<p>React to <i>Charlotte’s Web</i> by completing the activity.</p> <p>Rearrange the words into a sentence and add the correct end punctuation and capitalization.</p> <p>1. meet friend new <u>Wilbur</u> is to excited his</p>	<p>Model this activity the first few times this strategy is taught.</p> <ul style="list-style-type: none"> <li>• Say: “Unscrambling sentences helps students think about the right order for words in a sentence, and gives practice with correct punctuation and capitalization.”</li> <li>• Say: “Let’s look at a sample scrambled sentence and rearrange it in a way that makes sense.”</li> </ul>

Student	Teacher
<p>2. Charlotte bloodthirsty thinks and <u>Wilbur</u> is clever</p> <p>3. worries making different <u>Wilbur</u> about friends with someone</p> <p>4. better Wilbur feel <u>Charlotte</u> makes</p>	<ul style="list-style-type: none"> <li>• Ask: “Who or what is this sentence about (subject)?”</li> <li>• Ask, “What words seem to go together?”</li> <li>• Ask, “What is the ‘who or what’ doing or what about the ‘who or what’ (predicate)?”</li> <li>• Ask, “Which words should go at the beginning of the sentence?”</li> <li>• Ask, “Which words should go at the end of the sentence?”</li> <li>• Model the process for rearranging the sentence.</li> <li>• Model adding correct capitalization and end punctuation to the sentences.</li> <li>• Read each completed sentence aloud with students.</li> </ul> <p>Direct students to rearrange the words into sentences.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions:               <ul style="list-style-type: none"> <li>• Who or what is this sentence about (subject)?</li> <li>• What words seem to go together?</li> <li>• What is the "who or what" doing or what about the "who or what" (predicate)?</li> <li>• Which words should go at the beginning of the sentence?</li> <li>• Which words should go at the end of the sentence?</li> </ul> </li> <li>• Provide direct support or examples.               <ul style="list-style-type: none"> <li>• As needed, consider indicating which word should come first in the sentence.</li> </ul> </li> </ul> <p><b>Anticipated response:</b></p> <ol style="list-style-type: none"> <li>1. Wilbur is excited to meet his new friend.</li> <li>2. Wilbur thinks Charlotte is bloodthirsty and clever.</li> <li>3. Wilbur worries about making friends with someone different.</li> <li>4. Charlotte makes Wilbur feel better.</li> </ol>

Student	Teacher
<p>Check your unscrambled sentence for:</p> <ul style="list-style-type: none"> <li>• a capital letter at the beginning of the sentence.</li> <li>• punctuation at the end of the sentence.</li> <li>• no words left out and no extra words added in.</li> </ul>	<p>© 2021 The Writing Revolution. All Rights Reserved.</p> <p>Remind students to add the correct punctuation and capitalization.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions:               <ul style="list-style-type: none"> <li>• Who or what is this sentence about (subject)?</li> <li>• What words seem to go together?</li> <li>• What is the "who or what" doing or what about the "who or what" (predicate)?</li> <li>• Which words should go at the beginning of the sentence?</li> </ul> </li> <li>• Provide direct support or examples.</li> </ul> <p>© 2021 The Writing Revolution. All Rights Reserved.</p>

**Notes:**

Grade 3. Section 2. Lesson 1. Activity 7. Core (app. 10 minutes)

Student	Teacher
<p>Examine the sentence: “Through a small window, a <b>faint gleam</b> appeared. ‘Day is almost here,’ he thought.”</p> <p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What do you notice about the words and phrases in this sentence?</li> <li>2. How does what you notice help you understand the phrase <b>faint gleam</b>?</li> </ol>	<p>Have students complete this activity as a class.</p> <p>Direct students to examine the sentence and answer the questions.</p> <p>After several minutes, ask a few students to share their ideas and answers.</p> <p>If students need support defining the phrase:</p> <ul style="list-style-type: none"> <li>• Ask guiding questions: <ul style="list-style-type: none"> <li>• What comes through a window during the day? (light)</li> <li>• The author uses the word small to describe the window, so do you think there is a lot of light coming through?</li> <li>• Why is Wilbur watching so eagerly for the sun to come up?</li> <li>• What is another way to say “faint gleam”?</li> <li>• How do the words around the phrase in the sentence help you understand the phrase?</li> </ul> </li> <li>• Provide direct support or examples. <ul style="list-style-type: none"> <li>• Ask students to use the following sentence frames to share their definitions and describe how the words and phrases contribute to their understanding of the sentence. <ul style="list-style-type: none"> <li>• I noticed..., which meant....</li> <li>• I knew..., so I....</li> </ul> </li> </ul> </li> <li>• Model thinking out loud. <ul style="list-style-type: none"> <li>• Think aloud: “I see the words, small, window, and day. How can those words help me figure out what <b>faint</b> and <b>gleam</b> mean in this sentence?” Allow time for students to think and respond.</li> </ul> </li> </ul>

Student	Teacher
<p>Complete one of the sentence stems in your learning log.</p> <p><b>Sentence stems:</b></p> <ul style="list-style-type: none"> <li>• To understand this phrase, I had to _____.</li> <li>• Noticing _____ helped me understand the word because _____.</li> <li>• Knowing _____ comes in handy when determining the meaning of this phrase.</li> </ul>	<p>As needed, provide examples for the students to model from.</p>

**Notes:**