

Unit 1/Week 4

Title: Escape

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4; RF.4.3, RF.4.4; W.4.2, W.4.4; W.4.9; SL.4.1; L.4.1, L.4.2, L.4.4

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Taking a risk because of peer pressure or because you are bored can be a poor choice.

We are not always ready for the consequences from the choices we make.

Synopsis

In this excerpt from *Charlotte' Web*, Wilbur, a bored and lonely young pig, wants a little excitement. A friendly goose shows Wilbur how to escape from his pen, but the chaos and clamor that result prove to be too much for him to handle. At the end, Wilbur finds that he has some more choices to make.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.

2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Answers
<p>p. 66-67 The author paints a visual picture of the barn using descriptive words and phrases. Based on the first two paragraphs, what can you determine about the barn from the author’s choice of words? Support your answer with details from the text.</p> <p>Alternate choice: What mood does the author create through his descriptions and word choice?</p> <p>The text states that Mr. Zuckerman knew that a manure pile was a good place to keep a young pig. Why was the manure pile a good place to keep Wilbur?</p>	<p>The author shows us that the barn is an over- be. There are many examples from the text. Because the author states that the barn _____ infer that it was a (good, happy, safe, etc.) place <ul style="list-style-type: none"> ● had a peaceful smell as though nothing had happen ● was pleasantly warm in winter, pleasant in summer ● was a place where swallows like to build their nests ● was a place where children liked to play <p>The manure pile was a good place for Wilbur Since _____, the manure pile was a good place (it was warm and comfortable.)</p> </p>
<p>p. 69 What can you infer about Fern from reading the first paragraph? What details from the text support your character analysis?</p> <p>What evidence does the author provide to show that Wilbur is feeling lonely and bored? What effect do these feelings have on Wilbur?</p>	<p>From the text, I can infer that Fern is <u>loyal</u>, because _____.</p> <ul style="list-style-type: none"> ● she visits almost every day ● she sits quietly next to his pen watching him ● the animals trusted her ● it made Wilbur happy just to have her <p>Wilbur is feeling bored because _____ Since Wilbur _____, he is bored.</p> <ul style="list-style-type: none"> ● states there is never anything to do ● didn’t feel like going to sleep, he decided to stay up he was tired of standing still, tired of being alone ● states he’s tired of living <p>These feelings make him want to escape.</p>

<p>Reread page 71. Use specific quotes from the text to explain how Wilbur felt after escaping.</p>	<p>“He jumped, he twirled, and he ran a few steps. The afternoon smells and walked through the open air. He stuck his snout in the ground and began digging. Having done these things made Wilbur happy.</p>
<p>p. 72-73 When Mrs. Zuckerman sees that Wilbur has escaped, things start to get noisy. What words on page 72 are synonymous with a “noisy condition”?</p> <p>On page 73, Wilbur thinks that if this is what it’s like to be free, he’d rather be penned up in his own yard. Why is he thinking that? What consequences have caused him to say this?</p>	<p>Racket, commotion</p> <p>Mrs. Zuckerman screams for Lurvy, the goose. Everyone is walking toward Wilbur, all the animals became excited, and Wilbur didn’t know what to do. Therefore, Wilbur is not comfortable and would rather feel secure than adventurous.</p>
<p>p. 74-75 Earlier in the story the author uses the words “racket” and “commotion” to describe the noisy confusion that is happening with Wilbur’s escape. What details can you find on pages 74-75 that show this kind of commotion is continuing? Based on your knowledge of root words, what is the meaning of captivity?</p>	<p>The animals are all shouting directions at Wilbur. The spaniel and Lurvy are trying to catch him, and the goose is screaming at Lurvy. These are all details that show the commotion or racket is continuing.</p> <p>I know that “captive” means to be taken prisoner. A captive, so captivity means the condition of being captive.</p>
<p>p. 76-77 Why did Wilbur decide to go back into his pen?</p> <p>Describe what lesson(s) Wilbur learns at the end of the story. What in the text helps you to know this?</p>	<p>Because _____, he went back into his pen. Since _____, he went back into his pen. _____, therefore he went back into his pen.</p> <ul style="list-style-type: none"> ● Wilbur was hungry and smelled the food. ● Wilbur was frightened and upset by the “hullabaloo” <p>Wilbur learns that sometimes we aren’t ready for the consequences for our actions/decisions. He was too young to go out into the world and face the consequences.</p>

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided
<p>TEACHER PROVIDES DEFINITION not enough content clues provided in the text</p>	<p>Page 69 - wander, trough Page 71 - queer, snout Page 75 - appealing</p>	<p>Page 66 - manure, perspiration, loft, patient Page 67 - rusty Page 69 - discard Page 70 - chuckle Page 72 - mend</p>
<p>STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text</p>	<p>Page 70 - loose Page 71 - free Page 72 - racket, commotion Page 73 - "penned up" Page 75 - relieved, captivity Page 76 - appetizing, reconsider</p>	<p>Page 69 - overlook Page 72 - rapidly Page 77 - pleasant</p>

Culminating Task

- *Wilbur has second thoughts about his choice to escape. First, describe what it means to have second thoughts about something. Then, use evidence from the text to explain how Wilbur’s second thoughts show that sometimes we are not ready to accept the consequences of our actions.*

Answer: Having second thoughts about a choice you've made means that you aren't very happy with your choice. You are thinking again about what choice you should have made. Wilbur's first choice was not a good one. He decide to escape from his pen because he was bored and thought life outside of his pen would be more exciting. After escaping, he realizes that life outside of his pen is chaotic and not something he is ready for. Perhaps, life inside of his pen isn't so bad after all. These thoughts show that Wilbur didn't fully think about the consequences of his actions. He only thought about escaping. He didn't think about all of the possibilities of what life could be like after that choice.

Additional Tasks

- (Teachers should first explain that a narrative is a piece of writing that can be structured in terms of problem → solution. However, sometimes one solution can bring about another problem. This is true in Wilbur's case.) Students should write a summary detailing Wilbur's problems and his attempts to solve them.

Structure:

1: Introduction should include title, author, characters, and setting and nutshell statement (overall understanding of what was read: Wilbur decided to escape from his pen.

2: First problem-bored and lonely/Solution-escapes from pen

Add details from story to support this

3: Second problem-his escapes creates chaos/Solution-allows himself to be lured back to his safe, cozy pen

Add details from story to support this

4: Conclusion – What Wilbur determines from his “adventure”

Name _____

Date _____

“Escape”

1. The author paints a visual picture of the barn using descriptive words and phrases. Based on the first two paragraphs, what can you determine about the barn from the author’s choice of words? Support your answer with details from the text. (Pgs. 66-67)
2. The text states that Mr. Zuckerman knew that a manure pile was a good place to keep a young pig. Why was the manure pile a good place to keep Wilbur?
3. What can you infer about Fern from reading the first paragraph? What details from the text support your character analysis? (Pg. 69)
4. What evidence does the author provide to show that Wilbur is feeling lonely and bored? What effect do these feelings have on Wilbur?

5. Reread page 71. Use specific quotes from the text to explain how Wilbur felt after escaping.

6. What words on page 72 are synonymous with a “noisy condition”?

7. On page 73, Wilbur thinks that if this is what it’s like to be free, he’d rather be penned up in his own yard. Why is he thinking that? What consequences have caused him to say this?

8. Earlier in the story the author uses the words “racket” and “commotion” to describe the noisy confusion that is happening with Wilbur’s escape. What details can you find on pages 74-75 that show this kind of commotion is continuing? Based on your knowledge of root words, what is the meaning of captivity? (Pgs. 74-75)

9. Why did Wilbur decide to go back into his pen? (Pgs. 76-77)

10. Describe what lesson(s) Wilbur learns at the end of the story. What in the text helps you to know this?