



Curriculum Guide 2011 - 2012

Charlotte's Web



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A Letter from the Director of Education

“All the world’s a stage,” William Shakespeare tells us “and all the men and women merely players.” I invite you and your class to join us on the world of **our** stage, where we not only rehearse and perform, but research, learn, teach, compare, contrast, analyze, critique, experiment, solve problems and work as a team to expand our horizons.



We’re “Shakin’ It Up” at Orlando Shakes, with new Lesson Plans designed to assist teachers with curriculum needs while sharing what is unique and magical about the Theater Arts. We’ve designed our Curriculum Guides with Next Generation Sunshine State Standards in mind. You’ll find a first section which will help you prepare your students for the theatrical experience, a second section suggesting what to watch and listen for during the performance, and lastly, discussion questions and lesson plans to use when you are back in your classroom, to help your students connect what they’ve learned to their lives and your diverse and demanding curriculum.

I believe that as an Educator it is imperative that I continue learning as I teach and teaching as I learn. It is my sincere hope that you will find our Curriculum Guides helpful to you and eye opening for your students. Feel free to contact us at Orlando Shakes should you have any questions or suggestions on how we can better serve you. We are always learning from you.

Thank you for the tremendous work you do each and every day in nurturing our audiences of tomorrow.

Curtain Up!!

Anne Hering
Director of Education

About the Author

E.B. White



E.B. White Says...

"We should all do what, in the long run, gives us joy, even if it is only picking grapes or sorting the laundry."

E.B. White - Early Beginnings

Elwyn Brooks White was the youngest child of a large family. His parents loved kids - that's probably where his passion for writing children's books came from. He graduated from Cornell University in 1921 and worked as a reporter at various publications including The New Yorker, where he fell in love with his editor, Katharine Sergeant Angell, who he later married.

E.B. White - From Stuart to Charlotte

E.B. White went on to become the most important contributor to The New Yorker during the '30s. Though he was best known for his articles and essays, he tried his hand at writing children's books at the suggestion of his niece. He wrote his first story in 1945, about a boy named *Stuart Little*, who was the size of a mouse. In 1952, he wrote one of the most beloved children's books of all time, *Charlotte's Web*. Both books won the Laura Ingalls Wilder Medal, which is a major award in children's literature. His third and final children's book was *The Trumpet of the Swan*, which is about a trumpeter swan that's born without a voice. So what does he do? He learns to play the trumpet! After a long battle with Alzheimer's disease, E.B. White passed away on October 1, 1985 - but his classic tales will live on forever.

Read more: [E.B. White Biography](#) | [Charlotte's Web](#) | [Stuart Little](#) | [Author Profile](#) | [Photo](#) | [Children's Books](#) | [Classics](#) | [Quotes](#) | <http://www.kidzworld.com/article/7280-eb-white-biography#ixzz1VOXMkjSR>

Pre-Performance Read the Plot Summary

One morning at the breakfast table, eight-year-old Fern sees her father leave the house with an axe and asks her mother where he's going. Her mother delivers the shocking news that Mr. Arable is going out to kill a runt that was born the night before. Fern chases her father down and persuades him to spare the runt, telling him that it is not fair to kill a piglet just because it is small. Moved by his daughter's plea, Mr. Arable decides to give the runt to her to look after.

Fern names the piglet Wilbur and looks after him like a baby, pushing him in her doll carriage and feeding him with a bottle. At five weeks old Mr. Arable insists that Wilbur is sold and he goes to live in the Zuckerman barn down the road.

Wilbur initially struggles at the barn because he misses Fern so much but soon he becomes acquainted with new friends, the best of whom is a lady grey spider called Charlotte. Charlotte fascinates Wilbur but he doesn't like the idea that she spins bugs in her web and sucks their blood. He soon realizes that Charlotte is everything but cruel and bloodthirsty and that her method of eating is entirely necessary for a spider.

Wilbur is completely happy during the summer days in the barn. Fern comes to visit, Charlotte tells Wilbur exciting stories and has the patience to try and coach him about how to spin a web (although she knows fine well he will never be able to) but one day he gets some terrible news that puts an end to his carefree attitude.

The sheep tells Wilbur that Mr. Zuckerman is fattening him up for Christmas dinner and Wilbur is terrified! He is so happy on the farm and doesn't want to die. Charlotte calms him down and promises him that she won't let him be killed. She hasn't worked out how to save him yet, but she is determined that she will.



One morning as Lurvy pours Wilbur's slops, he notices Charlotte's twinkling spider web in the morning fog. The words 'SOME PIG' have been weaved into the web. He quickly tells Mr. Zuckerman who is equally amazed and soon the news spreads near and far.

Worried that people may be getting bored of 'SOME PIG', Charlotte asks Templeton the rat to help her in find more words to write in her web. Knowing that if Wilbur is killed he won't have access to his slops, Templeton reluctantly scavenges for newspaper clippings to help Charlotte. The next word she writes is 'TERRIFIC' and after that, 'RADIANT.'

Meanwhile, Mrs. Arable is concerned that Fern is spending too much time down at the barn and becomes even more alarmed when her daughter tells her about Charlotte and the stories Charlotte tells. Mrs. Arable decides to go and see Dr. Dorian to ask him what he makes of Fern thinking the animals can talk and what he makes of the mysterious writing in the web. Dr Dorian is very calm and rational and says that the real miracle is not the writing in the web but the fact that a spider instinctively knows how to build a web. He says that it is quite possible that animals can talk and that the reason that adults cannot hear them might be because they talk too much to hear what is going on in nature.



With the news of Zuckerman's famous pig spreading, the Zuckermans and Arables decide to take Wilbur to the County Fair. Charlotte agrees to go too although she is feeling tired and soon has to build a sac to hold her eggs. At the fair, Charlotte is disappointed to see that beside Wilbur's pen is a much larger spring pig called Uncle. Knowing he is fierce competition, Charlotte decides to spin another web and once again Templeton is sent off to find a word.

The adults and children enjoy themselves at the fair and Avery and Fern are particularly excited that they are allowed to go off without their parents all afternoon. Fern spends all afternoon with Henry

Fussy and they go on the Ferris wheel together. For months after, Fern will look back nostalgically at her time on the Ferris wheel with Henry.

Before nightfall Charlotte weaves her web with the new word 'HUMBLE' written into it and throughout the night she makes her egg sac. In the morning the Zuckermans and Arables see the web but they also notice that Uncle has a blue tag on his pen - he has already won first prize. Mr. Zuckerman ignores the tag and tells everyone to buck up and give Wilbur a buttermilk bath. Everyone who comes to Wilbur's pen has something good to say about him.

Suddenly, over the loudspeaker a voice is heard asking Zuckerman to bring his famous pig to the judges' booth for a special award. Wilbur is awarded a medal for being phenomenal and completely out of the ordinary and Mr. Zuckerman is given \$25. After the press photos and the commotion, Wilbur is returned to his pen.

Wilbur notices that Charlotte is quiet and looks unwell. She tells him that she is content now that she knows he is safe. Charlotte knows Mr. Zuckerman will never harm Wilbur. Charlotte however is failing and will be dead in a day or two. Panicked and distraught Wilbur races around the pen, begging Charlotte to come home with him, but she hasn't enough energy to move. Wilbur decides to take Charlotte's egg sac and promises Templeton first choice of his slops if he retrieves the sac. As Wilbur carries the sac in his mouth and is led into the crate, he winks at Charlotte and she musters all the energy she can to wave goodbye. The next day, as the Ferris wheel is being taken apart, Charlotte dies.

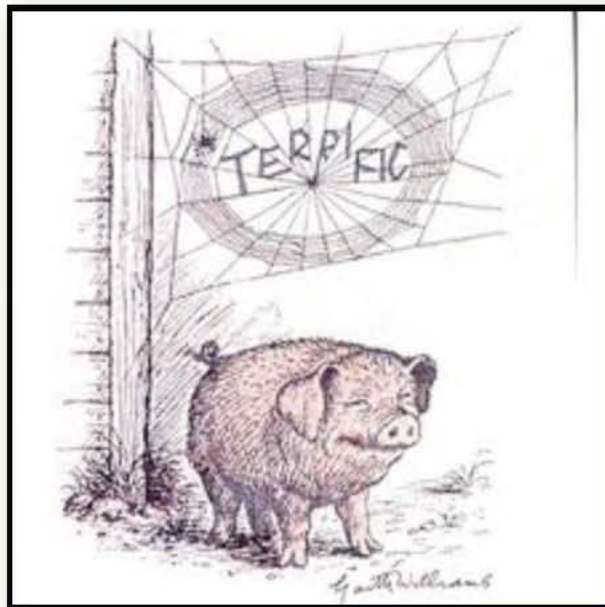
Back at the Zuckerman's, Wilbur is given a noisy welcome home. He waits patiently for the birth of Charlotte's spider lings. When her children are finally born, Wilbur is distraught to see them let out loose clouds of fine silk that carries them far away on the breeze. Three of Charlotte's children stay in the barn with Wilbur, however and become his good friends. Year after year new spiders are born to replace the old but no one ever replaces Charlotte in Wilbur's heart.

Pre-Performance

TARGET VOCABULARY

- 🎱 **Adrift:** Without guidance or purpose
- 🎱 **Bandstand:** An outdoor platform on which a band usually performs. At the fair this is where Wilbur receives his medal.
- 🎱 **Crochet:** Needlework done by forming and weaving loops in a thread with a hooked needle
- 🎱 **Doily:** A small ornamental mat, usually of lace or linen.
- 🎱 **Forlorn:** Feeling sad and lonely especially because of being left alone
- 🎱 **Frolic:** To play about happily
- 🎱 **Gnaw:** To bite or chew with the teeth; especially to wear away by repeated biting or nibbling
- 🎱 **Gullible:** Easily deceived
- 🎱 **Humble:** Marked by meekness or modesty in behavior, attitude, or spirit; not arrogant or prideful.
- 🎱 **Idiosyncrasy:** A way of behaving or thinking that is characteristic of a person
- 🎱 **Languish:** To become weak or waste away
- 🎱 **Listless:** Too tired or too little interested to want to do things
- 🎱 **Magnum opus:** Simply means "a great work" and refers to the greatest artistic achievement of an author, writer or composer
- 🎱 **Monotonous:** Unchanging and boring

- **Pummel:** To pound or beat
- **Runt:** An unusually small person or animal
- **Sedentary:** Remaining or living in one area
- **Slops:** Liquid food
- **Terrific:** Very good or fine; awesome; astounding
- **Untenable:** Being such that occupation or habitation is impossible



Performance

Theater is a Team Sport (“Who Does What?”)

The **Playwright** writes the script. Sometimes it is from an original idea and sometimes it is adapted from a book or story. The Playwright decides what the characters say, and gives the Designers guidelines on how the play should look.

The **Director** creates the vision for the production and works closely with the actors, costume, set and lighting designers to make sure everyone tells the same story.

The **Actors** use their bodies and voices to bring the author’s words and the director’s ideas to life on the stage.



Stage Manager Amy Nicole Davis
Photo: Rob Jones

The **Designers** imagine and create the lights, scenery, props, costumes and sound that will compliment and complete the director’s vision.

The **Stage Manager** assists the director during rehearsals by recording their instructions and making sure the actors and designers understand these ideas. The Stage Manager then runs the show during each performance by calling cues for lights and sound, as well as entrances and exits.

The **Shop and Stage Crew** builds the set, props and costumes according to the designer’s plans. The Stage Crew sets the stage with props and furniture, assists the actors with costume changes and operates sound, lighting and stage machinery during each performance.

The **Front of House Staff** welcomes you to the theater, takes your tickets, helps you find your seat and answers any question you may have on the day of performance.

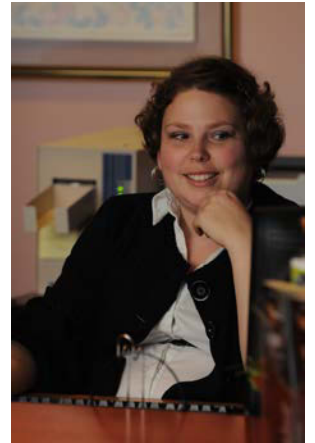
The **Theater** is where it all takes place. Orlando Shakespeare Theater In Partnership with UCF is the only professional, classical theater company in Central Florida, reaching students and audiences in the surrounding eight counties.



Sound Designer Bruce Bowes
Photo: Rob Jones



Costume Designers
Denise Warner and Mel Barger
Photo: Rob Jones



Box Office Manager Gina Yolango
Photo: Rob Jones

Performance

The Actor/Audience Relationship

The Audience is the reason Live Theater exists. At Orlando Shakes, we cherish the Actor/Audience relationship, the unique give and take that exists during a performance which makes the audience an ACTIVE participant in the event. The actors see the audience just as the audience sees the actors, and every, laugh, snuffle, chuckle and gasp the audience makes effects the way the actor plays his next moment. We want you to be engaged, and to live the story with us!

There are certain Conventions of the Theatrical Event, like, when the lights go down you know that the show is about to start, and that the audience isn't encouraged to come and go during a performance. Here are some other tips to help you and your classmates be top notch audience members:

- Please make sure to turn off your cell phones. And NO TEXTING!
- Please stay in your seat. Try to use the restroom before you take your seat and stay in your seat unless there is an emergency.
- Please do not eat or drink in the theater.



Post-Performance Reflect, Connect, Expand

Asking questions that lead children up the “thinking ladder”.

Use the following pattern in asking questions:

1. Ask OPEN questions to encourage and engage children.
2. Ask FOCUSED questions to elicit and organize specific information
3. Ask CONNECTING questions to help children learn to see the relationships between events, characters and ideas.
4. Ask broad questions to help children GENERALIZE/ learn to draw conclusions.



OPEN question examples:

- What did you notice at the play today....Anything at all... What did you see?
- What about the play was different from the book?
- What surprised you?
- What impressed you?

FOCUSED questions: (questions that probe children's' insights)

- If you were Charlotte, what would you have written in your web about Wilbur?
- Why did Charlotte like Wilbur so much?
- Is Templeton the rat a hero or a villain in the story? Why?
-

ANALYZING/CONNECTING questions:

- Have you ever had a really close friendship with an animal??
- What makes someone a good friend?
- In the beginning of *Charlotte's Web*, Fern saves Wilbur from death. Would you have saved Wilbur too? Tell about a time when you stood up for someone smaller or weaker than yourself.

Charlotte's Link to the Sunshine State Standards

Reading and Language Arts

Friendly Letter Writing

Grade level K-2

Standards Addressed:

The Student:

- Identifies the characters and setting in a story (LA.1.2.1.3)
- Retells the main events (e.g., beginning, middle, end) in a story. (LA.1.2.1.2)
- The student will locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text; (LA.1.2.1.5)

General Goal(s):

- This lesson teaches students the five parts of a friendly letter. Students will be able to write friendly letters utilizing the writing process. Students will visit various websites to learn more about writing friendly letters.

Objectives:

The student:

- Uses the writing process to develop friendly letters.
- Uses the Internet to learn more about writing friendly letters.

Required Materials:

- Dry erase board,
- Dry erase markers
- Examples of friendly letters
- Computer with internet access

Anticipatory Set (Lead-In):

Students should be familiar with the writing process. Students should have basic experience with computers.

Friendly Letter Writing

Procedures/ Activities:

1. Show students the slideshow from the website. Take time to discuss each part of the letter. Allow students to ask questions as the slideshow is presented.
2. Demonstrate how to write a friendly letter on the board. List the five parts of a friendly letter on the board. Have students identify and label each part of the letter on the board.
3. Show examples of other friendly letters from the website. Have students assist in editing the letters.
4. Allow students time to create a letter to Arthur on the Internet in order to reinforce what has been taught in the lesson so far.
5. Have students write drafts of their own friendly letters to one of the characters in *Charlotte's Web*.

Assessment Strategies:

- The letters will be checked for the heading, greeting, body, closing and signature.
- The letters will be assessed for correct capitalization, punctuation and spelling.

Tell Us What You Think!

After watching the play, write Orlando Shakespeare Theater a "Friendly Letter" and tell us what you think! Tell what you liked or disliked about the story, the characters, costumes, or set. Make sure to use the 5 parts of the letter listed in the lesson and to support your thoughts with examples and reasons.

Mail to: Orlando Shakespeare Theater, Education Department,
812 E. Rollins Street, Orlando, FL 32803.

Teacher's comments are appreciated!

Charlotte's Link to the Sunshine State Standards

Reading and Language Arts

1.Heading

Name_____

Address_____

City, State, Zip code_____

2. Salutation

Dear _____,

3.Body

4.Closing

Sincerely,

5.Signature

Your Name_____

Friendly Letter Check List	YES	NO
I used capital letters & punctuation correctly.		
My letter has a heading		
My letter has a greeting		
My letter has a body		
My letter has a closing		
My letter has a signature		
My letter is ready to be checked by the teacher.		

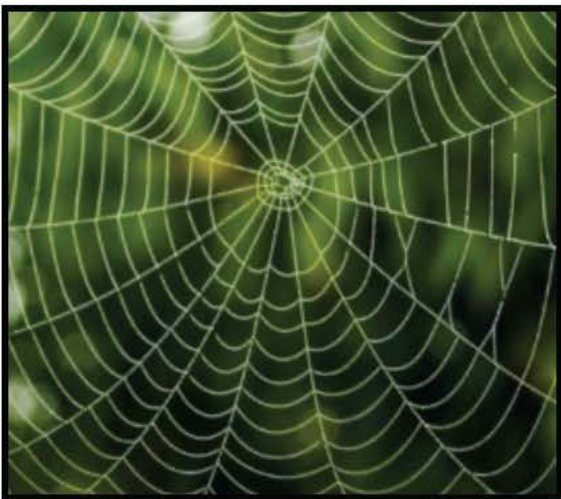
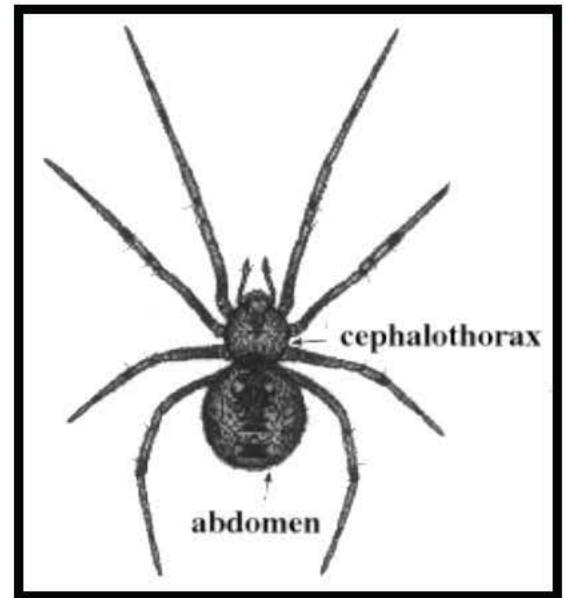
Charlotte's Link to the Sunshine State Standards

Science

Spiders Facts

There are more than 30,000 different types of spiders known to scientists! Most of them are very tiny animals that help people by eating insects. The banana spider, the trap-door spider, the purse-web spider, the barn spider, and the grass spider are just a few of the interesting animals to talk about.

Spiders are not insects as many people believe. Spiders belong to a class of animals called arachnids. They have four pairs of segmented legs, and can grow a new leg if they lose one. Most spiders have eight eyes, and they do not have antennae or wings. A spider's body is divided into two sections, the abdomen and the cephalothorax. The legs, eyes, and mouthparts are all in the cephalothorax. Most spiders have poison glands and fangs in their jaws, which they use to inject poison into insects. The venom paralyzes or kills their prey.



Spiders usually have six fingerlike silk glands called spinnerets located beneath their abdomen. The silk comes from inside the spider's body as a liquid, thicker than water. When a spider wants to make a web, it squeezes the silk out of the two small holes at the back of its body called spinnerets. The moment it hits the air, the silk dries into a line that looks like a long strand of hair. Many spiders use their sticky silk webs to catch food, which consists of tiny animals. Some spiders use silk as draglines, which are long lines of silk the spider hangs onto as the wind blows it through the air. The spider can always crawl back up the silk line if it is blown some place it doesn't want to be! Some spiders spin silk webs, and others line their burrows with silk. Many spiders lay their eggs in silken sacs. All

young spiders, and some adult males, release long silken threads to float or ride the wind to new areas. This is called ballooning.

Although spiders can live almost anywhere in the world, some like it where it is very humid, and some like it where it is very dry. Some spiders live underground and catch their prey by jumping out at them. Others live in trees and capture their prey in their webs. Others live in our houses. Have you seen them hanging from the ceiling? Many times a spider's common name tells something about the spider. Where do you think the garden spider lives? What about the water spider? A wolf spider? A barn spider?

The tarantula is probably the most feared of spiders. It is very big and can stretch itself almost to the size of a one-foot ruler - 10 inches. It is furry, unlike other spiders. It is a nocturnal animal and comes out at night to find food. It is large enough to eat many animals that smaller spiders can't catch. It can eat big beetles, toads and frogs. It can even eat small birds, snakes and lizards. Most



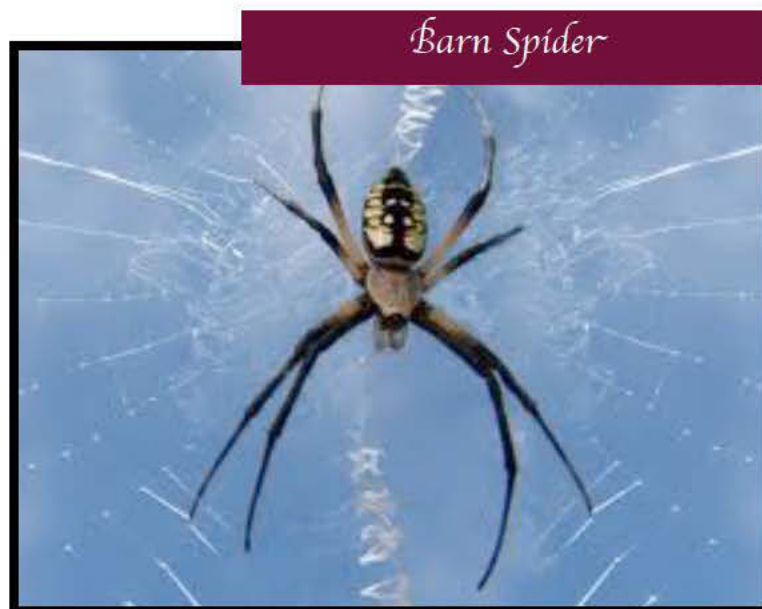
spiders live one or two years, but the tarantula takes eight to 10 years to become an adult, and then lives a few more years. Tarantulas can become pets in our homes because they can be tamed.

Spiders are considered humankind's friend because they help keep the insect population in check. Humans use spiders' silk to make threadlike lines for microscopes, telescopes and other scientific instruments.

All animals have natural enemies. Birds, insects such as wasps, snakes, lizards, frogs and fish eat spiders. Sometimes spiders eat each other. Humans try to destroy them because we do not understand how useful they are. Spiders try to protect and defend themselves from their enemies. Ask yourself, if you were a spider what they would do to protect and defend yourself? All of us know how to protect ourselves using methods that are very similar to those of the spider.

- **ESCAPE!** How? (Use the dragline to drop into space and wait; move along the web to a safe place; use powerful jaws on smaller animals; use venom.) Usually spiders are frightened of people and try to escape from us because we appear like giants to them. Humans also try to escape from things that we think are dangerous.
- **HIDE!** A spider can hide by using its colors and patterns for camouflage to blend in with colors and patterns. What colors do spiders have? What are the colors of dirt, trees, leaves and grass? Humans will also hide if they sense a danger.
- **FRIGHTEN THE ENEMY!** Many people think that all spiders are poisonous, but in general, very few spider bites will be harmful to humans. Tarantulas look frightening, but they are not poisonous. They just scare their enemies and people silly!
- **USE A WEAPON - VENOM!** Most spiders are not poisonous, but some are: the black widow and the brown recluse are poisonous and make people very ill with their bites. Many people do not understand that spiders very rarely attack their enemies. If a spider sees an enemy, it will usually try to get away. But all spiders use their poison in self defense, when escape is impossible.

At times, spiders will not attack their prey unless it is moving. Many insects have learned that if they



Barn Spider

This is the spider that inspired Charlotte.

Florida Spiders

- The female Black Widow Spider is the most poisonous spider in North America.
- Black Widow Spider silk is the strongest of all spider silk.
- The female Black Widow spider has a distinct red hourglass shape on the bottom of her belly.
- Black Widow Spiders can lay up to 400 eggs at one time.

Black Widow Spider



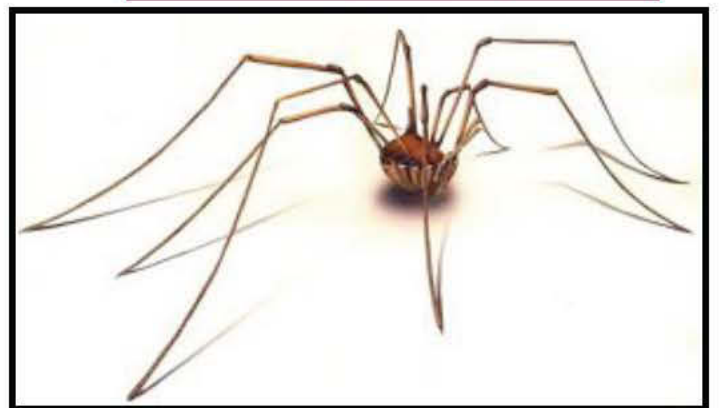
- Brown Widow Spiders like to build their webs in hidden spots around your home.
- Brown Widow Spiders like to eat crickets and other large insects.
- Like the Black Widow spider, the Brown Widow has an hourglass shape on the bottom of her belly, but it is yellow or orange.
- Brown Widow Spiders live well in captivity and actually can make good pets.

Brown Widow Spider



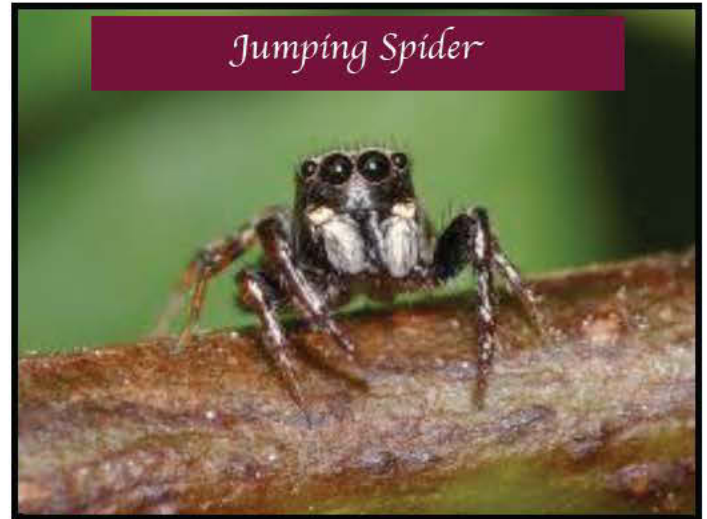
- Daddy long Legs are actually not spiders but very close relatives.
- Daddy Long Legs have 3 body parts and Spiders have 2.
- Daddy Long Legs eat insects like flies, mosquitos and ants.
- Daddy Longs Legs have 8 legs like a spider. Each leg is divided into 7 parts that can break off to distract a predator.

Daddy Long Legs



Florida Spiders

- Jumping Spiders are the largest species of spider and can range in colors from black to brown, orange, red and white.
- Jumping Spiders have 4 eyes and the best vision of all invertebrates. (animals without backbones)
- Jumping Spiders are excellent hunters and do not need to wait to catch prey in their web.
- Jumping Spiders can jump twice the length of their body.



- Wolf Spiders are a dull brown color and have two arm like appendages called palps near their mouths that they use to hold their prey.
- Wolf Spiders have eight eyes arranged in 3 rows. There are discs located at the back of the eyes which allows them to see at night.
- The Wolf Spider eats houseflies, crickets, cockroaches and sometimes grasshoppers
- Some species of Wolf Spiders can actually walk



Can You Convince Me?

Lesson Overview:

This lesson introduces students to the basic concepts of making a persuasive argument. The *Can You Convince Me Game* encourages students to use persuasive skills and knowledge they may not realize they already have.

Materials Needed:

White Board

Sticky notes

Curriculum Guide lesson plan on Spiders

Persuasion Map

Computers with Internet Access (optional)

Lesson Process:

1. Make a two-column chart on the white board in your classroom. Write *Spiders are Dangerous Predators* at the top of the chart. Write *agree* at the top of one column and *disagree* at the top of the other. Distribute sticky notes, and ask students to write their names on the notes. Call students up to the chart to place their notes in the column that expresses their opinion.
2. After everyone has had a chance to put their name on the chart, look at the results and discuss how people have different views about various topics and are entitled to their opinions. Give students a chance to share the reasons behind their choices.
3. Once students have shared, explain that sometimes when you believe in something, you want others to believe in it also and you might try to get them to change their minds. Ask students the following question: "Does anyone know the word for trying to convince someone to change his or her mind about something?" Elicit from students the word *persuade*.
4. Divide the class into teams of four or five. Choose a prize for the winning team (e.g., extra time at recess, a chance to be first in the lunch line, a special snack, a certificate you create, or the chance to bring a special book home). Distribute copies of both the OST curriculum guide lesson on Spiders and the persuasion map. Explain to the students that each group must work together as a team for 20 to 30 minutes to convince the class that either, *Spiders Are Dangerous Predators* or *Spiders Are Humans Friends*.
5. Each group must use the persuasion map provided and use supporting facts from the OST curriculum guide lesson on Spiders. (If the class has access to computers with Internet encourage them to find further information to support their argument.) Each group should assign a recorder or a student who will write down the information.

6. Have each group present their argument to the class. Groups may make their presentations as a team or select a spokes person. If possible, arrange for another teacher or an administrator to come into your class at the end of the game to act as a judge.

Name: _____ Date: _____

Persuasion Map

The diagram is a Persuasion Map. It starts with a box labeled "Goal or Thesis:" on the left. A line connects it to a box labeled "1." in the center. From "1.", three lines branch out to boxes labeled "1a.", "1b.", and "1c." on the right. Below "1." is a box labeled "2.", which also branches into "2a.", "2b.", and "2c." on the right. Below "2." is a box labeled "3.", which branches into "3a.", "3b.", and "3c." on the right. A large bracket on the right side groups the "1a./1b./1c.", "2a./2b./2c.", and "3a./3b./3c." boxes together, with a line pointing to a box labeled "Conclusion:". On the left side, there are three large arrows pointing right towards the main flow. The top arrow is labeled "Goal or Thesis: A goal or thesis is a statement that describes one side of an arguable viewpoint. Write your own goal or thesis here." The middle arrow is labeled "Main Reasons: Briefly state three main reasons that would convince someone that your goal or thesis is valid." The bottom arrow is labeled "Facts or Examples: Write three facts or examples to support each of your main reasons and validate your goal or thesis." The rightmost arrow is labeled "Conclusion: Conclude your argument by summarizing the most important details of the argument and stating once again what the reader is to believe or do."

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Charlotte's Link to the Sunshine State Standards

Dramatic Play

The Life Box



In this lesson your students will create life boxes based on a character from the play *Charlotte's Web*, and present these boxes to the class. A life box is a container with everyday items that relate to a character. The students may need to refer to the book *Charlotte's Web* learn more about each character. Using details from the books to explain their choices will require students to use critical thinking.

1. Explain the idea of a character life box. A life box is a container filled with items that represent a particular character in a play. The box must have six to eight things the character might use daily or have as a keepsake. No photos—items only.
2. Each student will pick a character from a list of suggested characters. The assignment is sent home and students are given a week to complete the task. Students should list each item, explain why it was chosen, and if possible write the phrase or sentence from the book that the item relates to. This list will be handed in.
3. The students bring in the finished projects and present them to the class. They share their items and explanations by holding up and describing each item and reading or telling what lines of text support their choice.

Charlotte's Link to the Sunshine State Standards Dramatic Play



Standards:

The Student will:

- Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life. SC.K.L.14.2
- Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do. SC.K.L.14.3

Lesson procedure:

Invite your class to sit in a circle on the floor. Show the students photographs of real farm animals in books and nature magazines. Discuss how the animals in the pictures are different from the animals depicted in *Charlotte's Web*. Take time to discuss the real life characteristics of each animal. For example, ducks have a beak, webbed feet and waddle when they walk. Ask the children to make the sound of each animal. Invite the class to make their own animal mask.

1. Give each student a paper plate and crafts materials, such as feathers, crinkle paper, yarn, crayons etc.
2. Help the students use the materials to create their animal mask.
3. Once the students have finished making their mask ask the class to sit in a circle with the masks on. Begin by going around the circle and choosing an animal at random. For example, "I see that John's mask is a cow. Can anyone tell me how a cow sounds?" Encourage the class to work together to help each student create their animal movement and sound. Once each student or animal represented has been rehearsed line the students up and march your line of animals through the classroom and outside.