

# Literature Response:

## Chapter 1 Charlotte's Web

REFLECT...

REVIEW...

RESPOND...

### Essential Questions

- HOW DOES RESPONDING TO LITERATURE IMPROVE COMPREHENSION?
- WHAT CAN BE INCLUDED IN A RESPONSE TO LITERATURE?

### Learning Intention / Overview

Independent reading is a necessary real-world skill. In addition, classrooms expect independent readers by the time students reach elementary grades 4<sup>th</sup> and 5<sup>th</sup>. This activity will allow students to develop an understanding of how to respond to literature and how these responses build comprehension skills. The more students are focused on their reading the more independent they become. Literature responses improve student focus and can be used as formative assessments for standards related to literature and informational text.

### Methods / Teaching Strategies

- Class Discussion
- Independent Practice

### Assessment of Learning

- Literature Response Page (provided)

### How might you customize or alter this lesson?

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### Key Learning Areas

Story Elements

Comprehension

### Concepts Taught

Literature Responses

### Target Age

9 – 12 Year Olds

### Duration

1 x 60 minute Session

### You will need:

Charlotte's Web book

Literature Response  
page



edgalaxy.com

Cool Stuff for Nerdy Teachers

### Online Resources:

- <http://edgalaxy.com/educational-quotes>
- <http://edgalaxy.com/classroom-posters-charts/2013/9/10/14-educational-quotes-posters>
- <http://www.youtube.com/watch?v=...>

# Teaching Instructions

As a teacher, we sometimes see that students are NOT focused during independent reading times. Students pretend to read and even flip pages but inattentiveness is evident with blank stares and lack of comprehension of the text. Literature Response Graphic Organizers are a great way to help improve student focus and promote personal learning, growth, and connections to stories and informational text.

Literature Responses also provide information to teachers that demonstrate how students are thinking, processing, and ultimately comprehending text read in the classroom or for classroom assignments. Teachers can then use these responses or lack of, for guided reading groups and/or intervention groups.

**Complete this activity prior to reading chapter 1 of Charlotte’s Web.**

Write on the board the words, “REFLECT, REVIEW, RESPOND.” Explain to students that when they **respond** to literature they must **reflect** (think about) on what they are reading and voice their opinions, thoughts, and reactions to the text. At times this might call for **review** of the material being read or a review of concepts that have been taught with the reading material.

Discuss and recall story elements. Then show the following chart to students. Any or all of these elements can be included in Literature Response Graphic Organizers.

CHARACTERS	WHO OR SOMETIMES WHAT THE STORY IS ABOUT. (PEOPLE, ANIMALS, OBJECTS)
SETTING	WHEN AND WHERE A STORY TAKES PLACE
THEME	THE OVERALL CONCEPT/IDEA BEING TAUGHT IN/THROUGHOUT THE STORY
PLOT	IMPORTANT EVENTS IS A STORY, CHAPTER, OR TEXT
CONFLICT	PROBLEM TO BE SOLVED IN THE STORY

Explain that Literature Responses can also include cause/effect relationships, inference, drawing conclusions, real-world connections, and making connections between themselves, the reader, and the text.

Verbalize to students that when they are required or expected to write about what they are reading the more focused on their reading they will be.

Display the following graphics.

**MORE FOCUSED=MORE READING**

**MORE READING=COMPREHENSION**

**COMPREHENSION=INDEPENDENT**

**INDEPENDENT=READING GOAL**

Distribute the Reading Response Graphic Organizer to each student. Ask students to read chapter 1 of Charlotte's Web and complete the Literature Response Graphic Organizer independently.

# LITERATURE RESPONSE GRAPHIC ORGANIZER

**TITLE OF THE BOOK:** \_\_\_\_\_

**AUTHOR:** \_\_\_\_\_ **CHAPTER #** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **GENRE:** \_\_\_\_\_

SUMMARY OF CHAPTER 1

CAUSE/EFFECT  
RELATIONSHIP

SETTING

IN THE NEXT  
CHAPTER I THINK...

# LITERATURE RESPONSE GRAPHIC ORGANIZER

## ANSWER KEY: MAY VARY

**TITLE OF THE BOOK:** Charlotte's Web

**AUTHOR:** E.B. White **CHAPTER #** 1

**DATE:** \_\_\_\_\_ **GENRE:** Fiction/Fable

\*\*\*\*ALL ANSWERS CAN VARY\*\*\*\*

**SUMMARY:** The Arables have a litter of piglets but one of this is a runt. Mr. Arable takes his ax to kill the runt. When Mrs. Arable explains this to their daughter Fern, she rushes outside to stop her father. She reasons with her father who decides to let her raise the piglet. The chapter ends with Fern naming the piglet, Wilbur.

### **CAUSE AND EFFECT RELATIONSHIPS: (SOME POSSIBLE ANSWERS)**

1. RUNT BORN/MR. ARABLE WANTS TO KILL IT
2. MR. ARABLE IS GOING TO KILL THE RUNT/FERN STOPS HIM
3. FERN STOPS THE RUNT FROM BEING KILLED/SHE GETS TO RAISE HIM

**SETTING:** FARM, COUNTRY, OUTSIDE, KITCHEN/HOUSE

### **IN THE NEXT CHAPTER I THINK...**

I THINK FERN WILL TAKE TERRIFIC CARE OF WILBUR BECAUSE SHE TRIED SO HARD TO SAVE HIS LIFE. SHE WILL TREAT HIM AS A PET.

OR.....

WILBUR BEGINS TO GROW AND THRIBE BECAUSE HE IS BEING FEB BY FERN. THEY WILL BECOME FRIENDS BECAUSE THEY SPEND SO MUCH TIME TOGETHER.