



Read Aloud Transcript

Language Arts 3A Module II Animal Friends

Charlotte's Web

By: E.B. White

Book ISBN #: 9780064400558

Objectives:

- Students will make predictions.
- Students will summarize the story by identifying the key events in the story.
- Students will ask questions after reading the story.
- Students will identify pronouns.

Special Note: This transcript covers only the first chapter of *Charlotte's Web*. If the teacher chooses, they can continue scheduling synchronous sessions to complete a read aloud for each chapter of this book on their own, using the same student interactive provided. Another option is to read the first chapter as an introduction to the book to pique student interest, giving the students the option to select the book to read on their own for Independent Reading.

Before Reading	
Directions	Teacher Script
Hold up the front of the book and say:	<i>Today we are going to read Charlotte's Web. This story is a fantasy. Do you know what a fantasy is?</i>
Call on a few students to hear their answers. When someone says that a fantasy is a story that couldn't happen in real life, then say:	<i>That's right! In this story, our main characters are animals. They walk and talk just like people, but they are farm animals. The story is a fantasy because we know that animals don't really talk.</i>
Point to the title of the book and say:	<i>The title of this book is Charlotte's Web.</i>
Point to the name of the author of the book and say:	<i>The author is E.B. White. Who can tell me the job of the author of a story?</i>

Point to the illustrator's name and say:	<i>This story is illustrated by Garth Williams. What is the job of the illustrator of the story?</i>
Hold up the cover of the book and say:	<i>Today we are going to read a chapter from the fantasy Charlotte's Web. Before reading the story, let's make a prediction. A prediction is when you make a guess about something based on clues you see. When you look at the cover of this book, what do you think this story is going to be about?</i>
Call on a few students to hear their predictions. Next, set a focus for the story by saying:	<p><i>Let's see if those predictions come true.</i></p> <p><i>This week our comprehension skill is summarizing a story. Today we are going to read the first chapter in Charlotte's Web and summarize it.</i></p> <p><i>When we summarize a story, we tell the story in our own words. We include only the key events and leave out the unimportant details.</i></p> <p><i>We are also learning about pronouns this week. A pronoun is a word that takes the place of a noun. Some common pronouns are I, you, he, she, it, we, they, him, her, them, and us.</i></p>

During Reading	
Directions	Teacher Script
Open the book to Chapter 1 and say:	<i>Remember, we are listening for the key events in the story.</i>
Read page 1 and 2. Ask the students the following questions:	<p><i>Why was Mr. Arable carrying an ax? Answer: He was going to use the ax to kill the pig.</i></p> <p><i>Fern is very unhappy. Why is she so upset? Answer: Fern is upset because she does not want her father to kill the little pig.</i></p>
When you ask the fourth question, point to the sentence in the book.	

	<p>Let's make a prediction. Do you think Fern's father will kill the pig? Why? <i>Answers will vary.</i> Great predictions! Let's see if any of them come true!</p> <p>In the sentence <i>Fern's sneakers were sopping by the time she caught up with her father</i>, what are the pronouns? <i>Answer: She/ Her</i></p>
<p>Call on a student to answer. (she, her). Read pages 3 and 4 and finish the last sentence from page 4 to page 5. Ask the students the following questions:</p> <p>When you ask the fourth and fifth questions, point to the sentences in the book.</p>	<p>What kind of person is Fern? <i>Answer: Fern is very caring because she wants to save the runt.</i></p> <p>How old is Fern's brother? <i>Answer: Avery is ten.</i></p> <p>What does Avery compare the piglet to when he first sees it? <i>Answer: He says it is no bigger than a white rat.</i></p> <p>In the sentence <i>When Mr. Arable returned to the house half an hour later, he carried a carton under his arm</i>, what are the pronouns? <i>Answer: he, his</i></p> <p>In the sentence <i>Then she opened the lid again, lifted the pig out, and held it against her cheek</i>, what are the pronouns? <i>Answer: it, her.</i></p>
<p>Read the rest of Chapter I. Ask the students the following:</p>	<p>Why did Mr. Arable tell Avery he could not have a pig? <i>Answer: Mr. Arable distributes pigs only to early risers.</i></p> <p>What does Fern feed the piglet? <i>Answer: She feeds the piglet milk.</i></p> <p>What does Fern name the pig? <i>Answer: She names the pig Wilbur.</i></p> <p>Fern shows her parents that she is responsible enough to care for Wilbur. What do you need to do to care for any pet? Do you have a pet? <i>Answers will vary.</i></p>

After Reading

Directions	Teacher Script
After finishing the story, complete the Charlotte's Web PowerPoint activity. Students will be identifying key events, making predictions, and asking questions. Say to the students:	<i>This week we learned how to summarize a story. We are going to practice this by completing an interactive activity.</i>
Pull up the PowerPoint so that the students can see it and say:	<i>Using a whiteboard or a piece of paper, write down the key events of the story. Make a prediction of what will happen in Chapter 2. Then, write any questions you have after reading Chapter 1. When you are done, put your thumb up so that we can discuss the answers as a class.</i>
Give students a few minutes to complete the activity on their own, then display the PowerPoint and discuss the answers with the students.	<p><i>Let's look at the PowerPoint together. What are the key events in the story?</i></p> <p><i>Possible Answers:</i></p> <ul style="list-style-type: none"> • <i>Fern discovers her father is about to kill a newborn pig on their farm.</i> • <i>Fern begs her father not to kill the pig.</i> • <i>Fern's father allows Fern to keep the runt pig to raise herself.</i> • <i>Fern decides to name the pig Wilbur.</i>
After the students answer, type the answers in the Key Events box, then say:	<i>What are some predictions you have for Chapter 2? Answers will vary.</i>
After the students answer, type some of their predictions in the Prediction box, then say:	<p><i>Great job making predictions! What are some questions you have after reading Chapter 1?</i></p> <p><i>Answers will vary.</i></p>
After the students answer, type some of their questions in the Questions box, then say:	<i>You did a great job identifying the key events, making predictions, and asking questions about the story! As you do your independent</i>

reading this week, be sure to think about the key events of the story and write down any questions you have after reading your story. If you enjoyed the beginning of this story, feel free to continue reading it on your own as part of your independent reading.