

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

In this section, students are introduced to the concept that animal companions can have a profound impact on humans. Students will read chapters I, II, III, and IV from *Charlotte's Web* by E.B. White.

Assessment

Students will answer the question: How does the unusual relationship between Fern and Wilbur teach us that animals and humans can be friends?

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

In this lesson, students will read chapter I from *Charlotte's Web* and describe how Fern and Wilbur's friendship started and what makes it unusual.

Looks Fors

- Can students explain why Fern felt the need to help the piglet her father was going to slaughter?
- Can students provide evidence such as details and examples from the texts to support their explanation?

Notes:

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

Student	Teacher
<p>With a partner, discuss the following question: Can humans be best friends with animals?</p>	<p>Divide the class into pairs using an established classroom routine.</p> <p>Read the <i>Because of Winn-Dixie</i> ELA Guidebooks unit overview.</p> <p>We will read <i>Because of Winn-Dixie</i> and a series of related literary and informational texts to explore the question: Why is it important to make an effort to really “see” other people?</p> <p>We will express our understanding through a written response that analyzes how the unlikely friendships Opal builds develop a central message, or theme, of the story.</p> <p>We will consider the question: Why is it important to have friends who are different from us?</p> <p>Direct students to complete the activity. Provide time for students to think and share, then call on a few students to share whole-class.</p>

Notes:

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

Student	Teacher
<p>Listen to and follow along with the read aloud of chapter I from <i>Charlotte's Web</i>.</p> <p>Consider the reading focus.</p> <p>Reading focus:</p> <ul style="list-style-type: none">• What makes Fern decide to save the piglet?	<p>Have students complete this activity as a class.</p> <p>Read aloud chapter I from <i>Charlotte's Web</i>.</p>

Notes:

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

Student	Teacher
<p>React to chapter I from <i>Charlotte's Web</i> by responding to the questions with a partner.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What does Mr. Arable plan to do with the piglet? Why? 2. What is a <i>runt</i>? 3. On page 1, the author writes, "Do away with it?" <i>shrieked</i> Fern." Why does the author use the word <i>shrieked</i>? 4. What does Mr. Arable mean when he says, "A <i>weakling</i> makes trouble?" 5. Why does Fern feel the need to help the piglet her father was going to slaughter? 	<p>Divide the class into pairs using an established classroom routine.</p> <p>Direct students to work with their partner to discuss the questions to attend to the details of the text.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> • Provide direct support or examples. • Direct students to page 1 to answer question numbers 1-3. • Direct students to page 3 to answer question number 4. • As needed, explain to students that they are describing 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, and events, and how the text is organized or structured. • As students share their responses, use teacher talk moves. • Ask students to use the conversation stems in the discussion reference guide. <p>Ask students to share their responses with the class.</p>

Notes:

Grade 3. Section 1. Lesson 1. Activity 4. Core (app. 15 minutes)

Student	Teacher
<p>With the class, complete the stem to react to <i>Charlotte's Web</i> using because, but, and so.</p> <p>Sentence stem:</p> <ul style="list-style-type: none"> Fern decides to save the piglet. <p>Write your response on your tool. Support your response with evidence from the text.</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 add to the sentence stem.</p> <p>Ask students to write their response.</p> <p>© 2021 The Writing Revolution. All Rights Reserved.</p>
<p>Sentence stem:</p> <ul style="list-style-type: none"> Fern decides to save the piglet. <p>Complete the given sentence stem using because, but, and so.</p> <ol style="list-style-type: none"> Fern decides to save the piglet because _____. Fern decides to save the piglet, but _____. Fern decides to save the piglet, so _____. 	<p>Say: "Conjunctions help give more information to the reader. They also help the writer write more complex and interesting sentences. Three important conjunctions are: because, but, and so."</p> <ul style="list-style-type: none"> Remind students: Because tells why or gives a reason. But is used to show a change of direction. So tells the result, or effect, of something. Say: "Let's practice using the conjunctions because, but, and so." Model using because, but, and so to complete the following sentence stems: <ul style="list-style-type: none"> Fern decides to save the piglet because _____. Fern decides to save the piglet, but _____. Fern decides to save the piglet, so _____. Model adding correct capitalization and end punctuation to the sentences. Ask, "What does the conjunction because signal in this sentence?" Ask, "What does the conjunction but signal in this sentence?" Ask, "What does the conjunction so signal in this sentence?" Read each completed sentence aloud with students.

Student	Teacher
	<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"> • Provide direct support or examples. <ul style="list-style-type: none"> • As needed, create anchor charts to display conjunctions and the relationships they signal. • As needed, review the TWR student reference guide for common student errors with this strategy. • As needed, explain the meaning of each conjunction. <ul style="list-style-type: none"> • <i>Because</i> tells why or gives a reason. • <i>But</i> indicates a change of direction—similar to a U-turn. • <i>So</i> tells us what happens as a result of something else—in other words, a cause and its effect (reason and result). • Remind students that the information that they use to complete the sentence should come from the text. <p>Anticipated Responses:</p> <ul style="list-style-type: none"> • Fern decides to save the piglet because she feels the pig deserves a chance to live and grow. <ul style="list-style-type: none"> • Fern decides to save the piglet because she feels it isn't "just" to be killed for your small size. • Fern decides to save the piglet, but her father tries to talk her out of it. <ul style="list-style-type: none"> • Fern decides to save the piglet, but she must convince her father not to kill it. • Fern decides to save the piglet, so she bottle feeds it and makes it a bed in a box. <ul style="list-style-type: none"> • Fern decides to save the piglet, so it is her responsibility to take care of it. <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"> • a capital letter at the beginning of the sentence. • proper nouns are capitalized. • commas are used correctly. • punctuation at the end of the sentence. • correct content included in the sentence. 	<p>Remind students to add the correct punctuation and capitalization.</p> <p>© 2021 The Writing Revolution. All Rights Reserved.</p>
<p>Share your response with the class.</p>	<p>After several minutes, ask a few students to share their sentences with the class.</p> <p>Direct students to correct their sentences based on what their peers shared.</p> <p>Display final teacher-created or student-created exemplar.</p> <p>© 2021 The Writing Revolution. All Rights Reserved.</p>

Notes:

Grade 3. Section 1. Lesson 1. Activity 5. Optional (app. 15 minutes)

Student	Teacher
<p>Write your responses in your learning log. Support your response with evidence from the text.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Why does Fern get a pig and not her brother? 2. How do Fern's actions prove she loves Wilbur? 3. Do you think Wilbur makes a good companion for Fern? Why or why not? <p>Then share your response with a partner.</p>	<p>Have students complete this activity as a class.</p> <p>Direct students to answer the questions to analyze the relationships among the details and ideas of the text.</p> <p>Ask students to share their responses with a partner.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> • Provide direct support or examples. • Direct students to page 5 to answer question number 1. • As needed, explain to students that they are describing 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.

Notes:

Grade 3. Section 1. Lesson 1. Activity 6. Core (app. 5 minutes)

Student	Teacher
<p>How does using subordinating conjunctions improve our writing?</p> <p>Writing sentences with subordinating conjunctions creates variety and helps us give a reader more information.</p> <p>Listen as the sample sentence is read aloud.</p> <p><i>After I get home from school, I complete my homework.</i></p> <p>A clause has a “who” or “what” (subject) and a “did what” or “what about”(predicate). Some clauses make a complete thought and are called independent clauses. Some clauses do not make a complete thought and are called dependent clauses.</p> <p>“After I get home from school” is a dependent clause.</p> <p>“I complete my homework” is an independent clause.</p> <p>If a sentence begins with a dependent clause, a comma is placed before the independent clause.</p>	<p>Have students complete this activity as a class.</p> <p>Direct students to read the question. If students cannot read the entire question, have students read the bolded words as you read the question.</p> <p>Read why subordinating conjunctions are important to writers.</p> <p>Read the sample sentence aloud with the students.</p> <p>Read the definition of clause, independent clause, and dependent clause aloud.</p> <p>Indicate the dependent and the independent clause in the sample sentence. Point out comma placement after the dependent clause.</p> <p>Note: TWR focuses on teaching students to use the following ten subordinating conjunctions at the start of a sentence: Before, After, If, While, Although, Even though, Unless, Since, When, Whenever.</p> <p>© 2021 The Writing Revolution. All Rights Reserved.</p>

Student	Teacher
<p>Conjunctions are words that join ideas together. They help signal to the reader how two ideas are related to each other.</p> <p>Because, but, and so are conjunctions.</p> <p>Subordinating conjunctions are special conjunctions that join two ideas.</p> <p>Listen as the sample sentence is read aloud.</p> <p><i>After I get home from school, I complete my homework.</i></p> <p>“After” is the subordinating conjunction because it joins the following ideas:</p> <ul style="list-style-type: none"> • I get home from school • I complete my homework 	<p>Depending on the level of your students, you can include or omit this segment.</p> <p>Read the definition of conjunctions and subordinating conjunctions aloud.</p> <p>Read the sample sentence aloud.</p> <p>Indicate that “after” is the subordinating conjunction in this sentence.</p> <p>© 2021 The Writing Revolution. All Rights Reserved.</p>

Student	Teacher
<p>Let's read aloud each sentence stem. Each sentence stem is a dependent clause, or incomplete sentence.</p> <ul style="list-style-type: none"> • After experiencing a hurricane, ____. • Before a hurricane hits, ____. • If there is flooding, ____. <p>To complete the sentence, we will need to add an independent clause, or complete sentence. An independent clause adds details and completes the sentence.</p>	<p>Direct students to add an independent clause in order to complete the sentence.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> • Ask guiding questions. <ul style="list-style-type: none"> • What is the subordinating conjunction in each sentence? • What does that subordinating conjunction mean or signal in each sentence? • How does the added detail make the sentence more clear and interesting? • Provide direct support or examples. <p>Anticipated Responses:</p> <ul style="list-style-type: none"> • After experiencing a hurricane, you know how to better prepare for the storm. • Before a hurricane hits, people go to the store and buy supplies. • If there is flooding, houses and cars will be damaged. <p>© 2021 The Writing Revolution. All Rights Reserved.</p>
<p>Let's check each sentence for:</p> <ul style="list-style-type: none"> • a subordinating conjunction at the beginning. • capital letter at the beginning of the sentence. • proper nouns are capitalized. • commas are used correctly. • punctuation at the end of the sentence. • correct content. 	<p>Model checking each sentence for proper capitalization and punctuation with the class.</p> <p>Model checking each sentence for content.</p>
<p>After checking the sentence for edits, let's read each sentence aloud.</p>	<p>Read aloud each completed sentence.</p>



Notes:

Grade 3. Section 1. Lesson 1. Activity 7. Core (app. 15 minutes)

Student	Teacher
<p>With the class, complete the stems to react to Chapter I from <i>Charlotte's Web</i> using subordinating conjunctions.</p> <p>Sentence Stems:</p> <ol style="list-style-type: none"> 1. Before Fern helped the piglet, _____. 2. After Fern helped the piglet, _____. 3. If Fern hadn't helped the piglet, _____. <p>Dependent clauses often come at the beginning of a sentence. Writing sentences with dependent clauses and subordinating conjunctions creates variety and gives a reader more information.</p> <p>Write your response on your tool. Support your response with evidence from the text.</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"> • Provide direct support or examples. <ul style="list-style-type: none"> • As students answer the questions, use teacher talk moves. • Ask students to use the conversation stems in the discussion reference guide. <p>Direct students to complete the stems to react to the text.</p> <p>Ask students to share their response.</p> <p>If students need support during the activity:</p> <ul style="list-style-type: none"> • Provide direct support or examples. <ul style="list-style-type: none"> • As needed, create anchor charts to display conjunctions and the relationships they signal. • As needed, review the TWR reference guide for common student errors with this strategy. • As needed, explain the meaning of subordinating conjunctions. • Remind students that the information that they use to complete the sentences should come from the text. <p>© 2021 The Writing Revolution. All Rights Reserved.</p>

Student	Teacher
<p>Sentence Stems:</p> <ol style="list-style-type: none"> 1. Before Fern helped the piglet, _____. 2. After Fern helped the piglet, _____. 3. If Fern hadn't helped the piglet, _____. <p>Use your knowledge of Chapter I from <i>Charlotte's Web</i> to complete each sentence.</p> <ol style="list-style-type: none"> 1. Before Fern helped the piglet, _____. 2. After Fern helped the piglet, _____. 3. If Fern hadn't helped the piglet, _____. <p>Underline the subordinating conjunction.</p>	<p>Model this activity the first few times this strategy is taught.</p> <ul style="list-style-type: none"> • Say, "Let's practice adding details about Fern and the piglet to the following dependent clauses that start with subordinating conjunctions." <ul style="list-style-type: none"> • Before Fern helped the piglet, _____. • After Fern helped the piglet, _____. • If Fern hadn't helped the piglet, _____. • Model adding an independent clause to complete each sentence. • Read each completed sentence aloud with students. • Ask, "What do you notice about capitalization in these sentences?" • Ask, "What do you notice about punctuation in these sentences?" • Ask, "How does adding an independent clause make the sentence more clear and interesting?" <p>Direct students to complete the given sentence stems using information from Chapter I 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"> • Provide direct support or examples. <ul style="list-style-type: none"> • As needed, create anchor charts to display conjunctions and the relationships they signal. • As needed, review the TWR student reference guide for common student errors with this strategy. • Remind students that the information that they use to complete the sentence should come from the text.

Student	Teacher
	<p>Anticipated response:</p> <ul style="list-style-type: none"> • Before Fern helped the piglet, her father was headed to slaughter it. • After Fern helped the piglet, her father told her she must care for it. • If Fern hadn't helped the piglet, her father would have done away with it. <p>© 2021 The Writing Revolution. All Rights Reserved.</p>
<p>Let's check each sentence for:</p> <ul style="list-style-type: none"> • a capital letter at the beginning of the sentence. • punctuation at the end of the sentence. • a comma after the subordinating clause. • correct content. 	<p>Remind students to add the correct punctuation and capitalization.</p> <p>© 2021 The Writing Revolution. All Rights Reserved.</p>
<p>Share your response with the class.</p>	<p>After several minutes, ask a few students to share their sentences with the class.</p> <p>Direct students to correct their sentences based on what their peers shared.</p> <p>Display final teacher-created or student-created exemplar.</p> <p>© 2021 The Writing Revolution. All Rights Reserved.</p>

Notes: