

Year 3: Talk for Reading unit planner



Unit text	Charlotte's Web <i>E. B. White</i>
Comprehension focus/s	Unit focus: Understanding character.
	Core: vocabulary, retrieval and inferences

Planning	
<p>Select text(s) and analyse for potential - annotate text</p>	<p>Teaching extract: Chapter 5: <i>Charlotte</i> from P47 “<i>At last Wilbur saw ...</i>” to P53 “<i>... wipe out everything?</i>” Prepare the story so that it can be handed to the children bit by bit during the Introduction and then as a complete story during the Investigation. Below is a suggestion of how this could work:</p> <p>Session 1 extract – P47 “<i>At last Wilbur saw ...</i>” to “<i>Watch me wrap this fly up.</i>” Session 2 extract – P49 “<i>A fly that had been crawling ...</i>” to P50 “<i>... perfect breakfast for me.</i>” Session 3 extract – P50 “<i>You mean you eat flies ...</i>” to P52 “<i>... laying for flies and bugs.</i>” Session 4 extract – P52 “<i>It's a miserable inheritance</i>” to P53 “<i>...wipe out everything?</i>”</p> <p>Independent Application extract: Chapter 19 <i>The Egg Sac</i> from the start to P198 “<i>... dew on it.</i>”</p>
<p>Carry out quick assessment (Cold Task) linked to the focus – and set appropriate targets/objectives</p>	<p>Use an extract from Chapter 1 P11 “<i>Every morning after breakfast. ...</i>” to P13 “<i>... sticky and oozy.</i>” Read the extract to any children who may initially struggle to access the text with them following along and give out copies for other children to access independently. Explore the following questions, some as a whole class and some in groups:</p> <ul style="list-style-type: none"> • Tell me three things that happened every morning after breakfast. • What does Wilbur do that tells us he wanted to be near Fern? Find two things in the text. • Why did Wilbur look cute in the pram when his eyes were closed? • Did Wilbur like it in the brook? How do you know? Use the text to help you explain. • What did Wilbur like about the mud at the edge of the brook? Find 4 things. • What was the difference between the days and the nights? • Using the whole text, tell me three things that Wilbur liked to do.
<p>Choose comprehension focus Decide what vocab in text to focus on</p>	<p>Focus: Using retrieval and vocabulary knowledge to understand character.</p> <p><u>Comprehension question stems</u></p> <ul style="list-style-type: none"> • What does this sentence/word mean? • Explain the meaning of ...? • Tell me 2/3 pieces of information about ... • What words help you to understand xxxx? • Why was the character/Why did the character ...? • Is X character _____ or _____? How do you know? • Write down three things that you know about _____.

- Do you agree that ...?
- What are the similarities and differences between ____ and ____?
- What sort of person/creature is ...? How do you know?
- How does this fit in with what we know about ...?

Vocabulary focus

Base choice on your knowledge of the children. Possibilities:

gumdrop; salutations; deny; flashy; near-sighted; trough; blundered; tangled; beating its wings; furiously; plunged; silk/silken; thread; rear; jets; detested; remarked; cockroaches; gnats; midges; careless; pleasant; entirely; trapper; inheritance; bloodthirsty; pitch; intend; pail; wits; lest; furthermore; numerous; destroy.

Introduction to the text(s)

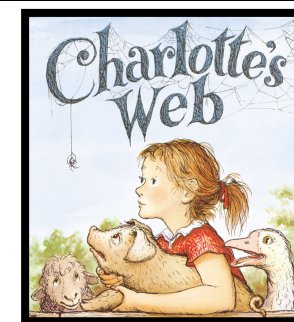
By end of phase, pupils can access and read the text/s aloud with basic understanding

Prior to reading: Hook & Context

- Provide contextual information
- Activate prior knowledge e.g., 'tuning in' questions

Session 1

- Activate children's prior knowledge of spiders – gather ideas in a topic web.
- Show the image on the right from a front cover of the book to the children talk about the image – encourage the children to look closely and think about:
 - What are the animals looking at?
 - Look at their facial expressions – what are they thinking?
 - Why do you think the book title is covered in a web?



Session 2

- Read Chapter 4 *Loneliness* to the children discuss why Wilbur feels lonely
- Draft a timetable with the children of Wilbur's plans for the day on a flip chart .
- Discuss why this chapter is so important (Wilbur's loneliness, the farm animals' unwillingness to be his friend all leads to Wilbur taking note of a spider that he may well have ignored otherwise).

Read, reread, respond & discuss vocabulary for basic comprehension:

Use shared, guided, 1:1 and independent reading to:

- Decoding/word recognition
- Teacher models reading with fluency & expression
- Prediction
- Initial responses (e.g. comprehension grids)
- Literal retrieval and vocabulary
- **Teacher and children raise & set questions/challenges**

In this first phase, there will be daily shared – whole class – reading and teaching over a week with a follow-up activity for all children to establish basic understanding. Each day ensure you plan for (i) a guided-group activity to support lower attaining children by re-reading and talking to aid familiarity or to challenge higher attaining children to think more deeply or (ii) one-to-one reading with a group of 5/6 children to support reading of their own individual reader. Select carefully up to 4 unfamiliar words across the unit that you will explore deeply. Ahead of the unit, prepare a flip chart comprehension grid like the one below.

Observations	Feelings
Interests	Reminds me of ...

Observations – What do the children notice? What was memorable?

Feelings – Capture the children's feelings as each extract is explored.

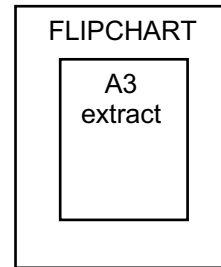
Interests – What caught their interest?

Reminds me of ... - What memories, experiences, other books does the extract bring to mind.

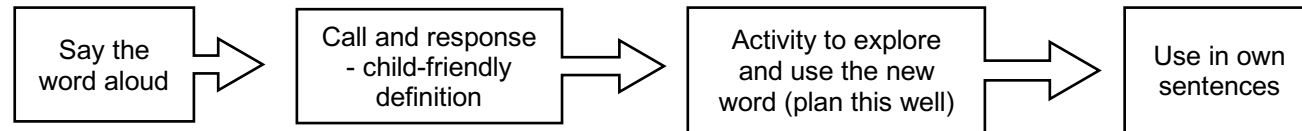
For each session:

Begin by reading the session's extract line by line to the children with them just listening, not seeing the extract. Support the children to explain what is happening and **predict** what might happen from one sentence to the next. Gather children's responses using the comprehension grid and record. Add to this in each session.

Once you have read the extract to the children and they have familiarity, give put a paper copy and re-read with the children. Ensure that you have an A3 version prepared on your flipchart as follows:



Underline vocabulary to explore on your A3 version of the extract and have the children underline on their extract. Ensure that you **explain** (using child-friendly definitions and pictures where appropriate) any unfamiliar words and explore deeply with the children any of your 4 selected words, if they crop up in the extract for the session, using Isabel Beck's process:



Remember to differentiate word selection as appropriate.

Literal retrieval questions

Session 1

- Write down 4 things that we know about the spider's appearance?
- What is Wilbur's first thoughts about Charlotte?
- Which word tells us that Charlotte thinks her appearance is not as striking as that of some spiders?
- Why can Charlotte not see very clearly?

Session 2

- What happened to the fly that had been crawling along Wilbur's trough?
- Why was the fly *beating its wings furiously*?
- Find three things that Charlotte does to a fly that lands in her web.
- Explain, using the text, how Charlotte wraps a fly up.

Session 3

- What does the word *gasp* tell you about how Wilbur feels about Charlottes eating flies?
- How does Charlotte describe the taste of things that get caught up in her web?
- Write down two words that describe Charlottes voice.
- Is Charlotte happy about her diet? How do you know?
- What is a trapper?

Session 4

- Why was Wilbur sad?
- How does Charlotte describe the idea of spinning a web? How does Wilbur describe it?
- Why does Charlotte say she has to be *sharp and clever*?
- What does Charlotte say would happen if she didn't catch bugs and eat them?

Suggested activities to support:

Gift to a character: Seat the children in a circle and invite a child to move into the middle of the circle and mime giving a pretend gift to a character. This could be something that the character would need to help them e.g. a net to help Charlotte catch flies. Once the children have explored a number of gifts together, they then decide on an individual gift and write a gift label to their chosen character. This will allow children to think more carefully about the extracts they have read.

Reactions mime: Read different parts from the extracts and ask the children to react in role as a character, miming what they think the character would do e.g. *"You mean you eat flies?" gasped Wilbur.*

Suggested activities to challenge:

What I know/What I think I know: Have the children complete the following table that helps them to separate cold hard facts from inferences:

What I know	What I think I know

Compare Two Emotions Chart: Identify a couple of key points in the text for the children to focus on. The children then compare and contrast the emotions of two different characters at this point in the story and capture this in note form on the chart. They support their thinking with direct reference to the text.

For example Key Event 1 could be when Charlotte is describing what she does to a fly that gets caught in her web (p50).

COMPARE TWO: EMOTION CHART	
PROVE IT ... <small>(Evidence from the book)</small>	
Charlotte	
KEY EVENT	
Wilbur	
CONVINCE ME ... <small>(Evidence from the book)</small>	

Investigation – deepen understanding	By end of phase, pupils can read text aloud with fluency & expression, understanding at a deeper level
<p>Comprehension – inference making Use shared, guided, 1:1 and independent reading to:</p> <ul style="list-style-type: none"> Model being a reader line by line (my turn / your turn) deepen knowledge of vocabulary, annotate text/s, etc. <p>Response activities</p> <ul style="list-style-type: none"> Drama, hot-seating, freeze-framing etc Writing in role 	<p>In this second phase, there will be daily shared – whole class – exploration and teaching with follow-up questions for all children to deepen understanding. Again, each day think about (i) a guided-group activity to support lower attaining children by re-reading and talking to aid familiarity or challenge higher attaining children to think more deeply or (ii) one-to-one reading with a group of 5/6 children to support reading of their own individual reader.</p> <p>Revisit each of the extracts from the Introduction phase, ‘Model being a reader’ with each extract, revealing your thinking by reading line-by-line. Prepare each extract to reveal it bit by bit on the IWB. Model aloud your thinking as a reader, how you are making sense of what you are reading, the questions it prompts for you and what you think the answer to your questions might be – then hand a bit over to the children, have them talk in pairs and then gather their responses. This is where you really start to dig away, getting deeper in your understanding. This may well take several days. Make sure that your key prompt questions for each extract are prepared in line with the unit focus. For example:</p> <ul style="list-style-type: none"> Do you agree that ...? What are the similarities and differences between ____ and ____? What sort of person/creature is ...? How do you know? How does this fit in with what we know about ...? Why was the character/Why did the character ...? Is X character _____ or _____? How do you know? Do you think that or Write down three things that you know about _____. <p><u>Extract 1</u></p> <ul style="list-style-type: none"> What impression do we get of Charlotte when she first starts waving to Wilbur? We need to use the text to support our answer. What does the word <i>eagerly</i> tell us about Wilbur’s feelings when he says, “Charlotte what?” asked Wilbur, <i>eagerly</i>? “Well, I am pretty,” replied Charlotte. “There’s no denying that.” What does this part of the text reveal about Charlotte? Why do you think that? Charlotte says that being near-sighted is good in some ways and not so good in others. Explain in your own words how you think it is good and how it is not so good. <p><u>Extract 2</u></p> <ul style="list-style-type: none"> What does the word <i>blundered</i> show us about the fly that lands in Charlotte’s web? What do you think the <i>tiny silken thread</i> that unwound from Charlotte’s rear end was for? What do Charlotte’s actions (dining, plunging head-first, rolling over and over) show us about her? Read the paragraph that begins “Next I wrap him up”. How would you describe Charlotte’s and Wilbur’s reaction to Charlotte’s actions? Are they similar or different? How do you know? Why do you think this is? Do you think Charlotte is cruel or kind? <p><u>Extract 3</u></p> <ul style="list-style-type: none"> Why do you think Wilbur was so horrified at the the thought of eating flies? Describe Charlotte’s thoughts about the bugs that can get caught up in her web. The text says that Charlotte’s <i>pleasant, thin voice grew even thinner and more pleasant</i>. What impression do you think the author is trying to create?

	<ul style="list-style-type: none"> • How does the paragraph that begins “<i>Why not? It’s true ...</i>” help us to understand more about Charlotte killing bugs? <p><u>Extract 4</u></p> <ul style="list-style-type: none"> • Who is the phrase <i>It’s a miserable inheritance</i> talking about? What does this mean? • Why do you think Wilbur still thinks that Charlotte’s trapping is cruel, even after she has explained her actions? • How does Charlotte justify her killing? Use the text to support your explanation. <p><u>Drama possibilities</u></p> <ul style="list-style-type: none"> • Take the following scenes from the story and have the children take on the role of Wilbur, reacting through facial expression and body movement to convey his thoughts and feelings: <ul style="list-style-type: none"> • When Wilbur first encounters Charlotte. • When Wilbur watches Charlotte catching the fly. • Use the scene where Charlotte is justifying her actions and have the children speak as Charlotte, using the way they speak to show her feelings. <p>Freeze frame the action from time to time and use thought tapping to have the children, in role, share their thoughts at that point.</p> <ul style="list-style-type: none"> • Have the children in pairs create a freeze frame of Charlotte and Wilbur, using their bodies and faces to communicate the overall impression they have of both characters at this point. <p><u>Writing in role</u></p> <p>Have all the children write a letter from Wilbur to Charlotte to express his feelings towards her. Remind them that Wilbur has contrasting feelings – he is delighted to have found a friend and thinks she is beautiful, but he does not like her trapping and killing. This should already have been brought to the forefront in line-by-line reading.</p> <p><u>Support</u></p> <p>Some children may need to work with an adult in a supported group, co-constructing a letter together.</p> <p><u>Challenge</u></p> <p>Have higher attaining children also write Charlotte’s letter in response, justifying her actions.</p>
<p>Reading performance with fluency & expression</p>	<p>Use echo reading of the text from extract 1 - ‘<i>My name is Charlotte</i>’ to ‘<i>Watch me wrap up this fly.</i>’ to support fluency development:</p> <ul style="list-style-type: none"> • Teacher reads each sentence with expression • Children follow and highlight/underline where they need to pay attention to expression, slowing down, intonation etc. • Teacher rereads bit by bit • Children echo after each bit • End with a performance of the whole piece.
<p>Teach the comprehension focus(s)</p> <ul style="list-style-type: none"> • Shared writing and practice of answers • Paraphrasing and summarising 	<p>Model retrieving information, using vocabulary knowledge and inference to understand the character of Charlotte.</p> <p>Use the complete extract and show the children how to leapfrog-read the extract and underline sentences, phrases and words that help us to explain her character from what we have read.</p> <p>Model using the following sentence stems to help the discussion – list these and have the children practice using the stems in their responses:</p> <p><i>In this part of the story, it says that ...</i> <i>I think that because the text says ...</i> <i>When (character) did/said it showed that ...</i></p>

*I know this because ...
I get the impression that ... because*

Model writing about the Charlotte in this extract:

*At the beginning of this extract, Charlotte seems to be a very kind and pleasant character. I know this because the texts says that Charlotte spoke to Wilbur in a **kindly** way, and further on it says that she waved one of her legs at Wilbur in a **friendly greeting**. When Wilbur tells Charlotte she is beautiful, she replies saying “Well, I **am** pretty.” This shows that she is a very confident character. I also get the impression, at this point in the story, that she is a positive character because although she tells Wilbur she cannot see him clearly because she is near-sighted, she also says that this is good in some ways. She shows how it is good by asking Wilbur to watch she wraps up a fly. When Charlotte dives at the fly, wraps it up and then bites it to knock it out, it shows that she is also very fit and a deadly killer, and suggests that she is not just the kind and friendly spider she appeared to be at the beginning of the extract. The way that she tells Wilbur what she is doing in a matter-of-fact way shows that she is quite cold-hearted about the trapping and killing, despite Wilbur being horrified by it. This impression is strengthened when she says “**I drink them – drink their blood. I love blood.**” Charlotte does not appear to think there is anything wrong with what she does, even though other people might find is gruesome. I know this because the text says that when she is talking about drinking a creature’s blood, her voice **grew even thinner and more pleasant**. This shows that the thought of drinking the blood was really pleasant for her. Later on, she explains that trapping and killing is just a natural way of life for her – the texts says “ I just **naturally** build a web and trap flies and other insects.” At the end of the extract, she shows that she is a strong and confident character again because she justifies her killing of insects in three ways. Firstly, she says that nobody feeds her (like they do Wilbur) and she has to “get her own living.” Secondly, she says that she has to be sharp and clever, and take whatever comes her way, Otherwise she would go hungry. Finally, she shows that her actions are actually good because she says if she didn’t catch and kills the insects they would “**destroy the earth, wipe out everything.**”*

Independent understanding	By end of phase, pupils have mastered the core text & can apply comprehension focus in related contexts
<ul style="list-style-type: none"> Practice and apply using guided, 1:1 and independent reading with same or similar text(s) Provide feedback and reflection 	<p>Share a Big Question with the children – <i>Was Charlotte the same type of character (strong, clever and confident) all the way through the story?</i></p> <p>Discuss what we already know about Charlotte as a character, then have the children explore the Independent Application extract: Chapter 19 <i>The Egg Sac</i> from the start to P198 “... dew on it.”</p> <p>Encourage them to read all the way through the extract in matched fluency pairs (some children may need to work in a guide group) and then read back through individually, using leapfrog reading to highlight/underline where the text tells/shows us something about the character of Charlotte.</p> <p>Have the children write down the words, phrases and sentences they have underlined/highlighted and note down what this tells them or shows them about Charlotte at this point in the story. Make sure they orally rehearse some ideas first using the sentence stems before transcribing.</p> <p>Return to the Big Question and have the children construct an answer, using the modelled write to guide them. They will need to think about each of the parts they have underlined/highlighted and decide whether this shows that Charlotte’s character was the same throughout or whether she changed in some ways.</p> <p>Once the children have written a first draft response to the Big Question, display some on the IWB and get children to adapt their answers in the light of more successful answers. Reflect with the class on the key strategies being used.</p>
<p>Assess & reflect on comprehension focus plus vocabulary, literal retrieval & inference</p>	<p>What have your children learnt during this unit of work? How do you know?</p> <p>For which children was your teaching most effective? Why do you think this was?</p> <p>For which children (child) was your teaching least effective? Why was this? What needs to change?</p> <p>What was the purpose / intended learning outcome unit? Was your teaching successful in moving learning forward? How do you know?</p> <p>What would you change for your teaching to be more effective / better during the next reading unit?</p>