

# Charlotte's Web



*Objective:* Explore the Farm Ecosystem

*Activity:* Parts of a Whole Theater Game

Create-A-Puppet: Templeton Rat Shadow Puppet

## **INTRODUCTION**

Today in the workshop we will be making a funny character from the story: Templeton Rat!

Templeton is part of a group of animals living together on a farm. They are all part of an Ecosystem.

So what is an Ecosystem?

An ecosystem is **a community of interacting organisms and their environment**. Living things interact with other living and nonliving things like soil, water and air. Ecosystems often contain many living things and can be as small as your backyard or as large as the ocean.

## **“Parts of a Whole” Theater Game: The Farm**

**1)** Choose the participants to be the “performers”. The audience will be called to participate from their seats. Players line up to the side of the staging area.

### **2) Creating the Scene (Farm, Fair)**

Students may choose something from a farm ecosystem living or not and prepare to act it out. Students can choose their part, or if stuck, Instructor can recommend one. Examples: Spider, Web, Barn, Silo, Pig, Rock, Farmer. Instructor declares: “Activate!” One at a time, each student can go to their spot on the stage, declare their part, and begin playing that part using their body and voice.

After the players are activated, the instructor can call on the audience: Stay seated and act out, something chosen: the waving grass in the wind, rain, crows in the field, etc..

**3) The Instructor can make** Side Coaching suggestions to the whole group at once: “Try it in Slow Motion..” or Underwater. On Mars. In An Adventure Movie, etc.

### **4) Weaving it together**

"Becoming or being part of a whole produces one body through which all (onstage players, audience players, and sidecoach) are directly involved in the outcome of the playing, supporting one another in a process of mutual fulfillment."- Vila Spolin

## **GUIDING QUESTIONS AND STANDARDS CONNECTIONS**

### **PREK: What living things can be found on a farm? What non-living things?**

- CD-SC3.3a. Observes and explores a variety of animals and plants, and their environments and life cycles.
- CD-SC3.3b. Observes Identifies the physical properties of some living and non-living things.

### **GRADE K: what kinds of animals are the characters in *Charlotte's Web* (e.g. Wilbur is a \_\_\_\_\_, Templeton is a \_\_\_\_\_)? What do they have in common? How are they different?**

- SKL2. Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.

### **GRADE 1: what do each of the animals need in order to survive and how do they get those things on the farm?**

- S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals.

### **GRADE 2: What are the babies of each of the farm animals in the play called (e.g. a baby pig is called a piglet, a baby goose is called a gosling, a baby spider a spiderling, etc.)? How do they change in looks and behavior as they grow up?**

- S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms.

### **GRADE 3: in what Georgia habitat do you live? What types of animals (farm or otherwise) do you see in your area?**

- S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia

### **GRADE 4: how is a farm an example of an ecosystem? Include living and non-living things in your answer, and keep in mind the food chain as well as the roles of producer, consumer, and decomposer.**

- S4L1. Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem

### **GRADE 5: can you sort the vertebrate farm animals in today's show into groups (e.g. fish, amphibian, reptile, bird, and mammal)? What other farm animals not in today's show could be found on a farm and what are their group affiliations? How about plants (seed producers and non-seed producers)?**

- S5L1. Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.