**Charlotte’s Web**

**Grade Level or Special Area:** Second Grade Language Arts and Literature

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**Length of Unit:** Nine lessons plus Culminating Activity, approximately 60 minutes each

I. **ABSTRACT**

This unit will take the students through the story *Charlotte’s Web*. As the students progress through the book they will learn about plot, setting and character as well as the values of friendship.

II. **OVERVIEW**

A. **Concept Objectives**
   1. Students develop an awareness of how to enhance their reading comprehension skills orally and in written form.
   2. Students develop an understanding of plots and major characters.
   3. Students develop an appreciation of literature by relating to it through background knowledge and personal/life experiences.

B. **Content from the Core Knowledge Sequence**
   1. 2nd Grade Language Arts: Fiction (p. 45)
      a. Stories
         i. *Charlotte’s Web* by E.B. White

C. **Skill Objectives**
   1. Students will use word attack skills to read new and unfamiliar words. (Colorado Language Arts Grade Level Expectation)
   2. Students will use a variety of comprehension strategies before, during, and after reading. (Colorado Language Arts Grade Level Expectation)
   3. Students will identify the elements of plot, character, and setting in a story. (Colorado Language Arts Grade Level Expectation)
   4. Students will use and integrate background knowledge, experience, and context to construct meaning. (Colorado Language Arts Grade Level Expectation)
   5. Students will read, respond to, and discuss literature. (Colorado Language Arts Grade Level Expectation)
   6. Students will develop listening skills and recall skills from materials presented over multiple days.
   7. Students will demonstrate the use of the advanced vocabulary introduced through the text.

III. **BACKGROUND KNOWLEDGE**

A. **For Teachers**
   1. Hirsch, Jr. E.D. *What Your Second Grader Needs to Know*
   2. White, E.B. *Charlotte’s Web*

B. **For Students**
   1. Language Arts: Literary Terms: author and illustrator (Kindergarten)
   2. Language Arts: Reading and Language Comprehension (Kindergarten)
      a. Tell in his or her own words what happened in the stories or parts of stories and predict what will happen next in the stories
      b. Distinguish fantasy from realistic text
      c. Listen to and understand fiction and nonfiction
3. Language Arts: Predict what will happen next in the stories, justify his or her predictions, and later discuss whether predictions were confirmed (First Grade)
4. Language Arts: Discuss how, why, and what if questions about fiction (First Grade)
5. Language Arts: Use complete and detailed sentences to respond to what, when, where, and how questions (First Grade)
6. Language Arts: Literary Terms: characters and heroine (First Grade)
7. Language Arts: Reading Comprehension and Response (Second Grade)
   a. Reread sentences when he or she does not understand the text
   b. Recall incidents, characters, facts, and details of stories
   c. Pose plausible answers to how, why, and what if questions in interpreting text
8. Science: Cycles in Nature (Second Grade)
   a. Seasonal Cycles
   b. Life Cycles

IV. RESOURCES
   A. White, E.B. *Charlotte’s Web* (one copy for each student, one copy for teacher) (Lessons One-Nine)
   B. *Charlotte’s Web* video (Culminating Activity)

V. LESSONS
   Lesson One: Friend or Foe? (60 minutes)
   A. Daily Objectives
      1. Concept Objective(s)
         a. Students develop an appreciation of literature by relating to it through background knowledge and personal/life experiences.
      2. Lesson Content
         a. *Charlotte’s Web* by E.B. White
      3. Skill Objective(s)
         a. Students will use a variety of comprehension strategies before, during, and after reading.
         b. Students will use and integrate background knowledge, experience, and context to construct meaning.
         c. Students will develop listening skills and recall skills from materials presented over multiple days.
         d. Students will demonstrate the use of the advanced vocabulary introduced through the text.
   B. Materials
      1. *Charlotte’s Web* by E.B. White (one copy for each student, one copy for teacher)
      2. Chart paper
      3. Marker to write on chart paper
      4. Appendix A – Friendship Worksheet (one copy for each student)
      5. Appendix B – E.B. White Biography (one copy for each student, one copy for teacher)
      6. Appendix C – Chapters One – Three Vocabulary (one copy for each student)
      7. Appendix D – Parent Letter (one copy for each student)
   C. Key Vocabulary
      1. Captivity – to be held in a place under control by another
      2. Injustice – a wrong-doing, violating another’s rights
      3. Litter – a set of offspring from one birth
D. **Procedures/Activities**

1. Give the students one minute to think about any good friend of theirs. Pass out Appendix A, and have the students complete the questions on their own.

2. Discuss student responses on Appendix A, as a class. On a piece of chart paper, write the friendship qualities mentioned from number six. (You will save this for later use).

3. Show the students the book *Charlotte’s Web*. Let the students know that you will spend the next two weeks reading this book. Read the summary on the back of the book. Discuss the sentence “Charlotte thinks of a wonderful way to save Wilbur from a pig’s unhappy fate.” Ask the students what they predict the relationship is between Wilbur and Charlotte. Why do they think this? (We want the students to suggest that they are friends, because friends help each other.)

4. Tell the students that it is often interesting to learn about the author of a book. You can learn about why the author wrote the book and/or how they got the idea for the book.

5. Pass out Appendix B. Read and discuss the information with the students.

6. Pass out Appendix C and go over the directions with the students. Have the students complete this on their own, then go over the answers together in class.

7. Pass out a book to each student. Talk about respecting the book and about using a bookmark instead of folding the pages. Let the students know they are responsible for taking the book home each night and bringing it back each day.

8. Assign Chapters one through three to be read as homework. Tell the students to use Appendix C, to help with difficult words. Chapters one through three will be reread and discussed in class the following day. Send Appendix D home for the parents.

9. If time permits have the students begin reading the first chapter.

E. **Assessment/Evaluation**

1. Monitor students as they work on Appendices A and C.

**Lesson Two: Fern Meets Wilbur: Chapters One – Three (60 minutes)**

A. **Daily Objectives**

1. Concept Objective(s)
   a. Students develop an awareness of how to enhance their reading comprehension skills orally and in written form.
   b. Students develop an understanding of plots and major characters.
   c. Students develop an appreciation of literature by relating to it through background knowledge and personal/life experiences.

2. Lesson Content
   a. *Charlotte’s Web* by E.B. White

3. Skill Objective(s)
   a. Students will use word attack skills to read new and unfamiliar words.
   b. Students will use a variety of comprehension strategies before, during, and after reading.
   c. Students will identify the elements of plot, character, and setting in a story.
d. Students will use and integrate background knowledge, experience, and context to construct meaning.

e. Students will read, respond to, and discuss literature.

f. Students will develop listening skills and recall skills from materials presented over multiple days.

g. Students will demonstrate the use of the advanced vocabulary introduced through the text.

B. Materials

1. Charlotte’s Web by E.B. White (one copy for each student, one copy for teacher)
2. Appendix E – “Pass the Pig”
3. Any musical cassette tape/ tape player
4. Chart paper and marker
5. Chart from Lesson One
6. Appendix F – Predictions Worksheet (one copy for each student, front to back)
7. Appendix G – Vocabulary: Chapters Four – Six (one copy for each student)

C. Key Vocabulary

1. Compunctions – uneasiness caused by guilt
2. Decency – meeting acceptable moral and social standards
3. Detested – to dislike a lot
4. Glutton – one who eats large amounts of food; someone who can withstand a lot of something
5. Goslings – a young goose
6. Inheritance – to come into the possession of from another person
7. Lair – the den of a wild animal
8. Scheming – to make secret plans

C. Procedures/Activities

1. Read chapters one through three to the students. Review/discuss the vocabulary words used in Lesson One or any words that the students may not be familiar with, as you read the book aloud.

2. Play “Pass the Pig”: Give one pig pattern to a student. The students will pass the pig to the left, around the room as the music plays. Once you stop the music, (after about 15-30 seconds), the student holding the pig needs to read the question aloud. That student also gets to call on someone to answer the question. If the student answers the question incorrect or needs further help, let them call on another student. Repeat this process with each pig question, making sure that a variety of students get a turn.

3. Discuss the friendship between Fern and Wilbur. What qualities do Wilbur and Fern each possess as a friend? Write the answers on a piece of chart paper labeled: “Fern and Wilbur’s Friendship”. Compare this chart to the chart from Lesson One on friendship. Save both of these charts for later use.

4. Review what happened in chapters one – three. Come up with one to three sentences that summarize these chapters. Write them on the board and have the students copy them onto Appendix F.

5. Using Appendix F, discuss predictions and what they are. As a class, make predictions about what will happen next. Write the predictions on the board (this should be one to three sentences) and have the students copy them onto Appendix F. The students will need to save Appendix F for future use.

6. Pass out Appendix G, and read the directions with the students. Discuss the vocabulary with the students. Have the students complete it on their own and go over the answers in class. Send this worksheet home to be used while reading chapters four – six.
Lesson Three: Wilbur Makes a Friend: Chapters Four – Six (60 minutes)

A. Daily Objectives
1. Concept Objective(s)
   a. Students develop an awareness of how to enhance their reading comprehension skills orally and in written form.
   b. Students develop an understanding of plots and major characters.
   c. Students develop an appreciation of literature by relating to it through background knowledge and personal/life experiences.

2. Lesson Content
   a. Charlotte’s Web by E.B. White

3. Skill Objective(s)
   a. Students will use word attack skills to read new and unfamiliar words.
   b. Students will use a variety of comprehension strategies before, during, and after reading.
   c. Students will identify the elements of plot, character, and setting in a story.
   d. Students will use and integrate background knowledge, experience, and context to construct meaning.
   e. Students will read, respond to, and discuss literature.
   f. Students will develop listening skills and recall skills from materials presented over multiple days.
   g. Students will demonstrate the use of the advanced vocabulary introduced through the text.

B. Materials
1. Charlotte’s Web by E.B. White (one copy for each student, one copy for teacher)
2. Appendix H – Chapter Four - Six Review (one copy front to back for each student)
3. Appendix I – Chapters Seven – Nine Vocabulary (one copy for each student)
4. Appendix F – from Lesson Two
5. Dictionary for each group (see procedure 10)
6. Piece of notebook paper (one per group – see procedure 10)

C. Key Vocabulary
1. Campaign – to plan to reach a goal by persuading others to agree with you
2. Loathed – to greatly dislike
3. Oblige – to do a favor for
4. Rigid – not bending or moving
5. Spinnerets – structures in spiders that make silk threads
6. Summoning – to send for
7. Vaguely – not clearly expressed

D. Procedures/Activities
1. Read chapters four through six to the students. Review/discuss the vocabulary words used in Lesson Two or any words that the students may not be familiar with, as you read the book aloud.
2. Ask the students the following questions about the story: Why was Wilbur upset when he saw that it was raining that morning? (All of his plans for the day had been ruined.) Ask the students to think of a time when rain has spoiled their...
plans for a day and how did they make their rainy day a good day. Have the
students share their answers with a partner.

3. Pass out Appendix H. Go through the directions in each section with the
students. Have the students complete the worksheet with a partner. Each student
should turn in his/her own worksheet.

4. Discuss the beginning friendship between Charlotte and Wilbur. What qualities
do Wilbur and Charlotte each possess as a friend? Write the answers on a piece
of chart paper labeled: “Charlotte and Wilbur’s Friendship”. Add any new
information about the friendship between Wilbur and Fern to the chart from
lesson two. Compare the chart “Charlotte and Wilbur’s Friendship” to the charts
from Lessons One and Two on friendship. Save these charts for later use.

5. Review what happened in chapters four – six. Come up with one to three
sentences that summarize these chapters. Write them on the board and have the
students copy them onto Appendix F.

6. Using Appendix F, make predictions about what will happen next. Write the
predictions on the board (this should be one to three sentences) and have the
students copy them onto Appendix F. The students will need to save Appendix F
for future use.

7. Write each vocabulary word on the board. Put the students into groups of two
and assign a vocabulary word to each group. It is okay to duplicate words. The
group is responsible for using the dictionary to come up with a definition for the
word. They also need to use the word in a sentence. Each group will present
their definition and sentence to the class. You need to write each sentence on the
board.

8. Pass out Appendix I, and read the directions with the students. Have the students
copy a sentence for each word. Send this worksheet home to be used while
reading chapters seven – nine.

9. Tell the students that they will be having a short quiz over chapter one through
six, including vocabulary.

10. Assign chapters seven – nine to be read as homework.

E. Assessment/Evaluation

1. Collect and grade Appendix G.

2. Monitor the students while they are working on Appendix I.

Lesson Four: Not So Picture Perfect: Chapters Seven – Nine (60 minutes)

A. Daily Objectives

1. Concept Objective(s)
   a. Students develop an awareness of how to enhance their reading
      comprehension skills orally and in written form.
   b. Students develop an understanding of plots and major characters.
   c. Students develop an appreciation of literature by relating to it through
      background knowledge and personal/life experiences.

2. Lesson Content
   a. Charlotte’s Web by E.B. White

3. Skill Objective(s)
   a. Students will use word attack skills to read new and unfamiliar words.
   b. Students will use a variety of comprehension strategies before, during,
      and after reading.
   c. Students will identify the elements of plot, character, and setting in a
      story.
d. Students will use and integrate background knowledge, experience, and context to construct meaning.
e. Students will read, respond to, and discuss literature.
f. Students will develop listening skills and recall skills from materials presented over multiple days.
g. Students will demonstrate the use of the advanced vocabulary introduced through the text.

B. **Materials**
   1. *Charlotte’s Web* by E.B. White (one copy for each student, one copy for teacher)
   2. Appendix J – Chapters One – Six Quiz (one copy for each student)
   3. Appendix E, page 2 – “Pass the Pig” pattern (one pattern for each student)
   4. Any musical cassette tape/tape player
   5. Appendix K – “Pass the Pig” Questions: Chapters Seven – Nine
   6. Appendix F – from Lesson Three
   7. Paper to write a letter (one piece for each student)
   8. Appendix L – Chapters Ten – Twelve Vocabulary (one copy for each student)

C. **Key Vocabulary**
   1. Bestirred – to cause to become active
   2. Bewilderment – to be confused
   3. Exertion – to put forth effort
   4. Idiosyncrasy – behavioral characteristic unique to a group or person
   5. Mercy – to give relief; to be forgiving and kind
   6. Miraculous – having power to work miracles

D. **Procedures/Activities**
   1. Pass out Appendix J and read through the directions with the students. Have the students complete it on their own and turn it in to be graded.
   2. Read chapters seven through nine to the students. Review/discuss the vocabulary words used in lesson three or any words that the students may not be familiar with, as you read the book aloud.
   3. Play “Pass the Pig”: Give one pig pattern to a student. The students will pass the pig to the left, around the room as the music plays. Once you stop the music, (after about 15-30 seconds), the student holding the pig needs to read the question aloud. That student also gets to call on someone to answer the question. If the student answers the question incorrect or needs further help, let them call on another student. Repeat this process with each pig question, making sure that a variety of students get a turn.
   4. Have the students write a letter to Charlotte telling her how they would save Wilbur’s life. Have the students share these with the class.
   5. Put up the friendship charts and add any new information to them. Compare and contrast the friendships. Save these charts for later use.
   6. Review what happened in chapters seven - nine. Come up with one to three sentences that summarize these chapters. Write them on the board and have the students copy them onto Appendix F.
   7. Using Appendix F, make predictions about what will happen next. Write the predictions on the board (this should be one to three sentences) and have the students copy them onto Appendix F. The students will need to save Appendix F for future use.
   8. Pass out Appendix L, and read the directions with the students. Do the first one with the students so they understand how to complete a crossword puzzle. Discuss the vocabulary with the students. Have the students complete it on their
own and go over the answers in class. Send this worksheet home to be used while reading chapters ten – twelve.

9. Assign chapters ten – twelve to be read as homework.

E. Assessment/Evaluation
1. Have the students complete Appendix J on their own and turn it in to be graded.
2. Collect the letters and look over them.
3. Monitor the students while they are working on Appendix L.

Lesson Five: Some Pig: Chapters Ten – Twelve (60 minutes)
A. Daily Objectives
1. Concept Objective(s)
a. Students develop an awareness of how to enhance their reading comprehension skills orally and in written form.
b. Students develop an understanding of plots and major characters.
c. Students develop an appreciation of literature by relating to it through background knowledge and personal/life experiences.

2. Lesson Content
a. Charlotte’s Web by E.B. White

3. Skill Objective(s)
a. Students will use word attack skills to read new and unfamiliar words.
b. Students will use a variety of comprehension strategies before, during, and after reading.
c. Students will identify the elements of plot, character, and setting in a story.
d. Students will use and integrate background knowledge, experience, and context to construct meaning.
e. Students will read, respond to, and discuss literature.
f. Students will develop listening skills and recall skills from materials presented over multiple days.
g. Students will demonstrate the use of the advanced vocabulary introduced through the text.

B. Materials
1. Charlotte’s Web by E.B. White (one copy for each student, one copy for teacher)
2. Paper to write questions (one per group)
3. Appendix F – from Lesson Four
4. Appendix M – Chapters Thirteen – Fifteen Vocabulary

C. Key Vocabulary
1. Alders – any shrub or tree
2. Anxiety – uneasiness; intense fear
3. Ascend – to move upward
4. Monotonous – repetitiously dull
5. Radial – arranged like rays; radiating from a common center
6. Rummaging – to search thoroughly through things
7. Secure – free from harm or danger

D. Procedures/Activities
1. Read chapters ten through twelve to the students. Review/discuss the vocabulary words used in the previous lesson or any words that the students may not be familiar with, as you read the book aloud.
2. Put the students into groups of two or three. Discuss what information a good question contains. Give the students an example of a good question and a bad question. Have the students create and write down one question for each chapter
read aloud today. Collect the questions and read several aloud. Call on students to answer the questions.

3. Put up the friendship charts and add any new information to them. Compare and contrast the friendships. Save these charts for later use.

4. Have the students come up with a list of words that Charlotte could write in her web to describe Wilbur. Write the list on the board and have the student justify the word they suggest.

5. Review what happened in chapters ten - twelve. Have the students come up with one to three sentences that summarize these chapters and write them on Appendix F. Give the students a few minutes to share their summaries aloud.

6. Using Appendix F, make predictions about what will happen next. Have the students write one – three sentences on Appendix F and then give them a few minutes to share with the class. The students will need to save Appendix F for future use.

7. Pass out Appendix M, and read the directions with the students. Discuss the vocabulary with the students. Have the students complete it on their own and go over the answers in class. Send this worksheet home to be used while reading chapters thirteen – fifteen.

8. Tell the students they will have a quiz tomorrow over chapters seven – twelve, including vocabulary.

9. Assign chapters thirteen through fifteen to be read as homework.

E. Assessment/Evaluation

1. Monitor the students as they are writing three questions.

2. Monitor the answers given in class to the questions asked.

3. Monitor the students while they are working on Appendix M.

Lesson Six: Telling Tales: Chapters Thirteen – Fifteen (60 minutes)

A. Daily Objectives

1. Concept Objective(s)
   a. Students develop an awareness of how to enhance their reading comprehension skills orally and in written form.
   b. Students develop an understanding of plots and major characters.
   c. Students develop an appreciation of literature by relating to it through background knowledge and personal/life experiences.

2. Lesson Content
   a. Charlotte’s Web by E.B. White

3. Skill Objective(s)
   a. Students will use word attack skills to read new and unfamiliar words.
   b. Students will use a variety of comprehension strategies before, during, and after reading.
   c. Students will identify the elements of plot, character, and setting in a story.
   d. Students will use and integrate background knowledge, experience, and context to construct meaning.
   e. Students will read, respond to, and discuss literature.
   f. Students will develop listening skills and recall skills from materials presented over multiple days.
   g. Students will demonstrate the use of the advanced vocabulary introduced through the text.

B. Materials

1. Charlotte’s Web by E.B. White (one copy for each student, one copy for teacher)
2. Appendix N – Chapters Seven – Twelve quiz (one copy for each student)  
3. Slips of paper, one for each group (see procedure 3)  
4. Paper to play Who Am I? (one piece for each group)  
5. Appendix F – from Lesson Five  
6. Appendix O – Chapters Sixteen – Eighteen Vocabulary (one copy for each student)  

C. **Key Vocabulary**  
1. Aloft – in a high place  
2. Blatting – bleating/cry of a sheep; to make a harsh noise  
3. Buttermilk – sour milk  
4. Dragline – a line used for dragging  
5. Genuine – pure; honest  
6. Knothole – a hole in wood  
7. Midway – a carnival, fair, or amusement park  
8. Stowaway – one who gets a free ride by hiding  

D. **Procedures/Activities**  
1. Pass out Appendix N and have the student complete it on their own. Collect Appendix N for a grade.  
2. Read chapters thirteen through fifteen to the students. Review/discuss the vocabulary words used in lesson three or any words that the students may not be familiar with, as you read the book aloud.  
3. On the board, list the important characters in the story with the class (Wilbur, Charlotte, Fern, Templeton, Lurvy, Goose, Mr. Zuckerman, Avery, and Old Sheep). Put the students into groups of two. Write each of the names on a slip of paper and make sure to have one slip of paper for each group. (You may have to duplicate characters.) Tell the students that they are going to play “Who am I?” They will need to write three sentences that tell about the character, without naming who it is or if it is a person or animal. Give the following example to the students: This person worried about Fern spending time with the animals. She went to see Dr. Dorian. This person fed Wilbur while Fern was at school. Who am I? (Mrs. Arable) Let each group choose a slip of paper with a character’s name on it. Remind the students not to tell or show any other group who they have. The students may use their books to help them come up with their sentences. Have each group take a turn sharing their sentences with the class and have the class guess who it is.  
4. Review what happened in chapters thirteen through fifteen. Have the students come up with one to three sentences that summarize these chapters and write them on Appendix F. Give the students a few minutes to share their summaries aloud.  
5. Using Appendix F, make predictions about what will happen next. Have the students write one – three sentences on Appendix F and then give them a few minutes to share with the class. The students will need to save Appendix F for future use.  
6. Pass out Appendix O to each student. Read through the directions and have the students complete this on their own. Go over the answers as a class and have the students take this home to help them with vocabulary as they read.  
7. Assign chapters sixteen through eighteen to be read as homework.  

E. **Assessment/Evaluation**  
1. Have the students complete Appendix N on their own and collect it for a grade.  
2. Monitor students as they work on Who Am I.  
3. Monitor students as they work on Appendix O.
Lesson Seven: The Fair: Chapters Sixteen – Eighteen (60 minutes)

A. Daily Objectives
   1. Concept Objective(s)
      a. Students develop an awareness of how to enhance their reading
         comprehension skills orally and in written form.
      b. Students develop an understanding of plots and major characters.
      c. Students develop an appreciation of literature by relating to it through
         background knowledge and personal/life experiences.
   2. Lesson Content
      a. Charlotte’s Web by E.B. White
   3. Skill Objective(s)
      a. Students will use word attack skills to read new and unfamiliar words.
      b. Students will use a variety of comprehension strategies before, during,
         and after reading.
      c. Students will identify the elements of plot, character, and setting in a
         story.
      d. Students will use and integrate background knowledge, experience, and
         context to construct meaning.
      e. Students will read, respond to, and discuss literature.
      f. Students will develop listening skills and recall skills from materials
         presented over multiple days.
      g. Students will demonstrate the use of the advanced vocabulary introduced
         through the text.

B. Materials
   1. Charlotte’s Web by E.B. White (one copy for each student, one copy for teacher)
   2. Appendix F – from Lesson Six
   3. Bookmarks – cut a piece of white copy paper in half the long way, this makes
      Two bookmarks (one bookmark for each student)
   4. Crayons/markers for each student
   5. Appendix P – Chapters Nineteen – Twenty-two Vocabulary (one copy for each
      student)

C. Key Vocabulary
   1. Commotion – disturbance; to cause disorder
   2. Gorge – to eat a lot
   3. Indigestion – stomach ache
   4. Meekly – gentle
   5. Phenomenon – an unusual event or happening
   6. Retorted – to reply quickly
   7. Triumph – to win

D. Procedures/Activities
   1. Read chapters sixteen through eighteen to the students. Review/discuss the
      vocabulary words used in the previous lesson or any words that the students may
      not be familiar with, as you read the book aloud.
   2. Have a class discussion about what happened in these three chapters. What are
      the main ideas or key points of each chapter?
   3. Pass out a bookmark to each student. Help the students fold the bookmark into
      thirds, a section for each chapter. They should put their name on the back. Have
      the students choose a main idea or key point for each chapter and illustrate it, one
      in each section on the bookmark.
   4. Have the students share their bookmark with the class.
5. Put up the friendship charts and add any new information to them. Compare and contrast the friendships. Ask the students if they think Templeton is a friend of Wilbur’s. Discuss why or why not. Save these charts for later use.

6. Review what happened in chapters sixteen through eighteen. Have the students come up with one to three sentences that summarize these chapters and write them on Appendix F. Give the students a few minutes to share their summaries aloud.

7. Using Appendix F, make predictions about what will happen next. Have the students write one – three sentences on Appendix F and then give them a few minutes to share with the class. The students will need to save Appendix F for future use.

8. Pass out Appendix P to each student. Read through the directions and have the students complete this on their own. Go over the answers as a class and have the students take this home to help them with vocabulary as they read.

9. Assign chapters nineteen through twenty to be read as homework.

10. Tell the student they will be having a quiz on chapters thirteen through eighteen, including vocabulary. This will happen tomorrow.

E. Assessment/Evaluation
1. Monitor the students as they work on their bookmarks.
2. Monitor students as they work on Appendix P.

Lesson Eight: New Beginnings: Chapters Nineteen – Twenty-two (60 minutes)

A. Daily Objectives
1. Concept Objective(s)
   a. Students develop an awareness of how to enhance their reading comprehension skills orally and in written form.
   b. Students develop an understanding of plots and major characters.
   c. Students develop an appreciation of literature by relating to it through background knowledge and personal/life experiences.

2. Lesson Content
   a. Charlotte’s Web by E.B. White

3. Skill Objective(s)
   a. Students will use word attack skills to read new and unfamiliar words.
   b. Students will use a variety of comprehension strategies before, during, and after reading.
   c. Students will identify the elements of plot, character, and setting in a story.
   d. Students will use and integrate background knowledge, experience, and context to construct meaning.
   e. Students will read, respond to, and discuss literature.
   f. Students will develop listening skills and recall skills from materials presented over multiple days.
   g. Students will demonstrate the use of the advanced vocabulary introduced through the text.

B. Materials
1. Charlotte’s Web by E.B. White (one copy for each student, one copy for teacher)
2. Appendix F – from Lesson Seven
3. Appendix Q – Chapters Thirteen – Eighteen Quiz (one copy for each student)
4. Appendix E, page 2 – “Pass the Pig” pattern
5. Appendix R – “Pass the Pig” Questions: chapters Nineteen – Twenty-two
6. Any musical cassette tape/ tape player
7. Appendix S – Ribbon Activity (one copy for each student)
8. Crayons/markers and scissors for each student

C. **Key Vocabulary**

None

D. **Procedures/Activities**

1. Pass out Appendix Q and have the students complete it on their own. Collect this for a grade.
2. Read chapters nineteen through twenty-two to the students. Review/discuss the vocabulary words used in the previous lesson or any words that the students may not be familiar with, as you read the book aloud.
3. Play “Pass the Pig”: Give one pig pattern to a student. The students will pass the pig to the left, around the room as the music plays. Once you stop the music, (after about 15-30 seconds), the student holding the pig needs to read the question aloud. That student also gets to call on someone to answer the question. If the student answers the question incorrectly or needs further help, let them call on another student. Repeat this process with each pig question, making sure that a variety of students get a turn.
4. Put up the friendship charts and add any new information to them. Compare and contrast the friendships. Ask the students how the friendships developed and changed over time.
5. Review what happened in chapters nineteen through twenty-two. Have the students come up with one to three sentences that summarize these chapters and write them on Appendix F. Give the students a few minutes to share their summaries aloud. Remind the students that Appendix F will help them study for the test tomorrow.
6. Ask the students to think of a time when they have won an award or special prize. If they cannot think of a time have them think of something they would like to win an award for. Pass out Appendix S and have the students draw a picture about their award in the circle on the ribbon. Have the students write one to three sentences about their award on the tails of the ribbon. Make sure the students put their name on the back of this after they cut it out. Collect these and hang them up around the classroom.

E. **Assessment/Evaluation**

1. Pass out Appendix Q and have the students complete it on their own. Collect this for a grade.

**Lesson Nine: Test (60 minutes)**

A. **Daily Objectives**

1. **Concept Objective(s)**
   a. Students develop an awareness of how to enhance their reading comprehension skills orally and in written form.
   b. Students develop an understanding of plots and major characters.
   c. Students develop an appreciation of literature by relating to it through background knowledge and personal/life experiences.

2. **Lesson Content**
   a. *Charlotte’s Web* by E.B. White

3. **Skill Objective(s)**
   a. Students will use a variety of comprehension strategies before, during, and after reading.
   b. Students will identify the elements of plot, character, and setting in a story.
c. Students will read, respond to, and discuss literature.
d. Students will develop listening skills and recall skills from materials presented over multiple days.
e. Students will demonstrate the use of the advanced vocabulary introduced through the text.

B. Materials
1. *Charlotte’s Web* by E.B. White (one copy for each student, one copy for teacher)
2. Appendix T – *Charlotte’s Web* Test (one copy for each student)
3. White construction paper – 12” x 18” (one for each student)
4. Crayons/markers for each student
5. Appendix U – Rubric for the Poster Activity (one copy for each student)

C. Key Vocabulary
None

D. Procedures/Activities
1. Pass out Appendix T and go over the directions. The students will complete this on their own. Collect this for a grade.
2. Once the test has been collected, present the poster activity to the students. The students are responsible for completing a poster that advertises the story. They need to include the following information: title, author, main characters, setting and plot. Tell the students they are trying to convince someone to read this book and let them know not to spoil the ending by sharing it on their poster. The students can use pictures and words to advertise the book. They must include one to two sentences about the book.

E. Assessment/Evaluation
1. Pass out Appendix T and go over the directions. The students will complete this on their own. Collect this for a grade.
2. Collect the posters and use Appendix U to grade them.

VI. CULMINATING ACTIVITY
A. Watch the movie of *Charlotte’s Web* (94 minutes). As a class create a Venn diagram on the board comparing and contrasting the movie with the book. Another activity to go with this is to have the students write a paragraph about which they liked better and why.

VII. HANDOUTS/WORKSHEETS
A. Appendix A: Friendship Worksheet
B. Appendix B: Biography on E.B. White
C. Appendix C: Chapters One – Three Vocabulary
D. Appendix D: Parent Letter
E. Appendix E: Pass the Pig Activity
F. Appendix F: Predictions Worksheet
G. Appendix G: Chapters Four – Six Vocabulary
H. Appendix H: Chapter Four – Six Review
I. Appendix I: Chapter Seven – Nine Vocabulary
J. Appendix J: Chapters One – Six Quiz
K. Appendix K: “Pass the Pig” Questions: Chapters Seven - Nine
L. Appendix L: Chapters Ten- Twelve Vocabulary
M. Appendix M: Chapters Thirteen – Fifteen Vocabulary
N. Appendix N: Chapters Seven - Twelve Quiz
O. Appendix O: Chapters Sixteen – Eighteen Vocabulary
P. Appendix P: Chapters Nineteen – Twenty-two Vocabulary
Q. Appendix Q: Chapters Thirteen – Eighteen Quiz
Appendix R: “Pass the Pig” Questions: Chapters Nineteen – Twenty-two
Appendix S: Ribbon Activity
Appendix T: Charlotte’s Web Test
Appendix U: Rubric for Advertisement

VIII. BIBLIOGRAPHY
Appendix A

Friendship

Name: ____________________________ Date: ______________

Think of a good friend and answer the following questions about your friendship with this person.

1. Friend’s Name __________________________________________

2. How long have you been friends? ____________________________

3. How did you meet your friend? __________________________________________________________

4. What activities do you and your friend enjoy doing together? __________________________________________________________

5. What interests do you and your friend not have in common? __________________________________________________________

6. What qualities does this person have that makes them a good friend? __________________________________________________________
Appendix B

E.B. White Biography

E.B. White or Elwyn Brooks White was born in 1899 in Mount Vernon, New York. After graduating from Cornell University he spent several years traveling around the country and working as a reporter, editor and writer. His first writings appeared in the New Yorker magazine.

Later he wrote the books, *Stuart Little* (1945), *Charlotte’s Web* (1952) and *Trumpet of the Swan* (1970). *Stuart Little* and *Charlotte’s Web* were awarded the Laura Ingalls Wilder medal in 1970. He received many awards and honors for his writings including, being elected to the American Academy of Arts and Letters, and receiving a special mention from the Pulitzer Prize Committee.

Many of E.B. White’s books contain animals that act like humans. They also have themes of friendship and love. *Charlotte’s Web* stemmed from E.B. White’s love of animals. He lived on a farm and raised pigs. He felt guilty because he knew what would eventually happen to the animals. E.B. White had always wanted to save a pig and he was finally able to in the story *Charlotte’s Web*.

He found spiders to be interesting creatures. He thought they were skillful and useful. Mr. White enjoyed watching the busy little spiders as they worked. His observations helped him to write about the spider Charlotte.

E.B. White died in 1989, at the age of 86 but, his writings are still enjoyed today.

(adapted from: *Charlotte’s Web: A Novel Study* and *A Guide for Using Charlotte’s Web in the Classroom*)
Often times you can figure out the meaning of a word by looking at the clues in the sentence. The following sentences are found in *Charlotte’s Web*. Figure out the meaning of the underlined word in the sentence. Write the letter of the best definition in the blank.

a. an undersized animal; the smallest animal of the litter
b. a wrong-doing; violating another’s rights
c. a long, narrow, shallow feeding bin for animals
d. a set of offspring from one birth
e. to be held in a place under control by another
f. animal waste
g. waste food used to feed pigs or other animals
h. to look or peek

_____ 1. “This is the most terrible case of *injustice* I’ve ever heard of.”
_____ 2. “I know more about raising a *litter* of pigs than you do. A *weakling* makes trouble.”
_____ 3. “Well, one of the pigs is a *runt*. It’s very small and weak, and it will never amount to anything.”
_____ 4. Next day, Wilbur was taken from his home under the apple tree and went to live in a *manure* pile in the cellar of Zuckerman’s barn.
_____ 5. He walked slowly to his food *trough* and sniffed to see if anything had been overlooked at lunch.
_____ 6. “I’ll go and get a bucket of *slops*.”
_____ 7. “He’s trying to lure you into *captivity-ivity*.”
_____ 8. Fern *peered* through the door.
Vocabulary: Chapters One – Three

Name: Answer Key Date: ________________

Often times you can figure out the meaning of a word by looking at the clues in the sentence. The following sentences are found in Charlotte’s Web. Figure out the meaning of the underlined word in the sentence. Write the letter of the best definition in the blank.

a. an undersized animal; the smallest animal of the litter
b. a wrong-doing; violating another’s rights
c. a long, narrow, shallow feeding bin for animals
d. a set of offspring from one birth
e. to be held in a place under control by another
f. animal waste
g. waste food used to feed pigs or other animals
h. to look or peek

b. 1. “This is the most terrible case of injustice I’ve ever heard of.”

d. 2. “I know more about raising a litter of pigs than you do. A weakling makes trouble.”

a. 3. “Well, one of the pigs is a runt. It’s very small and weak, and it will never amount to anything.”

f. 4. Next day, Wilbur was taken from his home under the apple tree and went to live in a manure pile in the cellar of Zuckerman’s barn.

c. 5. He walked slowly to his food trough and sniffed to see if anything had been overlooked at lunch.

g. 6. “I’ll go and get a bucket of slops.”

e. 7. “He’s trying to lure you into captivity-ivity.”

h. 8. Fern peered through the door.
Appendix D

Dear Parents,

We are beginning a literature study on *Charlotte’s Web* by E.B. White. The Core Knowledge curriculum requires the students to be exposed to this book. *Charlotte’s Web* is a heartwarming story of friendship between a little girl, and a group of barnyard animals who work together to save the life of a pig named Wilbur.

This book is more difficult than the reading series used in the classroom. Because of this, I am requesting your participation, in the study of this book, at home. Your child will be assigned chapters to be read each night. They are expected to have read or have had someone else read these chapters to them so they are prepared for daily class participation. I will read the chapters assigned for homework at the beginning of the lesson each day. So, ultimately your child should have been exposed twice to the set of chapters assigned. They will be expected to participate in daily discussions and activities relating each set of chapters.

There are many words throughout the book that your child might not understand. In class we are going over several vocabulary words that might be difficult. If your child comes to a word that he/she is not familiar with please discuss it with them. In class the following day we will try to cover words the students had trouble with the night before.

Please remind your child they are borrowing this book and need to treat it with respect. They also need to remember to take the book home each night as well as return it each day.

If you have any questions or concerns please, feel free to contact me.

Sincerely,
Pass the Pig

You will need a pink copy of the pig pattern for each question. Cut out the pigs and write a question on each pig. Laminating these patterns will keep them nice for future use.

Questions for Chapters One-Three:

1. How did Fern treat Wilbur like a baby?

2. What was the major conflict in chapter one?

3. What does “do away with” mean?

4. Think of a time when you wanted something and when you got it, you didn’t like it. Explain.

5. Tell why Wilbur was not happy with his freedom once he got it.

6. What happened when Wilbur did the bad things the goose encouraged him to do?

7. What are the advantages and disadvantages of having a pet like Wilbur?

8. Describe where the story takes place.
Appendix E, page 2

Adapted from *A Guide for Using Charlotte’s Web in the Classroom*
Appendix F, page 1

Predictions

Name: ___________________________ Date: ________________

When you predict events in a story, you are making a good guess as to what will happen next in the story based on what you already know. Fill in the chart below.

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Vocabulary: Chapters Four – Six

Name: ____________________________ Date: _________________

Read the vocabulary words and definitions. Read each sentence and write the vocabulary word that best completes each sentence on the line.

**Compunctions** – uneasiness caused by guilt
**Decency** – meeting acceptable moral and social standards
**Detested** – to dislike a lot
**Glutton** – one who eats large amounts of food; someone who can withstand a lot of something
**Goslings** – a young goose
**Inheritance** – to come into the possession of from another person
**Lair** – the den of a wild animal
**Scheming** – to make secret plans

1. The baby ____________________ were swimming in the pond.
2. Tommy really __________________ eating broccoli.
3. The fox’s __________________ was cozy.
4. Jill and Sara were __________________ to get the cookie.
5. I received an ____________________ of money from my grandma.
6. If you receive a gift from a friend, you should have the _________________ to tell that person “Thank you.”
7. The thief had no _________________ about robbing the bank.
8. The rat was considered a _________________ because he ate everything in sight.
Appendix G, page 2
Vocabulary: Chapters Four – Six

Name: Answer Key    Date: ________________

Read the vocabulary words and definitions. Read each sentence and write the vocabulary word that best completes each sentence on the line.

**Compunctions** – uneasiness caused by guilt
**Decency** – meeting acceptable moral and social standards
**Detested** – to dislike a lot
**Glutton** – one who eats large amounts of food; someone who can withstand a lot of something
**Goslings** – a young goose
**Inheritance** – to come into the possession of from another person
**Lair** – the den of a wild animal
**Scheming** – to make secret plans

1. The baby **goslings** were swimming in the pond.
2. Tommy really **detested** eating broccoli.
3. The fox’s **lair** was cozy.
4. Jill and Sara were **scheming** to get the cookie.
5. I received an **inheritance** of money from my grandma.
6. If you receive a gift from a friend, you should have the **decency** to tell that person “Thank you.”
7. The thief had no **compunctions** about robbing the bank.
8. The rat was considered a **glutton** because he ate everything in sight.
Appendix H, page 1

Chapters Four – Six Review

Name:_________________________ Date:___________________

Chapter IV (Four)

Decide if these events took place in this chapter. Write true or false at the end of each statement.

1. When Wilbur awoke at six and saw the rain, he knew his plans were spoiled. __________

2. The goose was willing to leave her eggs to play with Wilbur. __________

3. Wilbur sees Charlotte. __________

4. Templeton, the rat, was delighted to play with Wilbur. __________

5. Wilbur was lonely and wanted a friend to play with. __________

Chapter V (Five)

Find a sentence in chapter five that proves each statement below is true. Write the page number you found the sentence on.

6. Wilbur was having trouble sleeping. Page _____

7. Wilbur was eager to meet his new friend. Page _____

8. Wilbur realizes that Charlotte’s web is a good thing after all. Page _____
Chapter VI (Six)

Number the sentences in the order in which they took place in the chapter.

_____ Templeton pushes the rotten egg into his tunnel under the trough.

_____ Charlotte was the first to know that the goslings had arrived.

_____ Mr. Zuckerman spied the goslings.

_____ Fern visited the barn animals almost every day.
Appendix H, page 3

Vocabulary: Chapters Four – Six

Name: Answer Key  Date:___________________

Chapter IV (Four)

Decide if these events took place in this chapter. Write true or false at the end of each statement.

1. When Wilbur awoke at six and saw the rain, he knew his plans were spoiled. true

2. The goose was willing to leave her eggs to play with Wilbur. false

3. Wilbur sees Charlotte. false

4. Templeton, the rat, was delighted to play with Wilbur. false

5. Wilbur was lonely and wanted a friend to play with. true

Chapter V (Five)

Find a sentence in chapter five that proves each statement below is true. Write the page number you found the sentence on.

6. Wilbur was having trouble sleeping. Page 32

7. Wilbur was eager to meet his new friend. Page 34

8. Wilbur realizes that Charlotte’s web is a good thing after all. Page 40
Chapter VI (Six)

Number the sentences in the order in which they took place in the chapter.

3 Templeton pushes the rotten egg into his tunnel under the trough.

2 Charlotte was the first to know that the goslings had arrived.

4 Mr. Zuckerman spied the goslings.

1 Fern visited the barn animals almost every day.
Appendix I, page 1

Chapters Seven – Nine Vocabulary

Name: ________________________ Date:_________________

Copy a sentence from the board for each word.

Campaign – to plan to reach a goal by persuading others to agree with you

Loathed – to greatly dislike

Oblige – to do a favor for

Rigid – not bending or moving

Spinnerets – structures in spiders that make silk threads

Summoning – to send for

Vaguely – not clearly expressed

1. campaign -
   __________________________________________________________
   __________________________________________________________

2. loathed -
   __________________________________________________________
   __________________________________________________________

3. obliged -
   __________________________________________________________
4. rigid -

5. spinnerets -

6. summoning -

7. vaguely -
Appendix J, page 1

Chapters One - Six Quiz

Name: ____________________

Match the words in the first column to the best available answer in the second column.

_____ trough 1) to dislike a lot
_____ goslings 2) a long narrow shallow feeding bin for animals
_____ scheming 3) a wrong-doing or violating another’s rights
_____ injustice 4) to look or peek
_____ detested 5) waste food used to feed pigs or other animals
_____ peered 6) to make secret plans
_____ slops 7) young goose

Answer the following questions in a complete sentence.

8. Where does the story take place? ________________________________

9. How did Fern feel when she heard that her father was going to kill the baby pig? ____________________________________________
   ________________________________________________________
   ________________________________________________________

10. List two main characters in the story. __________________________
    __________________________

11. Describe how Templeton spends his time. ________________________
    ________________________________________________________
    ________________________________________________________

12. What did Wilbur think of Charlotte at first? ______________________
    ________________________________________________________
    ________________________________________________________
2 - trough  
7 - goslings  
6 - scheming  
3 - injustice  
1 - detested  
4 - peered  
5 - slops

**Answer the following questions in a complete sentence.**

8. Where does the story take place? The story takes place in a barnyard.

9. How did Fern feel when she heard that her father was going to kill the baby pig? Fern was very upset, out of control and horrified when she heard her father was going to kill the baby pig.

10. List two main characters in the story. Fern Wilbur Charlotte

11. Describe how Templeton spends his time. Templeton likes to sneak around the farm in his tunnels. He collects junk to bring back to his home.

12. What did Wilbur think of Charlotte at first? Wilbur thinks Charlotte is fierce, brutal, scheming, and bloodthirsty – everything he doesn’t like.
Appendix K

“Pass the Pig” Questions: Chapters Seven – Nine

1. Who was going to save Wilbur?
2. Why is Mrs. Arable worried about Fern?
3. What would your mother do if you told her about talking animals? Do you believe that animals talk to each other? To people?
4. How did you feel when the sheep said Wilbur was going to be killed?
5. What does the word “boast” mean?
6. What was Wilbur boasting about in chapter nine?
Appendix L, page 1

Chapters Ten – Twelve Vocabulary

Name ________________________________ Date ____________

Use your book to help you complete the crossword puzzle.

Across
5. "It's my idio-idio-___________," replied the gander.
6. Charlotte, sleepy after her night's _____________, smiled as she watched. pg. 79

Down
1. Astride her web, Charlotte sat moodily eating a horsefly and thinking about the future. After a while she ___________ herself. pg. 75
2. "That's a ___________" replied Wilbur, and he lay down in the shade of his fence and went fast asleep. pg. 67
3. A look of complete ____________ came over Mrs. Zuckerman's face. pg. 80
4. The news of the wonderful pig spread clear up into the hills, and farmers ... stand hour after hour at Wilbur's pen admiring the ________________ pig. pg. 84
Appendix L, page 2

Chapters Ten – Twelve Vocabulary

Across
5. "It's my idio-idio-**idosyncrasy**," replied the gander.
6. Charlotte, sleepy after her night’s **exertions**, smiled as she watched. pg. 79

Down
1. Astride her web, Charlotte sat moodily eating a horsefly and thinking about the future. After a while she **bestirred** herself. pg. 75
2. "That's a **mercy**" replied Wilbur, and he lay down in the shade of his fence and went fast asleep. pg. 67
3. A look of complete **bewilderment** came over Mrs. Zuckerman's face. pg. 80
4. The news of the wonderful pig spread clear up into the hills, and farmers ... stand hour after hour at Wilbur's pen admiring the **miraculous** pig. pg. 84
Appendix M, page 1

Chapters Thirteen – Fifteen Vocabulary

Read the definition of the underlined word. Then read the sentence. Does the underlined word make sense in the sentence? Write yes or no. If no, write a new sentence using the word correctly.

**Alders** – any shrub or tree
1. The boys were driving the **alders**. ____________

**Anxiety** – uneasiness; intense fear
2. Wilbur felt **anxiety** over what would happen to him in the future. ________

**Ascend** – to move upward
3. To get to the basement I had to **ascend** the stairs. ______________

**Monotonous** – repetitiously dull
4. Practicing my spelling words is **monotonous**. ________________

**Radial** – arranged like rays; radiating from a common center
5. Charlotte weaved **radial** lines in her web. ________________

**Rummaging** – to search thoroughly through things
6. Templeton enjoys **rummaging** through garbage. ________________

**Secure** – free from harm or danger
7. The boy felt **secure** with the angry dog chasing him. ________________
Appendix M, page 2

Chapters Thirteen – Fifteen Vocabulary

Name __________________ Date __________________

Read the definition of the underlined word. Then read the sentence. Does the underlined word make sense in the sentence? Write yes or no. If no, write a new sentence using the word correctly.

Alders – any shrub or tree
1. The boys were driving the alders. no

__________________________________________________________________
__________________________________________________________________

Anxiety – uneasiness; intense fear
2. Wilbur felt anxiety over what would happen to him in the future. yes

__________________________________________________________________
__________________________________________________________________

Ascend – to move upward
3. To get to the basement I had to ascend the stairs. no

__________________________________________________________________
__________________________________________________________________

Monotonous – repetitiously dull
4. Practicing my spelling words is monotonous. yes

__________________________________________________________________
__________________________________________________________________

Radial – arranged like rays; radiating from a common center
5. Charlotte weaved radial lines in her web. yes

__________________________________________________________________
__________________________________________________________________

Rummaging – to search thoroughly through things
6. Templeton enjoys rummaging through garbage. yes

__________________________________________________________________
__________________________________________________________________

Secure – free from harm or danger
7. The boy felt secure with the angry dog chasing him. no

__________________________________________________________________
__________________________________________________________________
Vocabulary Quiz

Circle the best available answer for each of the following:

1) rigid
   a) structures in spiders that makes silk threads
   b) having power to work miracles
   c) not clearly expressed
   d) not bending or moving

2) miraculous
   a) to put forth effort
   b) to greatly dislike
   c) not bending or moving
   d) having power to work miracles

3) loathed
   a) not clearly expressed
   b) to greatly dislike
   c) to be confused
   d) structures in spiders that makes silk threads

4) bewilderment
   a) not clearly expressed
   b) to be confused
   c) to greatly dislike
   d) to put forth effort

5) vaguely
   a) not bending or moving
   b) not clearly expressed
   c) to greatly dislike
   d) having power to work miracles

6) exertion
   a) structures in spiders that makes silk threads
   b) not clearly expressed
   c) to put forth effort
   d) having power to work miracles
7) spinnerets
   a) structures in spiders that makes silk threads
   b) having power to work miracles
   c) to be confused
   d) not clearly expressed

The following sentences are in the wrong order. Number them so they are in the right order.

_____ Charlotte holds a meeting with the farm animals.

_____ Mrs. Arable worries about how much time Fern is spending with the animals.

_____ Wilbur tries to spin a web.

_____ Charlotte weaves Some Pig into her web.

_____ Wilbur learns that he is going to be killed.

_____ Avery breaks the rotten goose egg.

_____ People come from all over to see Wilbur.
Appendix N, page 3

Chapters Seven – Twelve Quiz

Vocabulary Quiz

Answer Key:

1) rigid
   d) not bending or moving

2) miraculous
   d) having power to work miracles

3) loathed
   b) to greatly dislike

4) bewilderment
   b) to be confused

5) vaguely
   b) not clearly expressed

6) exertion
   c) to put forth effort

7) spinnerets
   a) structures in spiders that makes silk threads

Answer Key:

Wilbur learns that he is going to be killed.
Mrs. Arable worries about how much time Fern is spending with the animals.
Wilbur tries to spin a web.
Avery breaks the rotten goose egg.
Charlotte weaves Some Pig into her web.
People come from all over to see Wilbur.
Charlotte holds a meeting with the farm animals.
Vocabulary: Chapters Sixteen - Eighteen

Name: __________________________ Date: _________________

Often times you can figure out the meaning of a word by looking at the clues in the sentence. The following sentences are found in Charlotte’s Web. Figure out the meaning of the underlined word in the sentence. Write the letter of the best definition in the blank.

a. in a high place
b. bleating/cry of a sheep; to make a harsh noise
c. sour milk
d. a line used for dragging
e. pure; honest
f. a hole in wood
g. a carnival, fair, or amusement park
h. one who gets a free ride by hiding

___ 1. Charlotte got so interested, she lowered herself on a dragline so she could see better.

___ 2. He opened his mouth and some buttermilk ran in.

___ 3. Then she (Charlotte) climbed the side of the crate and hid herself inside a knothole in the top board.

___ 4. “That sign ought to say ‘Zuckerman’s Famous Pig and Two Stowaways’.” (Templeton and Charlotte)

___ 5. They could hear sheep blatting in their pens.

___ 6. … they could smell hamburgers frying and see balloons aloft.

___ 7. Lurvy wandered off by himself, hoping to meet friends and have some fun on the midway.

___ 8. He lay dreaming that he was throwing baseballs at a cloth cat and winning a genuine Navajo blanket.
Often times you can figure out the meaning of a word by looking at the clues in the sentence. The following sentences are found in *Charlotte’s Web*. Figure out the meaning of the underlined word in the sentence. Write the letter of the best definition in the blank.

a. in a high place  
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e. pure; honest  
f. a hole in wood  
g. a carnival, fair, or amusement park  
h. one who gets a free ride by hiding

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2. He opened his mouth and some buttermilk ran in.
3. Then she (Charlotte) climbed the side of the crate and hid herself inside a knothole in the top board.
4. “That sign ought to say ‘Zuckerman’s Famous Pig and Two Stowaways’.” (Templeton and Charlotte)
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6. … they could smell hamburgers frying and see balloons aloft.
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8. He lay dreaming that he was throwing baseballs at a cloth cat and winning a genuine Navajo blanket.
Appendix P, page 1

Vocabulary: Chapters Nineteen – Twenty-two

Name: ____________________________ Date: _________________

Read the vocabulary words and definitions. Read each sentence and write the vocabulary word that best completes each sentence on the line.

Commotion – disturbance; to cause disorder
Gorge – to eat a lot
Indigestion – stomach ache
Meekly – gentle
Phenomenon – an unusual event or happening
Retorted – to reply quickly
Triumph – to win

1. After eating so much food, I had __________________________.

2. My mom says it’s a strange ____________________ when I clean my room.

3. During the holidays, I like to ________________ on all the delicious foods.

4. A tornado can cause a lot of ______________________.

5. The stronger football team is more likely to __________________ over the weaker team.

6. After I stole a cookie, my mom __________________ that I was grounded.

7. Grandma smiled ______________________ at the baby.
Vocabulary: Chapters Nineteen – Twenty-two

Name: Answer Key     Date: ____________________

Read the vocabulary words and definitions. Read each sentence and write the vocabulary word that best completes each sentence on the line.

Commotion – disturbance; to cause disorder
Gorge – to eat a lot
Indigestion – stomach ache
Meekly – gentle
Phenomenon – an unusual event or happening
Retorted – to reply quickly
Triumph – to win

1. After eating so much food, I had indigestion.

2. My mom says it’s a strange phenomenon when I clean my room.

3. During the holidays, I like to gorge on all the delicious foods.

4. A tornado can cause a lot of commotion.

5. The stronger football team is more likely to triumph over the weaker team.

6. After I stole a cookie, my mom retorted that I was grounded.

7. Grandma smiled meekly at the baby.
Appendix Q, page 1
Chapters Thirteen – Eighteen Quiz

Name_________________________ Date ____________________

Use the following vocabulary words in a complete sentence.

1. ascend - ___________________________________
   ________________________________________

2. rummaging - ___________________________________
   ________________________________________

3. genuine- ______________________________________
   ________________________________________

4. buttermilk - ___________________________________
   ________________________________________

Write true if the statement is true and false if the statement is not true.

5. The crickets were singing a song about summer being over.  __________

6. Charlotte went to the fair with Wilbur.  ______________

7. Templeton refused to go to the fair.  ________________

8. Dr. Dorian told Mrs. Arable not to let Fern visit the animals anymore.  ______________

9. Uncle was the large pig in the pen next to Wilbur at the fair.  ______________

10. Charlotte did not want to use the word Humble in her web.  ______________
Appendix Q, page 2
Chapters Thirteen – Eighteen Quiz

Name Answer Key Date _______________________
Use the following vocabulary words in a complete sentence.

*Answers will vary
1. ascend – _________________________________________________
   __________________________________________________________

2. rummaging - _____________________________________________
   __________________________________________________________

3. genuine- ________________________________________________
   __________________________________________________________

4. buttermilk - ______________________________________________
   __________________________________________________________

Write true if the statement is true and false if the statement is not true.

5. The crickets were singing a song about summer being over. True

6. Charlotte went to the fair with Wilbur. True

7. Templeton refused to go to the fair. False

8. Dr. Dorian told Mrs. Arable not to let Fern visit the animals anymore. False

9. Uncle was the large pig in the pen next to Wilbur at the fair. True

10. Charlotte did not want to use the word Humble in her web. False
Appendix R

“Pass the Pig” Questions: Chapters Nineteen – Twenty-two

1. What are some of the ways Templeton was helpful in this story?

2. What two things did Charlotte do at the fair?

3. Why is Charlotte sad about the egg sac?

4. Why did Wilbur get Templeton to take down Charlotte’s egg sac?


6. What did Charlotte teach Wilbur?

7. What is the most important thing to remember about the story?
Appendix S

Ribbon Activity

(adapted from *A Guide for Using Charlotte’s Web in the Classroom*)
Appendix T, page 1

Charlotte’s Web Test

Name _________________________ Date ______________________

The following sentences are in the wrong order. Number them so they are in the right order.

_____ Wilbur helps raise some of Charlotte's babies.

_____ Wilbur won a prize at the fair.

_____ Fern saved the smallest pig from being killed by Mr. Arable.

_____ Charlotte and Templeton go to the fair with Wilbur.

_____ Wilbur found out he was being fattened up for bacon and ham.

_____ Templeton helps Wilbur get Charlotte's egg sac back to the farm.

_____ When Wilbur was upset and wanted a friend, Charlotte said she would be his friend.

_____ Wilbur knew that he would never forget Charlotte because she had been a loyal friend to the very end.

_____ Charlotte promised to save his life and wrote words describing him in her web.

10. Charlotte was Wilbur’s friend for all of the following reasons except:
   a. She was kind.
   b. She ate bugs.
   c. She saved Wilbur’s life.
   d. She taught Wilbur many things.

11. Fern saved Wilbur’s life because:
   a. she didn’t like to eat bacon.
   b. she wanted to give him to her best friend.
   c. she thought it was unfair to kill him just because he was small.
   d. she wanted Wilbur to be Avery’s pet.
Appendix T, page 2

Charlotte’s Web Test

12. Which of the following could not be learned about from the story?
   a. friendship
   b. pork recipes
   c. accepting others for who they are
   d. farm life

13. Where does Charlotte’s Web mostly take place?


15. Why was Fern’s mother concerned about her? ________________________

16. How do you think Wilbur feels about the other animals that helped to save his life? ________________________

17. Who helped Charlotte find a word at the fair? ________________________

18. Did Fern continue to visit Wilbur every day? Why or why not? __________

19. What season was Wilbur born? ________________________

20. What is one of the words Charlotte wrote in her web describing Wilbur?
**Appendix T, page 3**  

*Charlotte’s Web Test*  

**Match the words in the first column to the best available answer in the second column.**

<table>
<thead>
<tr>
<th></th>
<th>runt</th>
<th>1) to be confused</th>
</tr>
</thead>
<tbody>
<tr>
<td>______</td>
<td>scheming</td>
<td>2) to win</td>
</tr>
<tr>
<td>______</td>
<td>loathed</td>
<td>3) to search thoroughly through things</td>
</tr>
<tr>
<td>______</td>
<td>bewilderment</td>
<td>4) stomach ache</td>
</tr>
<tr>
<td>______</td>
<td>secure</td>
<td>5) free from danger</td>
</tr>
<tr>
<td>______</td>
<td>buttermilk</td>
<td>6) to greatly dislike</td>
</tr>
<tr>
<td>______</td>
<td>indigestion</td>
<td>7) honest or pure</td>
</tr>
</tbody>
</table>
Appendix T, page 4

Charlotte’s Web Test
Answer Key

Fern saved the smallest pig from being killed by Mr. Arable.
When Wilbur was upset and wanted a friend, Charlotte said she would be his friend.
Wilbur found out he was being fattened up for bacon and ham.
Charlotte promised to save his life and wrote words describing him in her web.
Charlotte and Templeton go to the fair with Wilbur.
Wilbur won a prize at the fair.
Templeton helps Wilbur get Charlotte's egg sac back to the farm.
Wilbur knew that he would never forget Charlotte because she had been a loyal friend to the very end.
Wilbur helps raise some of Charlotte's babies.

10. Charlotte was Wilbur’s friend for all of the following reasons except:
    a. She was kind.
    b. She ate bugs.
    c. She saved Wilbur’s life.
    d. She taught Wilbur many things.

11. Fern saved Wilbur’s life because:
    a. she didn’t like to eat bacon.
    b. she wanted to give him to her best friend.
    c. she thought it was unfair to kill him just because he was small.
    d. she wanted Wilbur to be Avery’s pet.

12. Which of the following could not be learned about from the story?
    a. friendship
    b. pork recipes
    c. accepting others for who they are
    d. farm life

13. Where does Charlotte’s Web mostly take place? On a farm. Or In the barn.

Appendix T, page 5

15. Why was Fern’s mother concerned about her? Fern’s mother was concerned about her because Fern says that Charlotte tells wonderful stories and the animals talk to each other.

16. How do you think Wilbur feels about the other animals that helped to save his life? Wilbur is probably thankful that they were willing to help him. He probably thinks of them as good friends.

17. Who helped Charlotte find a word at the fair? Templeton

18. Did Fern continue to visit Wilbur every day? Why or why not? No, because Fern was growing up and didn’t want to do things that were childish like sitting in a barn and listening to the animals.

19. What season was Wilbur born? Spring

20. What is one of the words Charlotte wrote in her web describing Wilbur? Some Pig, Terrific, Radiant, or Humble

Answer
Key:

9 - runt
8 - scheming
6 - loathed
1 - bewilderment
5 - secure
10 - buttermilk
4 - indigestion
2 - triumph
7 - genuine
3 - rummaging
**Appendix U**

Name ____________________________________________ Date ___________________

**Making a Poster: Charlotte's Web Advertisement**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Elements</strong></td>
<td>The poster includes all required elements as well as additional information.</td>
<td>All required elements are included on the poster.</td>
<td>All but 1 of the required elements are included on the poster.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td><strong>Attractiveness</strong></td>
<td>The poster is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The poster is attractive in terms of design, layout and neatness.</td>
<td>The poster is acceptably attractive though it may be a bit messy.</td>
<td>The poster is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Capitalization and punctuation are correct throughout the poster.</td>
<td>There is one error in capitalization or punctuation.</td>
<td>There are two errors in capitalization or punctuation.</td>
<td>There are more than two errors in capitalization or punctuation.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>There are no grammatical mistakes on the poster.</td>
<td>There is one grammatical mistake on the poster.</td>
<td>There are two grammatical mistakes on the poster.</td>
<td>There are more than two grammatical mistakes on the poster.</td>
</tr>
<tr>
<td><strong>Graphics - Relevance</strong></td>
<td>All graphics are related to the topic and make it easier to understand.</td>
<td>All graphics are related to the topic and most make it easier to understand.</td>
<td>All graphics relate to the topic but, do not make it easier to understand.</td>
<td>Graphics do not relate to the topic.</td>
</tr>
</tbody>
</table>

**Total Score ______________

Comments: ________________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________