



Charlotte's Web

BY E. B. WHITE

ILLUSTRATED BY GARTH WILLIAMS

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Dear Teacher,

Charlotte's Web is a funny and touching story about friendship, but it is also rich in information about nature. Your students will learn a great deal about spiders, farm life, and the cycle of the seasons as they get to know Charlotte, Wilbur, and the other memorable animals on Zuckerman's farm. Through their reading and book conversations, students will come to make this time-honored classic their own.

Overview

TEACHING OPTIONS

There are many ways that students can read and enjoy *Charlotte's Web*.

- ◆ Almost **all students** can benefit from having all or part of the book **read aloud** to help them appreciate the humor and details contained in the story.
- ◆ A five-session plan that uses the **key strategy of Cause/Effect** balances **teacher guidance** with **demonstrating independence**. This option has students reading portions of the book on their own and then participating in teacher-led discussion to stimulate **meaningful conversation** and **comprehension**. See Reading the Book, pages 6–10.
- ◆ **Cooperative groups** may work together to form **Literature Circles**. A blackline master is provided on page 11 to help students run their own successful Literature Circles.
- ◆ The blackline master on page 11 may also be adapted for use by students who are reading the book in **pairs** or reading **independently**.
- ◆ Introducing the Book, Comprehension Check, Writing, Activities, and the Story Organizer are features of this guide that may be used with **all students**.

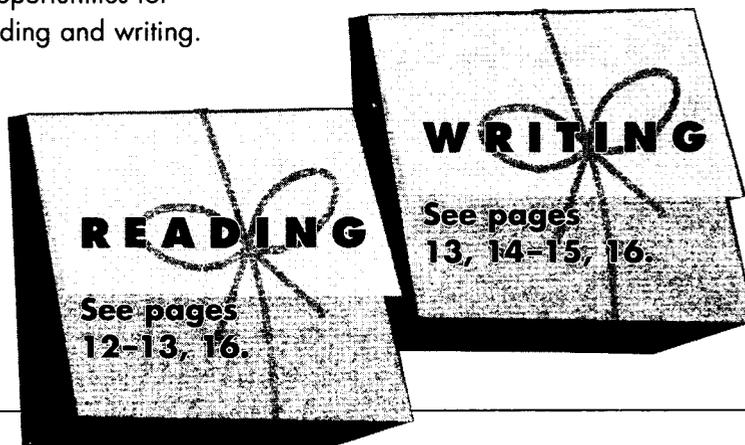
JOURNAL WRITING

Students are encouraged to use journal writing to record their observations about what they read, note new vocabulary, and use their imaginations. Through journal writing, students also relate what they read to their own lives and develop the skills to assess their strengths and weaknesses as readers.

Within this guide, **prompts for journal writing** may be found on pages **5, 6, 7, 8, 9, 10, 12, and 16**.

OPPORTUNITIES FOR PORTFOLIO ASSESSMENT

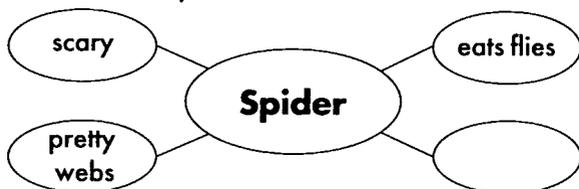
This guide offers a number of opportunities for portfolio assessment of both reading and writing.



Introducing the Book

CREATE INTEREST

Ask students what comes to mind when they think of spiders. Encourage them to express their opinions about these arachnids. Make a word web on the chalkboard or on chart paper to record their answers.



Together, evaluate the words that are listed. Do most students have positive or negative feelings about spiders? Next, invite students to examine the cover of the book *Charlotte's Web*. Point out that all the characters are looking at a small spider and ask students what the picture suggests about the spider.

Invite newcomers to the story to read the book to find out who these characters are and why the spider, and her web are so important to them. Suggest that students who may already know the story reread to learn more about the author's sense of humor and his views on nature and friendship.

BUILD BACKGROUND

Discuss that the Charlotte in the title is a spider who lives in a barn on a farm. Many other animals also live on this farm and much of the action in this book takes place there. Build background by helping students brainstorm what they already know about farms. Who lives on a farm? How does a farm look? What kinds of things are found on a farm? Display these questions and list students' answers. Encourage students to refer to the lists and add to them as they read.

DEVELOP VOCABULARY

Strategy: Knowledge Rating

Explain to students that *Charlotte's Web* contains many interesting words related to farm life. Read aloud the vocabulary words and call on volunteers to define each word and explain where they would add these words to the lists you developed about farms. Reinforce each definition by writing it and the word on the chalkboard.



Personal Word List Encourage students to look for interesting words about farm life, characters, and nature as they read *Charlotte's Web*. Suggest that they keep three lists of words, one for each of these categories.

Vocabulary

Organizing Concept: Farm Animals and Farm Life

runt: smallest and weakest of the babies born to a pig or other animal at one time (p. 1)

sheepfold: pen where sheep are kept (p. 13)

trough: long, narrow container holding food or water for animals (p. 23)

hoisted: lifted or pulled up something heavy such as hay (p. 43)

gosling: baby goose (p. 44)

hayloft: upper room or floor for storing hay (p. 69)

pasture: plot of land used for grazing (p. 70)

orchard: area where fruit or nut trees grow (p. 114)

tranquil: calm and peaceful (p. 183)

PREVIEW AND PREDICT

Determine the Genre: Ask students to skim through the book to find out what type of book it is.

- **What clues can you find that it is fiction? How can you tell that this story will be a fantasy rather than completely realistic?**
- **In what ways do you think that a story in which the main characters are animals will be different from other stories you have read?**

JOURNAL: Students may record their predictions and questions in their Journals. As they read, they can verify or revise their predictions to see if the book is answering their questions.

ASSESSMENT

As children read the book, notice how they:

- ✓ make connections to the **theme** of gathering and using information to understand more about nature.
- ✓ use the **key strategy** of Cause/Effect.
- ✓ recognize how **literary elements and devices**, including Plot and Author's Viewpoint, are developed in *Charlotte's Web*.

Reading On Students who are reading the book independently may read at their own pace. Other students may go on to read pages 1-41 of the book.

Meet the Author

E. B. White coauthored the adult reference work *The Elements of Style*, worked for the *New Yorker Magazine* and other publications, and is remembered as one of the best essay writers of modern times. In addition, White is loved and remembered for his wonderful children's books including *Charlotte's Web*. His many honors include the Newbery Honor Award and the Lewis Carroll Shelf Award for *Charlotte's Web*, as well as the Pulitzer Prize and the Presidential Medal of Freedom. White's books for children were all written on his farm in Maine. White said that one day while he was feeding his pig, he began to feel sorry for the creature and began to think of ways to save a pig's life. He had also been watching a grey spider spin her web, and slowly he worked the pig and the spider into his now classic story, *Charlotte's Web*. This beloved author died in 1985.

MORE BOOKS BY E. B. WHITE

The Annotated Charlotte's Web
introduction and notes by Peter F. Neumeier
This special version of the book has notes from the eight different drafts White did, letters to and from his editors, and more.

Stuart Little
by E. B. White
The author's first book for children introduces a very unusual mouse.

The Trumpet of the Swan
by E. B. White
Louis is a trumpeter swan without a voice. But with the help of some friends, he finds his own way to trumpet his message..

Reading the Book

SESSION

1

After Pages 1-41

This plan is divided into five sessions. Included are mini-lessons on Evaluating Author's Viewpoint and Plot

Synopsis Fern is horrified to discover that her father intends to kill the runt of a newborn litter of pigs. She saves the piglet, names him Wilbur, and raises him herself. When Wilbur is five weeks old, Fern reluctantly sells him to her aunt and uncle, the Zuckermans, who own a nearby farm. Wilbur settles down to life in the Zuckerman's barn. But he is terribly lonely until he meets a beautiful and clever spider named Charlotte.



LAUNCH THE KEY STRATEGY

CAUSE/EFFECT

THINK ALOUD When you understand a cause/effect relationship, you know why something happened. The effect is what happened, the cause is why it happened. For example, Fern convinces her father to let Wilbur live. Fern's speech is the cause. The effect is that Wilbur's life is spared. As I read, I'll look for more cause/effect relationships to help me understand the story.

COMPREHENSION CHECK

What do you think of the book so far? (Respond to Literature)

Why does Wilbur end up being sold to Fern's uncle? (Cause/Effect)

Mr. Arable insists that Wilbur must be sold because he's no longer a baby.

Why do all the animals in the barnyard take such an active interest in Wilbur's escape? (Critical Thinking: Make Judgments) *Some students may answer that the animals wish that they, too, could run free.*

How does E. B. White present facts about spiders as Charlotte tells Wilbur about herself? What are some of the facts you learned? (Distinguish Fact/Nonfact) *White has Wilbur ask Charlotte questions about herself. Readers learn a great deal about spiders, including that spiders are nearsighted, catch flies in webs, and drink the blood of their prey.*



The goose loves freedom, but Wilbur prizes the security of the barn. Use what you have learned about the farm setting to describe what you would like best and least about life there.

Reading On In the next part of the book (pages 42-65), Wilbur gets some bad news. Ask students to predict what it is and how it will affect the other characters. If they prefer, they may also make predictions about other characters and how they'll react to Wilbur's news.

S E S S I O N 
After Pages 42-65

Synopsis Summer arrives on the Zuckerman farm, and life is pleasant for Wilbur, Charlotte, and the other animals until Wilbur hears dreadful news: The farmer is planning to kill him for Christmas supper! Charlotte vows to find a way to save the distraught Wilbur, and she patiently awaits a good idea.

COMPREHENSION CHECK

What new things did you learn about the characters in this part of the book? Which events in this part of the book surprised you the most? (Respond to Literature)

What do you think E. B. White thinks about farm life? How can you tell? (Evaluate Author's Viewpoint) *The author's description of the beauty of the trees, the softness of the weather, and the songs of birds shows how pleasant it can be; that Fern has to give Wilbur away and the Zuckermans plan to kill Wilbur show its hard side.* **MINI-LESSON**

Wilbur learns some news from the old sheep that sets off a chain of events that involves both Wilbur and Charlotte. Describe this series of cause/effect relationships. (Key Strategy: Cause/Effect) *The old sheep warns Wilbur he is to be killed, which causes Wilbur to cry hysterically, which causes Charlotte to promise to come up with a way to save him.*

Based on what you have learned about Charlotte, what conclusions can you draw about her? (Draw Conclusions) *Possible answers include that she is practical, intelligent, hard-working, and loyal to her friends.*

What do you think of the way the old sheep tells Wilbur he is going to be killed? Why do you think she talks the way she does? (Critical Thinking: Evaluate) *Possible answers include that she accepts the realities of life on the farm calmly and thinks that farm animals should know and accept their lot in life.*

 Charlotte works hard to comfort Wilbur and to keep him from being so unhappy. How would you help a friend cope with bad news? Write about what you would do.

Reading On Before they begin reading the next part of the book (pages 66-104), students can try to predict what Charlotte plans to do to save Wilbur and read on to see how close they come to the answer, or they may wish to read to find out more about the farm life or some other aspect of the book.

EXTRA HELP Invite students to listen to the audio recording of *Charlotte's Web* (Bantam) before they read the text. As students read the text, have them stop at the end of each chapter to record important events and ideas. **(Use Audio)**

ESL Some students may prefer to read *Charlotte's Web* in their first language. The Spanish version is called *Los aventuras de Wilbur y Carlotta*. This book is also available in French, Chinese, Japanese, and many other languages. **(Make Connections)**

MINI-LESSON

EVALUATE AUTHOR'S VIEWPOINT

TEACH/MODEL Explain that knowing the author's viewpoint or attitude can add to a reader's appreciation and understanding of a story. For example, E. B. White describes Charlotte as beautiful and clever. This suggests that he sees value in a creature most people do not like.



APPLY Encourage students to see how much more they can learn about E. B. White's viewpoints on animals and nature as they read on. Students may record their observations in chart form on the computer noting the story details in one column and the author's viewpoint in a second column.

Reading the Book

SESSION



After Pages 66-104

Synopsis Charlotte weaves the words “some pig” into her web. People come from miles around to see Wilbur, the very special pig. It seems that Charlotte’s strategy is working as Mr. Zuckerman makes plans to take Wilbur to the County Fair and show him off.

COMPREHENSION CHECK

Has the author kept you interested in the book so far? How? Has your opinion about any of the characters changed based on what has happened in this part of the book? If so, explain what made you change your mind. (Respond to Literature)

Why doesn’t Charlotte give up when she doesn’t think of a life-saving plan right away? (Character) *She promised Wilbur. She is patient, loyal, and determined.*

What keeps Avery from capturing Charlotte? (Plot) *He falls on the trough, breaks the rotten goose egg, and is chased away by the horrible smell.*

MINI-LESSON

How does the old sheep help? (Plot) *She convinces Templeton that it is to his advantage to keep Wilbur alive.*

Why do the animals want to search old advertisements for words to describe Wilbur? (Draw Conclusions) *They are looking for catchy phrases that they know humans have responded to in the past.*

What causes people to come see Wilbur and call him a “wondrous pig”? (Key Strategy: Cause/Effect) *They come because of the words Charlotte weaves into her web.*

MINI-LESSON

PLOT

TEACH/MODEL Remind students that the plot of a story involves a solution to a problem. In a well constructed story, the problem gets solved, but some unexpected events may occur along the way. For example, few readers would have expected Templeton’s hiding a rotten egg would have helped save Charlotte’s life.

APPLY As they read on, invite students to create story maps noting main events and some of the unexpected twists in the plot.



Charlotte tells Wilbur a story about a cousin. Think of a story about a relative or friend who did something brave or exciting. Write about it.

Reading On In the next part of the book (pages 105-137), have students read to find out about the County Fair and how events there affect Wilbur and the other characters, or ask them to set their own purposes for reading.

S E S S I O N

4

After Pages 105-137

Synopsis Summer turns to autumn, and Charlotte knows she has little time left to help Wilbur. Wilbur, accompanied by Charlotte and the rat Templeton, travels to the County Fair. The excitement of the fair provides a busy morning for animals and people alike.

COMPREHENSION CHECK

What predictions did you make about this part of the book? Were they correct? What do you think is the best part of the fair? (Respond to Literature)

Why is Charlotte less enthusiastic about going to the fair than the others? (Make Inferences) *Possible answer: She is concerned that she will not have enough time to lay her eggs and put them in a safe place if she goes to the fair.*

How do you think E.B. White feels about fairs? How can you tell? (Evaluate Author's Viewpoint) *Possible answer: White feels that fairs are fun, exciting places; he describes the games, food, and music with enthusiasm, and he uses the word wonderful four times in the paragraph in which the children go toward the midway.*

In what ways is Uncle, the pig, different from Wilbur? How are they alike? (Compare/Contrast) *Possible answer: Both are spring pigs, but Uncle is much bigger than Wilbur, isn't as clean, and has a less attractive personality.*



Fern and the others made special preparations to go to the County Fair. Have you ever prepared carefully for a trip? Write about what you did to get ready and how your trip turned out.

Reading On Invite students to read on to find out what happens after the fair and how the book will end.

EXTRA HELP To aid students in understanding the passage of time in Chapter XXIII, "A Warm Wind," help them list the events of the chapter under the headings Late Autumn, Winter, Spring. **(Sequence)**

CHALLENGE Point out the sheep's statement on page 176 in which she explains that she knows spring has come when she hears the frogs. Encourage students to list other signs that signal the onset of the various seasons in *Charlotte's Web*. **(Categorize)**

Reading the Book

SESSION

5

After Pages 138-184

Synopsis Charlotte feels herself growing weaker. She fills her egg sac with eggs and quietly enjoys her hour of triumph; Wilbur is presented with a special award and is the star of the fair. As Charlotte's life draws to an end, Wilbur takes her egg sac back to Zuckerman's barn. Winter comes, then spring, and Wilbur watches with delight as the eggs hatch. Most of the spiders drift away, but three remain to be his friends. Wilbur's life has been spared, and the cycle of life goes on.

COMPREHENSION CHECK

How did you feel when Charlotte died? What did you think of the ending E. B. White chose for his story? Why? (Respond to Literature)

What effect did Charlotte's remaining daughters have on Wilbur? (Key Strategy: Cause/Effect) *They comforted him by providing companionship.*

Is the ending of the story true to nature? Why or why not? (Critical Thinking: Make Judgments) *Possible answers include that it is true to nature because Charlotte is a spider and spiders live only a short time.*

How does Fern change as the book goes along? (Character) *Early in the book she is devoted to Wilbur and loves to spend time with him and the other animals. She even understands their conversations. By the end of the book, she is more interested in human companionship and seems to have lost interest in Wilbur.*

What do you think was White's purpose in writing *Charlotte's Web*? (Evaluate Author's Purpose) *Possible answers include that he was just trying to write a good story or that he wanted to use his story to share his ideas about nature with children.*



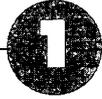
Wilbur begins to feel better when he meets three of Charlotte's daughters who remain in the barn cellar. Write about three of your friends and why each of them is special to you.

Literature Circles

Use these cards to help you as you read and discuss *Charlotte's Web*. Record your ideas and answers in your Journal as you read.

SESSION 1

Pages 1-41



TALK ABOUT IT With your group, talk about how details and events in the story give clues to E. B. White's attitude about animals. Have each group member look back at the book and write down quotes that reflect the author's viewpoint. Share the quotes you found with the group.

SESSION 2

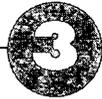
Pages 42-65



TALK ABOUT IT Talk about what Wilbur's life was like before he met Charlotte and what his life is like after he meets her. Discuss your ideas with the group. Then write your predictions about what other effects Charlotte's friendship may have on Wilbur's life.

SESSION 3

Pages 66-104



TALK ABOUT IT What are your three favorite nature facts from the book? Share what you found with the rest of the group. Why do you think the author included so many facts in a fictional story?

SESSION 4

Pages 105-137



TALK ABOUT IT What was Charlotte feeling when she realized summer was ending? Why? Discuss your answer. What does the changing of the seasons mean to the other animals and the people on the farm?

SESSION 5

Pages 138-184



TALK ABOUT IT Why do you think Fern races off to ride the Ferris wheel just as Wilbur is about to receive his medal? What do others in your group think? Discuss why Fern seems to care less about Wilbur at the end of the book than she did at the beginning.

Comprehension Check

REFLECT AND RESPOND

What new information about nature did you get from *Charlotte's Web*? (✓ Theme Connection)

When Fern saved Wilbur's life, she started a long chain of events. What effect did her action have on Charlotte and Mr. Zuckerman? (✓ Key Strategy: Cause/Effect)

Based upon what happened in *Charlotte's Web*, what do you think E. B. White thought about friendship? Use details from the book to support your answer. (✓ Evaluate Author's Viewpoint)

If you had written the book, are there any important story events that you would have changed? If so, what? (✓ Plot)

STORY ORGANIZER

Copy and distribute the Story Organizer on page 16 of this guide. Invite students to complete this page on their own. Encourage them to share their completed work by comparing their answers with those of other students.

READ CRITICALLY ACROSS TEXTS

Ali Baba Hunts for a Bear

◆ Discuss what might happen if Ali Baba visited the Zuckerman's barn. Who would he talk to? What would he notice?

Thirteen Moons on Turtle's Back

◆ Both *Thirteen Moons on Turtle's Back* and *Charlotte's Web* are full of details about the changing seasons. Invite students to use information from both books to create a chart on the seasons.

The Midnight Fox

◆ In some ways Fern reflects E. B. White's viewpoint, and Tom reflects Betsy Byars'. Encourage students to explore why these characters overcame loneliness when they became interested in certain animals.

A Topic for Conversation

WHO'S THE HERO?

Many books have a hero, one very important character who acts bravely or generously to solve a very big problem in the book. Over the years people have presented many different ideas about who the real hero of *Charlotte's Web* is. Invite all those who have read *Charlotte's Web* to discuss this question.

POSSIBLE ANSWERS:

Charlotte: She is the one who thinks up the plan that saves Wilbur's life.

Charlotte: She must be the hero, her name is in the title—that proves she is the most important.

Fern: If she did not rush out to plead with her father, Wilbur's life would have been over before the book even got started.

Wilbur: He's in the story from beginning to end; he makes it clear that he doesn't want to die, and that's what gets everyone involved in saving his life.

Templeton: Without his help, Charlotte wouldn't have been able to get the words she needed and Wilbur would not have been able to take the egg sac back to the barn. Besides, when you're a rat, it takes an even bigger effort to help others.

DEMONSTRATE UNDERSTANDING

Vocabulary

From the moment Charlotte and Wilbur meet, she teaches him many new things including new words. Whenever Charlotte uses a word Wilbur doesn't understand, he asks her to explain it and she does. Invite students to revisit the book to create Charlotte's Dictionary. Have them include the words that she explains for Wilbur.

Ask the Illustrator



What would students like to ask Garth Williams about the art work for *Charlotte's Web*? They might be interested in what kinds of research he did to help him prepare for the project. Encourage students to write their ideas and questions in their Journals.

Review by You



Many people call *Charlotte's Web* a classic. This means people have been reading and loving it for a long, long time. Encourage students to write their own reviews for the book, explaining what they liked most about the book and whether or not they believe it is a classic.

Science Poster



This book provides a wealth of information about the life cycle and behavior of spiders. Have students create posters illustrating their favorite spider facts from the book.

Spiders in Literature Charlotte isn't the only famous literary spider. African and West Indian folklore boast Anansi, a spider, who is fond of playing tricks. There are many printed versions of Anansi tales, dating as far back as 1859, but these stories have been told aloud for hundreds, perhaps thousands of years. In one popular story, Anansi tricks Tiger, the king of the jungle, to give Anansi all stories for his very own. Anansi is clever and often outwits bigger and stronger animals, but sometimes, through his greed, ends up getting tricked himself.

ASSESSMENT

The checked questions on page 12 help assess students' understanding of:

- ✓ the **theme** of gathering and using information to understand more about nature.
- ✓ the **key strategy** of Cause/Effect.
- ✓ how the **Author's Viewpoint** is reflected in his descriptions and the **story's plot**.

You may also wish to review and discuss selected students' completed Story Organizers.

Listen to Students Read Ask selected students to find a place in the book that describes an exciting part of the plot. You may wish to tape-record students as they read the section aloud.



Students may add their recordings, copies of favorite Journal entries, their completed Story Organizer, and other completed assignments to their Literacy Portfolios.

Writing

WRITING PROMPTS

Writer's Style: Dialogue

E. B. White uses dialogue to help bring his characters to life. Invite students to use the dialogue that begins on the bottom of page 101 of *Charlotte's Web* as a model to help them create their own dialogue between two animal characters. After students have completed their first drafts, encourage them to review and revise their dialogues to make sure they have used verbs and adverbs that make clear which character is speaking and how that character feels.

Diary Entry

The descriptions of life on the farm and the visit to the fair are so vivid that readers can easily imagine they have visited these places. Invite students to select a place from *Charlotte's Web* and write a diary entry describing their visit to that place. When they revise, remind students to use words that appeal to the senses to help their readers understand what they saw, heard, felt, smelled, and tasted. Encourage students to use vocabulary words and words from their personal word lists to help them write their descriptions. Students may wish to tape-record their finished entries.

Fiction: Plot

Feeding a pig and watching a spider were two ordinary events that inspired E. B. White to create the wonderful plot for *Charlotte's Web*. Encourage students to think of some everyday events. What new twists can they add to create plots for stories? They may wish to make a chart of story events before they write. What happens in the beginning? in the middle? How does the story end? When they are ready to revise, remind them to check to see that the sequence of events they have created is clear. Arrange for students to read their completed stories to younger children in the school.

Beginning



Middle



End

In the
Author's
Words

"As for *Charlotte's Web*, I like animals and my barn is a very pleasant place to be at all hours. One day when I was on my way to feed the pig, I began feeling sorry for the pig because like most pigs, he was doomed to die. So I started thinking of ways to save a pig's life. I had been watching a big gray spider at her work and was impressed by how clever she was at weaving. Gradually, I worked the spider into the story that you know, a story of friendship and salvation on the farm. Three years after I started writing it, it was published. (I am not a fast worker as you can see.)"

E. B. White

from a promotional piece
published by HarperCollins

Activities

INTEGRATING LANGUAGE ARTS

Reading/Viewing

Advertisement Charlotte read lots of advertisements to help her come up with just the right words to “sell” the Zuckermans on the idea that Wilbur was too valuable to become their dinner. Invite students to come up with their own ads. Their goal should be to convince others that something they care about is important. Students may use a thesaurus or dictionary to make sure that they are using the best words possible to get their ideas across. Encourage them to illustrate their ads to make them more appealing. Display the completed ads around the classroom.

Speaking/Listening/Viewing

Speech When Charlotte wove the words “some pig” into her web, Mr. and Mrs. Zuckerman disagreed about whether it was the pig or the spider who was special. Ask students to select which character they think was special and list the reasons why. Have them use their notes to create a persuasive speech giving reasons to support their opinions. Create a classroom debate by having students with opposing viewpoints take turns reading their speeches to the class. You may wish to videotape the debates so that students will be able to view their own performances.

INTEGRATING THE CURRICULUM

The Arts

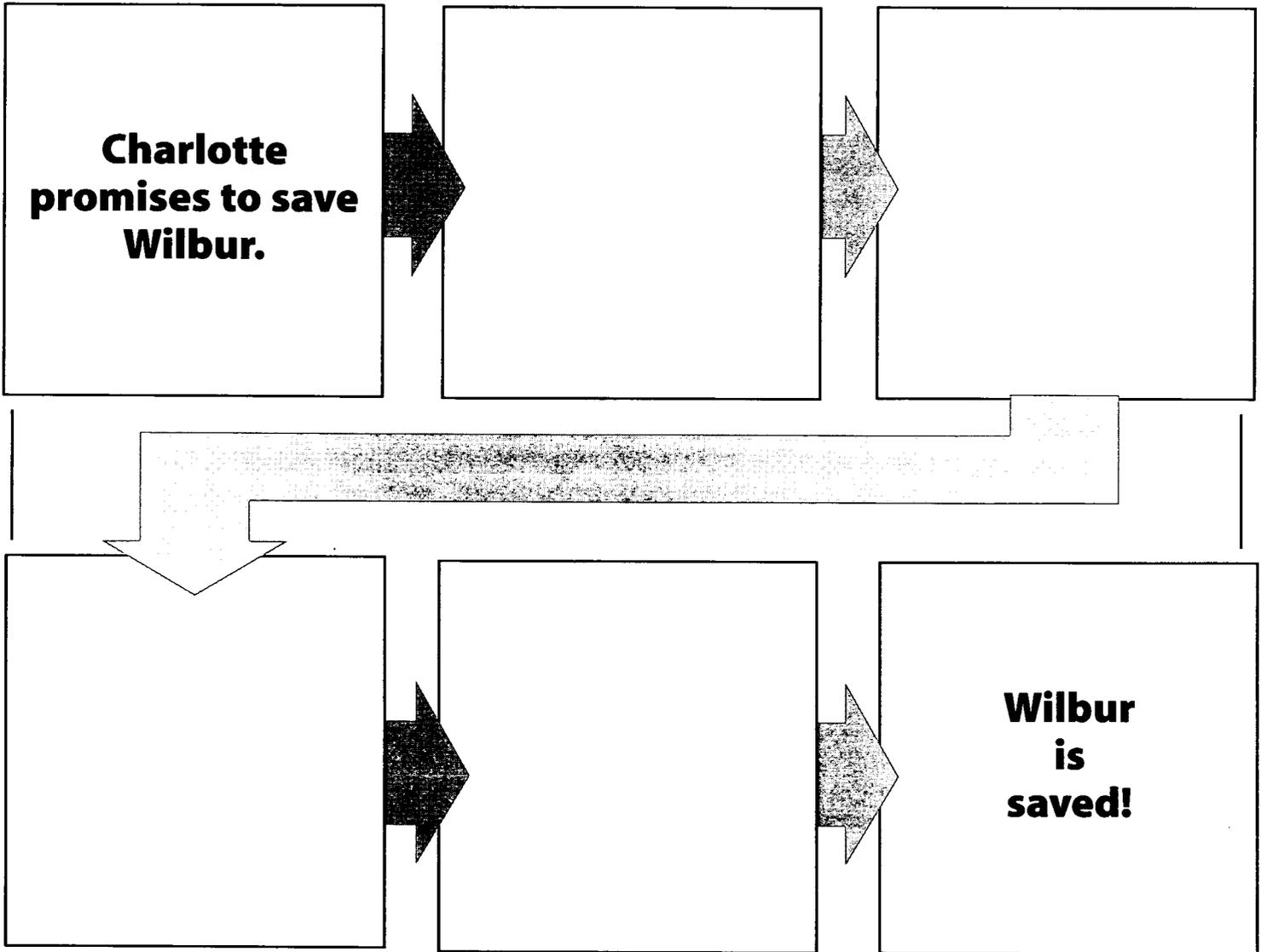
Song Remind students that Charlotte created a special lullaby just for Wilbur. Invite students to write their own song for a friend, using their own words to be sung to the melody of a song they already know. Some students may wish to sing their songs. Others may prefer to display their written work. A group may wish to record their songs on audiocassette to create a collection of friendship songs.

Science

Animal Information Invite students to select an animal from the book, use the book and other sources to note facts about the animal, and use these facts to write an informational story. Encourage students to include facts about where the animal lives, what it eats, how it grows, and what it looks like, and to illustrate their stories with labeled drawings. Create a bulletin board to display finished stories and artwork.

Story Organizer

Throughout *Charlotte's Web*, each character is doing things that affect the other characters and lead the story to its conclusion. Complete the flow chart below to show the chain of cause/effect relationships that leads to a solution to Wilbur's problem.



E. B. White closes the book with this statement: "It is not often that someone comes along who is a true friend and a good writer. Charlotte was both." What do you think of this statement? Write two sentences of your own to sum up Charlotte and the effect she had on Wilbur.

Vocabulary- Building Bookmark

by Beverly Jones and Maureen Lodge

Write the title of your book and
draw a picture. Cut out the bookmark.
As you read your book, write new
words on the lines



Name _____

Book Title _____

