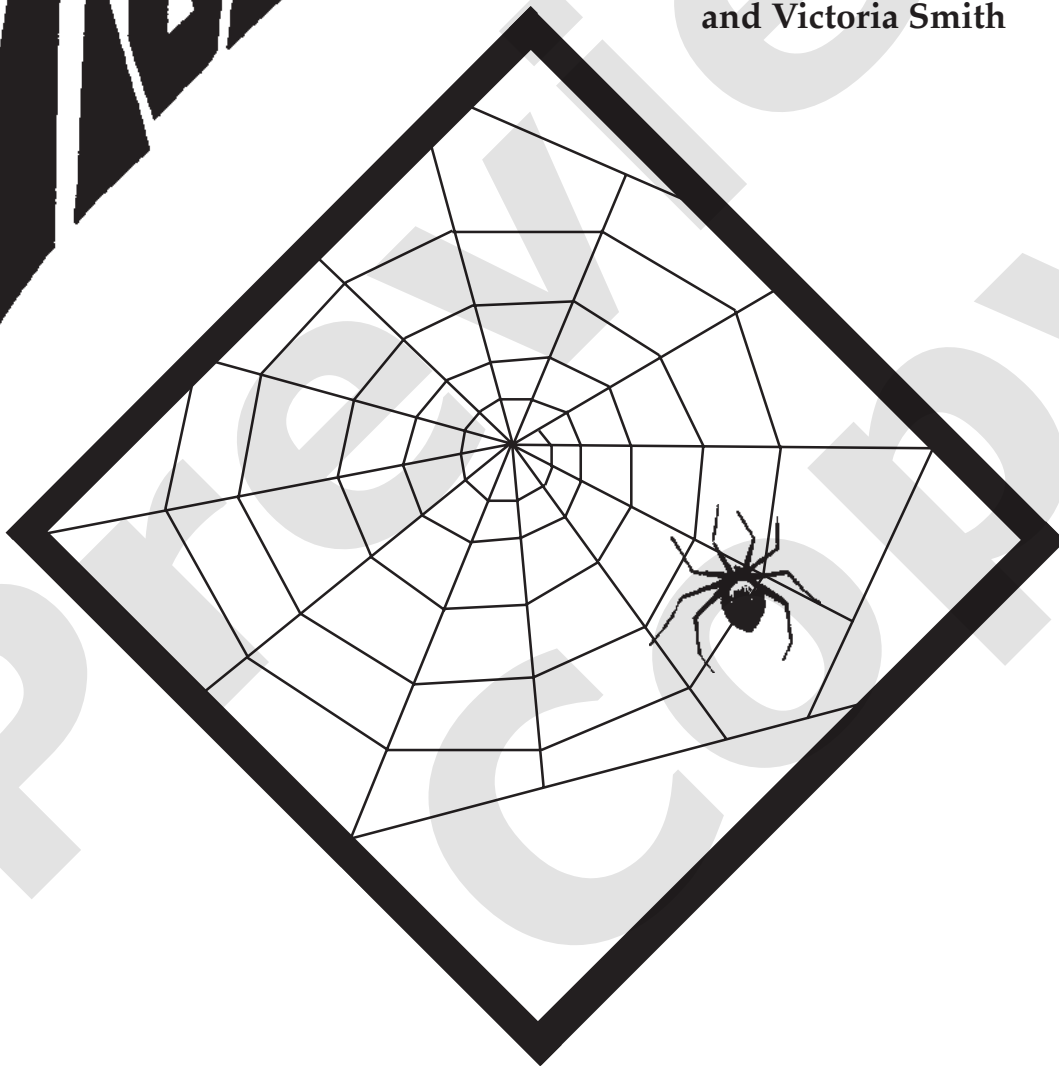


DO Reading!

by Amy Headley
and Victoria Smith



Charlotte's Web Literature Study

SPLASH! PUBLICATIONS®



DEAR TEACHER,

The enclosed Literature Study was designed by teachers with you and your students in mind. We believe it is the most comprehensive and practical Literature Study you will ever use. We feel it's important to review the special features of this literature study and help to familiarize you with it.

1. The Literature Study has been divided into five parts. The **Introduction** will give students background information important to the story. **Part I** will focus on chapters 1-4, **Part II** will focus on chapters 5-10, **Part III** will deal with chapter 11-14 and **Part IV** will focus on chapters 15-22.
2. Parts I, II, III, and IV begin with "Let's Talk About It" discussion questions. These questions deal with issues raised in the chapters. A suggestion for the use of these questions is to have students first answer them independently, then get together with a partner or small group to share their thoughts and feelings. Finally, if time permits, selected students could share with the whole class.
3. Students will complete Vocabulary Cards for each chapter, complete a context clues activity and take quiz at the end of each of the four parts over those vocabulary words. As teachers, we know the frustration of having students look up words in the dictionary, only to find multiple meanings. If a child doesn't know the meaning of the word, it's unfair to expect him or her to be able to pick out and write down the correct definition for the word as it is used in the context of the passage in the book. Therefore, we have created a **Glossary** of words with their definitions. This Glossary is located on pages 84-87. We suggest that you make copies for each student. The vocabulary quizzes and the context clues activities will utilize these definitions. You might want to copy the Vocabulary Cards onto tag board and encourage students to bring in a box for storing the cards on their desks.
4. Comprehension questions will be answered after students have read each chapter. We have designed two formats for you to use at your own discretion: short answer and multiple choice. As a suggestion, you might try having students complete the short answer questions after reading each chapter, and then use the multiple choice questions as a quiz the next day. If students have been diligent to read the chapters and answer the short answer questions correctly, they will be successful on the multiple choice quizzes.
5. Answers to all of the activities can be found on pages 88-94.
6. Bookmarks and a certificate for successfully completing the Literature Study can be found on pages 82-83.

LESSONS AT A GLANCE

INTRODUCTION

1. After reading about the history of Farming, students will follow written directions to plot farm buildings on a map. (pps. 1-5)

PART I

(Chapters 1-4)

1. Before doing any reading for Part I, students will complete and discuss “Let’s Talk About It” Discussion Questions for Part I. (pg. 6)
2. Before reading Chapters 1 and 2, students will:
 - complete Vocabulary Cards for *weakling, injustice, specimen, enchanted, vanished, waded, manure*. (pg. 7)

After reading Chapters 1 and 2, students will:

- follow step-by-step directions for drawing a pig. (pps. 8-9)
 - answer Comprehension Questions. (pps. 10-11)
3. Before reading Chapters 3 and 4, students will:
 - complete Vocabulary Cards for *perspiration, scythes, discarded, trough, orchard, commotion, captivity, eaves, provender, budge, frolic, glutton, dejected*. (pg. 7)

After reading Chapters 3 and 4, students will:

- answer Comprehension Questions. (pps. 12-13)
- use imagery to draw the inside of the Zuckerman Barn. (pg.14)
- make a Character Web for Wilbur. (pg. 15)
- create Wilbur’s Daily Planner by sequencing events in his day. (pps. 16-22)
- complete Context Clues activity. (pps. 23-25)
- take a Vocabulary Quiz for Part I. (pps. 26-27)

PART II

(Chapters 5-10)

1. Before doing any reading for Part II, students will complete and discuss “Let’s Talk About It” Discussion Questions for Part II. (pg. 28)
2. Before reading Chapters 5 and 6, students will:
 - complete Vocabulary Cards for *salutations, nearsighted, objectionable, blundered, detested, scheming, hoisted, jubilee, unremitting, scruples, untenable.* (pg. 7)

After reading Chapters 5 and 6, students will:

- answer Comprehension Questions. (pps. 29-30)
- create a Character Web for Charlotte. (pg. 31)

3. Before reading Chapters 7 and 8, students will:
 - complete Vocabulary Cards for *anesthetic, rigid, conspiracy, hysterics, vaguely, rambled.* (pg. 7)

After reading Chapters 7 and 8, students will:

- answer Comprehension Questions. (pps. 32-33)

4. Before reading Chapters 9 and 10, students will:
 - complete Vocabulary Cards for *spinnerets, oblige, summoning, sedentary, gullible.* (pg.7)

After reading Chapters 9 and 10, students will:

- answer Comprehension Questions. (pps. 34-35)
- follow step-by-step directions for drawing a rat. (pps. 36-37)
- solve Math problems to get a message from Templeton the Rat. (pg. 38)
- complete Context Clues activity. (pps. 39-41)
- take a Vocabulary Quiz for Part II. (pps. 42-43)

PART III

(Chapters 11-14)

1. Before doing any reading for Part III, students will complete and discuss “Let’s Talk About It” Discussion Questions for Part III. (pg. 44)
2. Before reading Chapters 11 and 12, students will:
 - complete Vocabulary Cards for *glistened, solemnly, bewilderment, idiosyncrasy, acrobat, destiny, adjourned.* (pg. 7)

After reading Chapters 11 and 12, students will:

- answer Comprehension Questions. (pps. 45-46)
- complete Grid Math activity. (pps. 47-49)

3. Before reading Chapters 13 and 14, students will:
 - complete Vocabulary Cards for *orb, radial, descend, ascend, radiant, aeronaut, crochet, fidgeted, incessant*. (pg. 7)

After reading Chapters 13 and 14, students will:

- answer Comprehension Questions. (pps. 50-51)
- complete Personification activity. (pps. 52-53)
- follow step-by-step directions for making a Miniature Barn. (pps. 54-58)
- complete Context Clues activity. (pps. 59-60)
- take a Vocabulary Quiz for Part III. (pg. 61)

PART IV

(Chapters 15-22)

1. Before doing any reading for Part IV, students will complete and discuss “Let’s Talk About It” Discussion Questions for Part IV. (pg. 62)

2. Before reading Chapters 15 and 16, students will:

- complete Vocabulary Cards for *monotonous, versatile, forsake, surpass, pummeled*. (pg.7)

After reading Chapters 15 and 16, students will:

- answer Comprehension Questions. (pps. 63-64)

3. Before reading Chapters 17 and 18, students will:

- complete a Vocabulary Card for *listless*. (pg. 7)

After reading Chapters 17 and 18, students will:

- answer Comprehension Questions. (pps. 65-66)
- solve Word Problems for Part IV. (pps. 67-68)

4. Before reading Chapters 19 and 20, students will:

- complete Vocabulary Cards for *languishing, carousing, acute, embraced, phenomenon*. (pg. 7)

After reading Chapters 19 and 20, students will:

- answer Comprehension Questions. (pps. 69-70)
- follow step-by-step directions for making a Spider Web. (pps. 71-73)

5. Before reading Chapters 21 and 22, students will:

- complete Vocabulary Cards for *assured, sentiments, forlorn, tranquil*. (pg. 7)

After reading Chapters 21 and 22, students will:

- answer Comprehension Questions. (pps. 74-76)
- complete Context Clues activity. (pps. 77-78)
- take a Vocabulary Quiz for Part IV. (pg. 79)
- choose and complete a Writing Activity for *Charlotte’s Web*. (pps. 80-81)



Farming began thousands of years ago when people started to grow plants and tend animals. Before that, people hunted, fished, and gathered food. Early farmers did all of the work by hand. They used a digging stick to scratch at the soil and dig holes in which they dropped seeds. Years later, farmers improved their methods by making tools like plows that turned the soil over instead of just scratching at it, and training their animals (usually oxen) to pull the plows.

FAMILY FARMS

The first settlers who came to North America started farms that required entire families to be involved. In the early 1900s, the average size farm was about 160 acres. Many different crops were planted, animals were raised, and everyone in the family had to lend a hand. The men and boys plowed the fields, **sowed** the seeds, worked in the stables, cut wood for fuel, built and mended fences, and butchered livestock.

The women and girls kept the house, milked the cows, fed the calves, made butter, bread, cheese, and soap, and washed the clothes by hand. They even spun their own thread, made dyes, and dyed the clothes. Even the youngest children were expected to help on the farm. They fed the pigs and the chickens, gathered eggs, and collected goose feathers to make pillows and blankets. When it was time to harvest the crops the entire family could be found in the fields.

TODAY'S FARMS

Today farms are larger and farmers generally raise only one or two crops. More than 90% of all the world's food still comes from farming and ranching. The United States, with its **fertile** soil and good growing conditions, produces more food than it needs, so it is the major **exporter** of farm products.

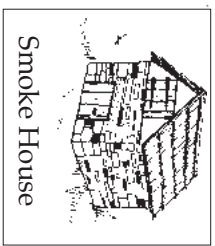
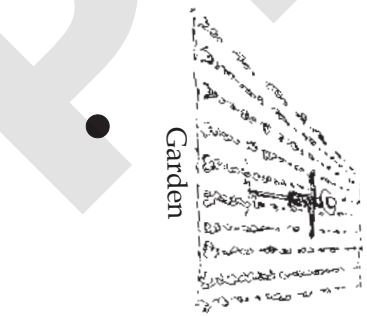


Directions:

1. Use your scissors to carefully cut out the farm buildings on the next page.
2. Use the picture of the farm and the written directions to place the buildings on the farm.
3. Glue the buildings over the dots where those places would be found.
4. Use coloring pencils to add color to your map.
5. The first one has been done for you.

Example: A Smoke House is a building where meat or fish is cured with smoke. The Smoke House is located southeast of the garden and south of the clothesline.

1. A Wood Shed is the building where chopped wood is stored for fuel and cooking. The Wood Shed is located north of the apple orchard.
2. The Wagon Shed is the building that holds the wagons used for work in the fields. The Wagon Shed is located northwest of the garden and west of the apple orchard.
3. The Machine Shed is the building that houses all of the heavy machinery for the farm. The Machine Shed is located northeast of the Wagon Shed and southwest of the Wood Shed.
4. The Farm House is the building that the farming family lives in. The Farm House is located north of the clothesline.
5. The Corn Crib is the building that dries, seasons, and stores the corn grown on the farm. The Corn Crib is located east of the hay field and southwest of the Wagon Shed.



LET'S TALK ABOUT IT

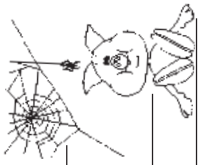
(Part I: Chapters 1-4)

In the first few chapters of *Charlotte's Web* you're going to read about a little girl who takes on a big responsibility and an animal who finds himself in a new place and lonely. Read the questions below and write down some of your thoughts on the lines provided. Use the back of this paper if you need more room. Be ready to discuss some of your answers.

- Have you ever taken on the responsibility of caring for an animal all by yourself? What type of animal did you care for? What responsibilities did you have to care for your animal? If you have never taken care of an animal before, what kind of animal would you like to be responsible for? What do you think your duties would be to care for this animal?

- Have you ever been the new student at school? Were you lonely? What happened to change your feelings of loneliness? If you are still lonely, can you think of something that might help you? If you have never been to a new school, think of three things you could do to help someone who might be new at your school and feeling lonely.

VOCABULARY CARD




WORD: _____

PART OF SPEECH: _____

DEFINITION: _____

VOCABULARY CARD




WORD: _____

PART OF SPEECH: _____

DEFINITION: _____

VOCABULARY CARD



WORD: _____

PART OF SPEECH: _____

DEFINITION: _____

**How To Draw:
PIG**

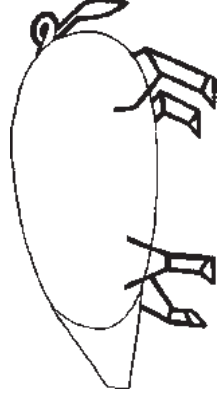


In this activity, you will be drawing a pig like Wilbur from the book *Charlotte's Web*.

Directions: Very lightly sketch out the first step. Then, also very lightly add step 2. Continue in this way until all four steps are completed. In each drawing, the new step is shown darker than the previous one so that it can be clearly seen, but you should keep your drawing very light.




1. Draw shapes to form the head and body.



2. Draw shapes to form the legs and tail.

COMPREHENSION QUESTIONS
(Chapters 1 and 2)



Directions: Use the information from Chapters 1 and 2 of *Charlotte's Web* to answer the questions below. Remember to write your answers using complete sentences.


1. Why was Mr. Arable going to the barn with an ax?

2. What did Mr. Arable decide to do instead?

3. Why was Wilbur considered a spring pig?

4. Who did Wilbur go to live with when he got too big to live at Fern's house?

COMPREHENSION QUESTIONS
(Chapters 1 and 2)



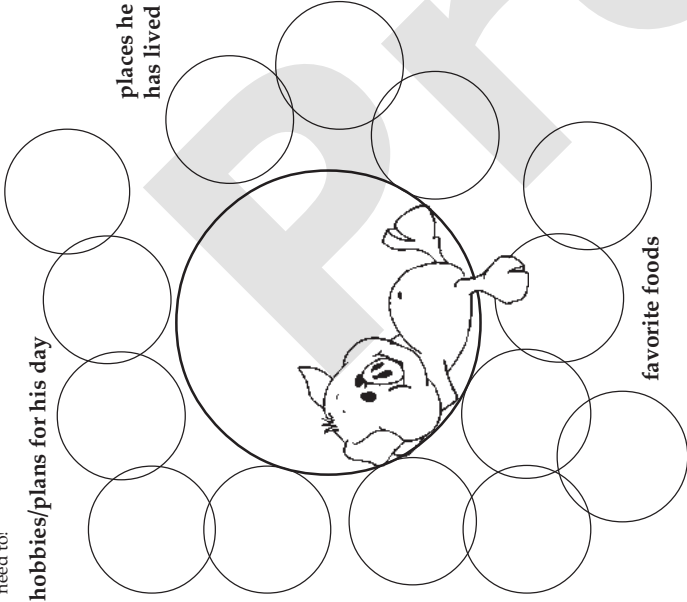
Directions: Use the information from Chapters 1 and 2 of *Charlotte's Web* to answer the questions below. Circle the correct answer from the choices given.

1. Why was Mr. Arable going to the barn with an ax?
 - a) He needed to chop some fire wood for dinner.
 - b) He was going to kill the runt from the litter of pigs.
 - c) He was going to help put out a fire in the barn.
2. What did Mr. Arable decide to do instead?
 - a) He decided to use the fire wood that he chopped yesterday.
 - b) He gave the runt from the litter of pigs to his daughter, Fern.
 - c) He called the fire department to help him put out the fire.
3. Why was Wilbur considered a spring pig?
 - a) He was born in the Spring.
 - b) He had a special "spring" to his step.
 - c) He liked to drink water from the spring out by the barn.
4. Who did Wilbur go to live with when he got too big to live at Fern's house?
 - a) He went to live on a stranger's farm.
 - b) He went to live with Fern's uncle, Homer Zuckerman.
 - c) He went to live with Fern's grandparents on their farm.

WILBUR

You have been reading about Wilbur from *Charlotte's Web*. In this activity you will create a Character Web about Wilbur. In a Character Web the main character is in the middle and information about the character forms a "web" around him or her. Use what you have read about Wilbur to fill in the circles with the information requested. Go back to your book if you need to!

hobbies/plans for his day



**places he
has lived**

favorite foods

Now use the information you have gathered in the Character Web to write a three sentence description about Wilbur on the back of this paper.

SEQUENCING

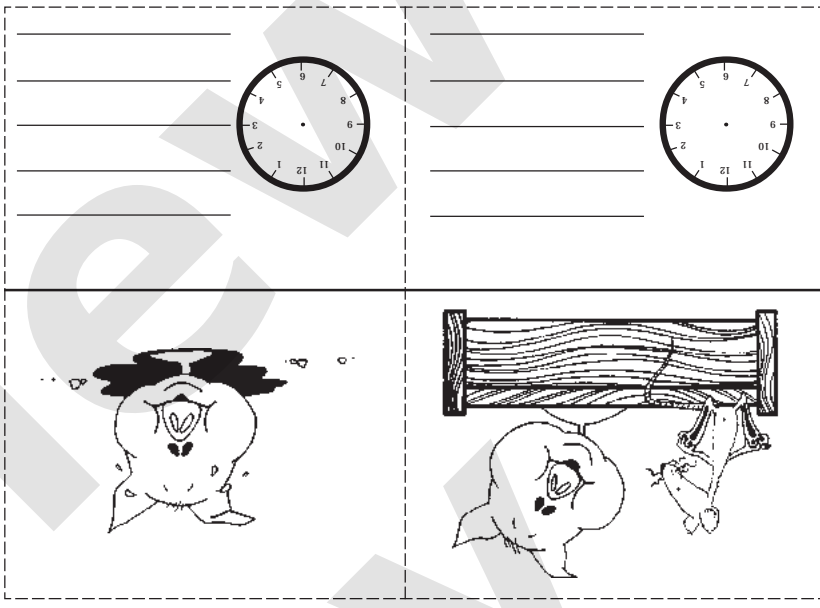
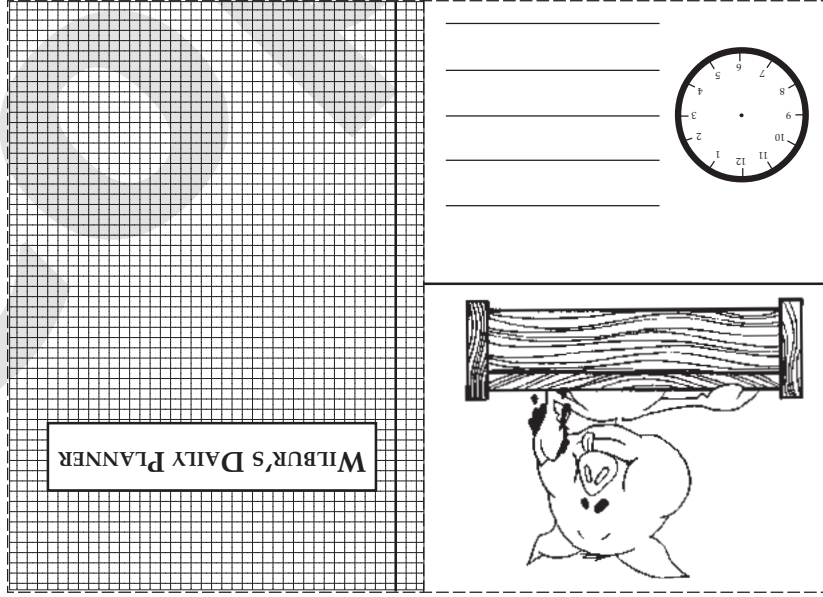
In Chapter IV of *Charlotte's Web* Wilbur had big plans for his day, but then it rained and spoiled his plans! In this activity you will make a book titled *Wilbur's Daily Planner*, sequencing Wilbur's plans for the day. Sequencing is an important skill because it helps put things in their proper order.

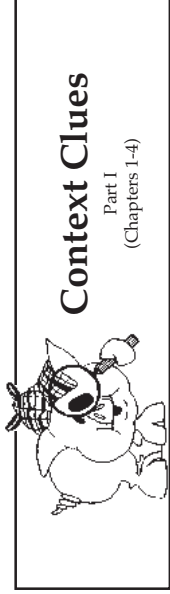
To make *Wilbur's Daily Planner* you will need:

- pictures of Wilbur's nine planned events from your teacher.
- a front and back cover from your teacher.
- coloring pencils.
- use of a stapler.
- scissors.

Directions:

1. Cut out and neatly color each of Wilbur's planned events. (Cut on the dotted lines.)
2. Cut out and neatly color the front and back covers for your book. (Cut on the dotted lines.)
3. Describe, on the lines provided, what is happening in each picture. (You will need to go back to Chapter IV of *Charlotte's Web* for the descriptions.)
4. Fill in the time on the clock that Wilbur planned to have each event begin. (You will need to go back to Chapter IV for this information.)
5. Put the events in order from the earliest time to the latest time.
6. Place the front cover on the top and the back cover on the bottom.
7. Staple your *Daily Planner* along the left side of the cover.





Context Clues

Part I
(Chapters 1-4)

Context Clues are actual “clues” that are given in sentences to help you figure out the meaning of a word. A good sentence will include a definition of the unknown word to give the reader a hint at the word’s meaning.

Directions: The sentences below contain Context Clues. After reading the sentence, fill in the blank with the correct vocabulary word. (You will base your decision on the definition, or clue, given in the sentence.) The vocabulary words are listed in the **Word Bank**. All of the words will be used when you are finished, and you will not use any of the words twice.

- The first one has been done for you, and the definition, or clue, given for the vocabulary word has been underlined. It may help you to underline the clues given in the rest of the sentences.

Word Bank

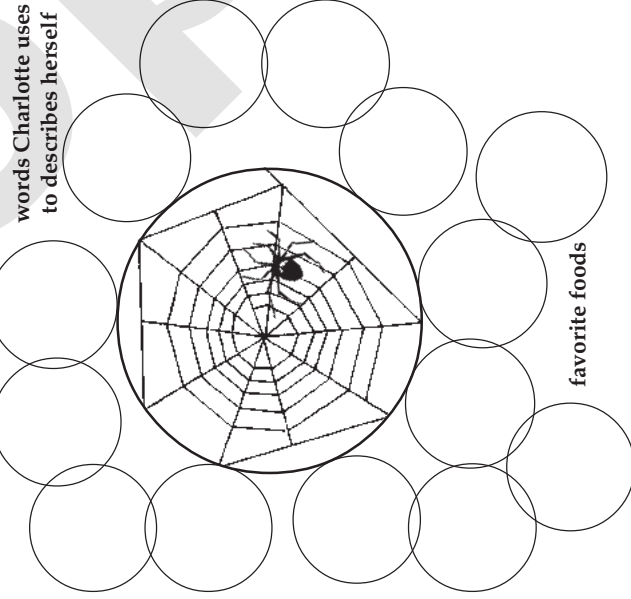
weaking	injustice	specimen	enchanted
vanished	waded	manure	perspiration
scythe	discarded	trough	orchard
commotion	captivity	eaves	provender
budge	frolic	glutton	dejected

1. He tried to catch his hamster, but he disappeared quickly and vanished out of sight around the corner.
2. Some endangered animals need to be kept in _____ for their own safety, but they don’t like being held under someone else’s control and would rather be free.

CHARLOTTE

You have been reading about Charlotte from *Charlotte’s Web*. In this activity you will create a Character Web about Charlotte. In a Character Web the main character is in the middle and information about the character forms a “web” around him or her. Use what you have read about Charlotte to fill in the circles with the information requested. Go back to your book if you need to!

words that Wilbur uses to describe her



words Charlotte uses to describe herself

favorite foods

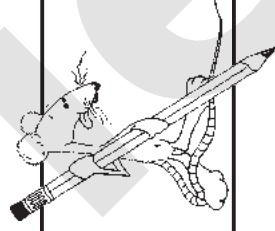
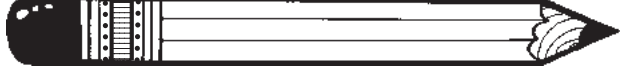
Now use the information you have gathered in the Character Web to write a three sentence description about Charlotte on the back of this paper.

VOCABULARY QUIZ

Part I
(Chapters 1-4)

Directions: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

- | | |
|---------------------|---|
| 1. _____ vanished | A. being in low spirits; depressed. |
| 2. _____ eaves | B. dry food, such as hay, used as feed for livestock. |
| 3. _____ dejected | C. an area of land devoted to the growing of fruit or nut trees. |
| 4. _____ weaking | D. sweat. |
| 5. _____ provender | E. attracted and delighted. |
| 6. _____ scythe | F. a person who eats or consumes huge amounts of food and drink. |
| 7. _____ orchard | G. the overhang at the lower edge of a roof. |
| 8. _____ commotion | H. a long, narrow, generally shallow container for holding water or feed for animals. |
| 9. _____ budge | I. material, especially barnyard or stable dung, used to fertilize soil. |
| 10. _____ enchanted | J. an individual who represents a whole group. |
| 11. _____ trough | K. to play and act carefree. |
| 12. _____ captivity | L. held under someone else’s control. |
| 13. _____ specimen | |
| 14. _____ discarded | |
| 15. _____ waded | |
| 16. _____ glutton | |



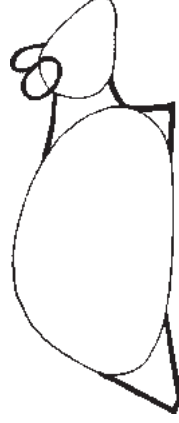
HOW TO DRAW: RAT

In this activity, you will be drawing a rat like Templeton from the book *Charlotte’s Web*.

Directions: Very lightly sketch out the first step. Then, also very lightly add step 2. Continue in this way until all four steps are completed. In each drawing, the new step is shown darker than the previous one so that it can be clearly seen, but you should keep your drawing very light.



1. Draw shapes to form the head and the body.



2. Draw shapes to form ears, neck, leg, and part of the tail.



Templeton the rat thinks your life is too easy, so he has created a math maze that he knows will stump you!

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$$\begin{array}{r} 43180 \\ 572 \\ 156 \\ 589 \\ 107 \\ 3046 \\ 76 \\ 485 \end{array}$$

Directions: Solve the problems below and color in all the squares that have the matching answer. (You will need to color in more than one box for each answer.) When you are finished you will see a message from Templeton.

$$\begin{array}{r} 1. \ 75 \\ \times \ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \ 800 \\ \times \ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \ 756 \\ + \ 199 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \ 70 \\ \times \ 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \ 600 \\ \times \ 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \ 99 \\ + \ 369 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \ 58 \\ \times \ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \ 315 \\ - \ 299 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \ 950 \\ + \ 149 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \ 99 \\ \times \ 8 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \ 305 \\ - \ 98 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \ 97 \\ + \ 653 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \ 964 \\ \times \ 5 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \ 705 \\ - \ 196 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \ 497 \\ + \ 379 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \ 703 \\ \times \ 7 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \ 301 \\ - \ 278 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \ 936 \\ + \ 158 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \ 138 \\ \times \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \ 409 \\ - \ 329 \\ \hline \end{array}$$

$$\begin{array}{r} 21. \ 982 \\ + \ 269 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \ 964 \\ \times \ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \ 516 \\ - \ 97 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \ 47 \\ + \ 599 \\ \hline \end{array}$$

$$\begin{array}{r} 25. \ 903 \\ \times \ 9 \\ \hline \end{array}$$

$$\begin{array}{r} 26. \ 702 \\ - \ 688 \\ \hline \end{array}$$

$$\begin{array}{r} 27. \ 458 \\ + \ 297 \\ \hline \end{array}$$

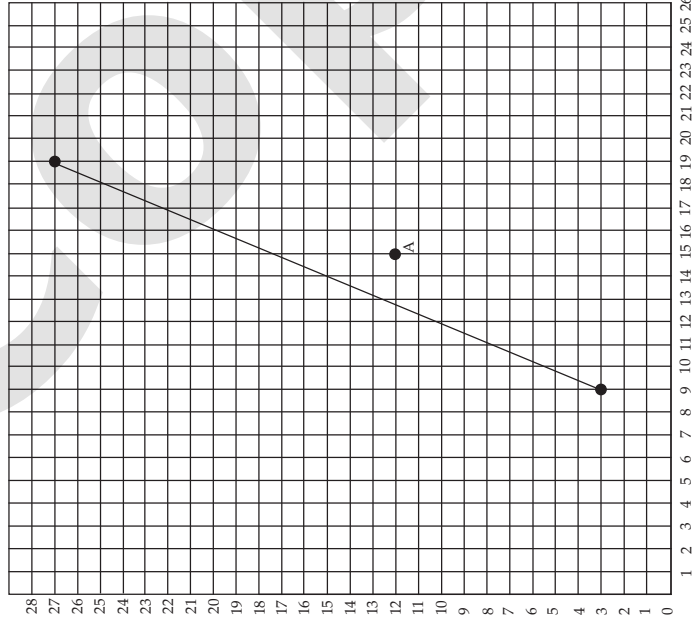
$$\begin{array}{r} 28. \ 531 \\ - \ 59 \\ \hline \end{array}$$

$$\begin{array}{r} 29. \ 201 \\ + \ 381 \\ \hline \end{array}$$

68	792	755	955	80	1,928	71
195	50	467	646	533	8,127	88
3,356	90	1,251	16	99	31	880
18	23	601	225	80	3,186	212
712	351	68	677	405	901	234
467	331	646	4,921	1,251	876	41
95	50	533	142	11	419	2,300
200	351	2,300	750	90	207	212
18	630	1,251	509	225	792	1,010
90	68	195	601	3,356	880	909
351	200	712	467	18	755	71
712	792	174	16	14	207	88
909	1,099	755	646	552	630	910
1,010	88	212	95	677	142	11
2,300	99	880	901	234	61	677
50	468	200	1,099	174	16	405
533	80	195	4,820	405	509	99
601	1,094	95	1,309	71	331	909
3,356	792	207	646	11	142	1,010

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Describe the design you have just made and explain how it reminds you of the book *Charlotte's Web*.

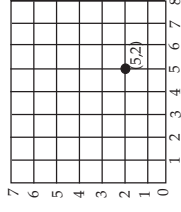
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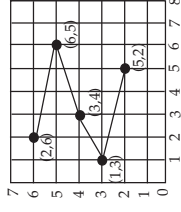
GRID MATH

Grid Math can be a fun way to make designs and learn about a grid system at the same time! Grid Math involves plotting points on a grid where two numbers meet.

For Example: If you want to plot a point where 5 meets 2 (5,2) on the grid below, you would count over 5, up 2, and plot the point where the two lines meet:

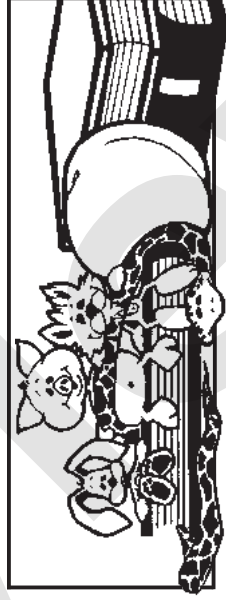


After you have plotted more points, you can connect the dots to make a design:



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PERSONIFICATION

Personification is a big word that simply means giving animals human qualities. In *Charlotte's Web* the human quality given to the animals is the ability to talk. In this activity you will use research skills to locate other books that use this form of personification.

Directions: Below is a list of ten authors and summaries of ten books. Use your computer or card catalog in the library to match the author with his or her book summary, and then write the title of the book on the line. (Remember to look up the authors by their last names.) Most of these authors have written more than one book, so be careful to list the book that fits the summary. The first one has been done for you.

1. H. Roald Dahl _____ James and the Giant Peach _____
(Book Title)
 2. _____ George Selden _____
(Book Title)
 3. _____ A.A. Milne _____
(Book Title)
 4. _____ Deborah Howe _____
(Book Title)
- A talking bear and his companions are on an adventure in the Hundred Acre Woods.
- A cat and a dog are sure the new bunny in the house is a vampire.
- A spider wants to have a tea party, but she can't convince her friends she won't eat them!

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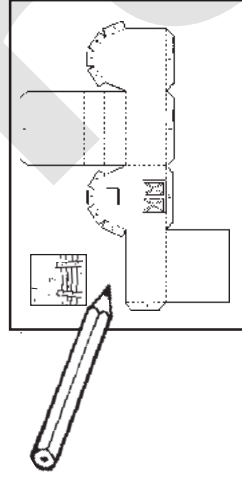
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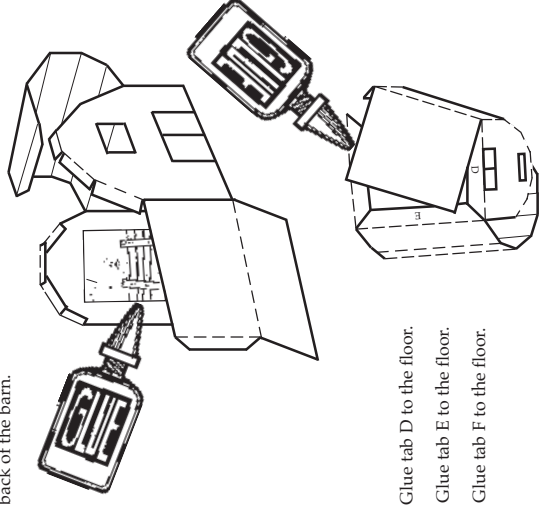
In this activity you will be making a miniature barn like the one that Wilbur and Charlotte live in on Zuckerman's Farm.



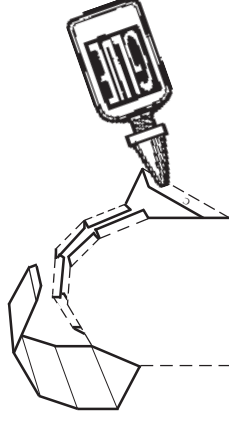
1. Color the barn and the picture of Wilbur and Charlotte.



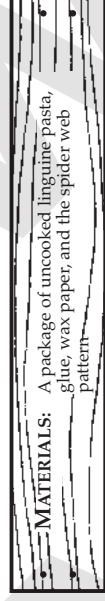
6. Glue the picture of Wilbur and Charlotte to the inside back of the barn.



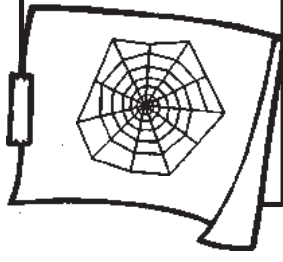
7. Glue tab D to the floor.
8. Glue tab E to the floor.
9. Glue tab F to the floor.
10. Glue tab C to the side with Wilbur and Charlotte on it.



In this activity you will be constructing a spider web just like the one Charlotte made in the book *Charlotte's Web*.



1. Place wax paper over the spider web pattern and tape in place.



The County Fair is coming to your town! Your grandma and grandpa are going to take you and your little brother and sister. When you arrive you see a sign listing the prices for activities and food at the Fair.

WELCOME TO THE COUNTY FAIR!

ADMISSION:	Adults	\$ 5.00
	Children 12 and under	\$ 3.50
	Senior Citizens	\$ 2.75
RIDE TICKETS:	Single ride tickets	\$.25
	Book of 50 ride tickets	\$10.00
FOOD:	Hamburgers	\$ 2.50
	Hotdogs	\$ 1.75
	French Fries	\$ 1.25
	Caramel Apples	\$.95
	Popcorn	\$ 2.00
DRINKS:	Small	\$ 1.00
	Medium	\$ 1.50
	Large	\$ 2.00

Use the price list to complete these activities:

1. a) What will the admission cost be for all five of you?
b) How much change will your grandfather receive from a twenty dollar bill?

Work Space

Answers: a)	b)
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WRITING ACTIVITIES



1. Complete the Story Mapping activity about *Charlotte's Web*. Choose a problem from the book, and list five events about the problem. Your sentences telling about these five events need to be complete and in the order that they happened. Then use this information to write a paragraph. Your paragraph should include a topic sentence (information about the title, author, setting, characters, and the problem), 5 supporting sentences (the five events), and a closing sentence (the solution to the problem). Have your parents edit and sign your rough draft before writing a final draft in ink.
2. Create an advertisement poster for *Charlotte's Web* that will encourage someone else to read the book. Make sure that you include details about the setting, characters, and at least three important events from the story. Don't give away the ending to the story! Have your parents edit and sign your rough draft advertisement before putting your final draft on poster board or large construction paper. Include a picture on your poster!
3. Choose an exciting chapter or event from *Charlotte's Web* and write a play about it. Your play should have a list of characters at the top, necessary props, information about the setting, and speaking parts for each character so that the play will tell about the important events in the story. Have your parents edit your rough draft play before writing your final draft in ink.
4. Create a "Fact Card" for *Charlotte's Web*. A "Fact Card" lists 10 important events from the story in order and two activities that someone else could do to learn more about the book. Have your parents edit and sign your rough draft before putting your final draft neatly on construction paper. To make your "Fact Card" more attractive, draw a picture from the book at the top of your construction paper.
5. Choose and put in order eight important events from *Charlotte's Web*. Have your parents edit and sign your events before continuing. Use your eight events to make an eight frame cartoon on white drawing paper. To prepare the paper for your cartoon, fold the paper so it makes eight squares. In each square write down one important event and draw a picture for that part of the story. It's very important that the events be in order so your cartoon makes sense.



BOOKMARKS



GLOSSARY

- ac•ro•bat** *n.* one who is skilled in feats of balance and agility in gymnastics. "What kind of an acrobat do you think I am?" said Charlotte in disgust.
- a•cute** *adj.* sharp or severe pain. "It would serve you right if you had an acute attack of indigestion."
- ad•jour•ned** *v.* ended a meeting. "Thanks," said Charlotte. "The meeting is now adjourned."
- ae•ro•naut** *n.* a pilot of a lighter-than-air craft, such as a balloon. So Charlotte told him about another cousin of hers who was an aviator.
- an•es•thes•ic** *n.* a drug that causes loss of sensation and controls pain. "I always give them an anesthetic so they won't feel pain."
- as•cend** *v.* to go or move upward; rise. "Now then, out and down for the leg of the R! Pay out line! What! Attach! Ascend! Repeat! Good girl!"
- as•sured** *adj.* made certain; no doubt; guaranteed. Your future is assured.
- be•wil•der•ment** *n.* a look of confusion or puzzlement. A look of complete bewilderment came over Mrs. Zuckerman's face.
- blun•dered** *v.* moved clumsily or blindly; made a serious mistake. A fly that had been crawling along Wilbur's trough had flown up and blundered into the lower part of Charlotte's web and was tangled in the sticky threads.
- budge** *v.* to move or stir slightly. Wilbur did not budge.
- cap•tiv•i•ty** *n.* held under someone else's control. He's trying to lure you back into captivity.
- ca•rous•ing** *v.* engaging in merrymaking, eating and drink excessively. "What feasting and amusing!"
- com•mo•tion** *n.* a disturbance. The cocker spaniel heard the commotion and he ran out from the barn to join the chase.
- con•spir•a•cy** *n.* an agreement to perform together a wrongful act. "There's a regular conspiracy around here to kill you at Christmas time."
- cro•chet** *v.* to make a piece of needlework by looping yarn or thread with a hooked needle. "But I can crochet a doily and I can knit a sock."
- de•ject•ed** *adj.* being in low spirits; depressed. Friendless, dejected, and hungry, he threw himself down in the manure and sobbed.
- de•scend** *v.* to move from a higher to a lower place; to go down. "Now for the R! Up we go! Attach! Descend!"
- des•tī•ny** *n.* a predetermined way a person's life is meant to go. "Wilbur's food is your food; therefore Wilbur's destiny and your destiny are closely linked."