

CHARLOTTE'S WEB

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Objectives

1. *Comprehension*—Students will demonstrate understanding of the novel through written and verbal responses to sectional comprehension questions and whole-book activities which correspond to Thoughtful Education learning styles.
2. *Vocabulary*—Using vocabulary from the novel, students will define familiar and unfamiliar words based on context.
3. *Reading Skills*—Through activities relating to the novel, students will demonstrate understanding of the following reading skills: prefix, root word, suffix; punctuating dialogue and identifying the speaker; listing verbs and adjectives.
4. *Writing Activities*—Students will interact with and extrapolate from the novel to complete various written assignments designed to fit the four learning styles.

Summary of Novel

When her father plans to kill the runt of a litter of piglets, Fern Arable is devastated. She begs her father to let her care for the runt, and he agrees. Fern develops a special bond with the pig, Wilbur, as she lovingly raises him. But when Wilbur is nearly grown, Fern's father takes Wilbur to live on a nearby farm.

Fern visits often, but Wilbur is lonely without her until the day he meets Charlotte, a beautiful gray spider who also lives in the barn. Charlotte teaches Wilbur about true friendship as she works tirelessly to save Wilbur's life. Having escaped the slaughter once again, Wilbur must then face the loss of his beloved friend. But Wilbur has learned to depend on himself, and he reaches out to make new friends.

SPINNING THE WEB

AN INTRODUCTORY LESSON

Objective: Students will interact with concepts and vocabulary from the novel in order to gain a basic understanding of the story before they begin reading.

Directions for Playing “Rattle On!”

1. Group students in pairs. Combine two pairs together to form groups of four students. Designate pairs as Team A or Team B. The pairs will compete against each other in “Rattle On!” a game similar to “Outburst™.”
2. Distribute one copy of “Rattle On!” (pages 3–4) to each pair of students. The pages are labelled Team A and Team B.
3. Team A begins by naming the topic of one category for Team B. Team B then has 90 seconds to identify as many of the items for the topic as possible. In the second round, Team B names the topic. Team A guesses the items. Continue until each team has named three topics.
4. Team A keeps score for Team B, and Team B keeps score for Team A. A team scores one point for each correct answer identified. If a team correctly identifies all ten items within the time limit, the team receives an extra five points.
5. The team that chooses the topic may give clues to the other team; however, there is no rule requiring this. One team in a group may give clues, while the other team chooses not to give clues.

After the game, discuss the categories with the class.

Which items were easy to identify?

Which items surprised you? Why?

Were there any items you did not understand?

What do you know about the novel from this activity?

RATTLE ON !

TEAM A

Things You Would See on a Farm

barn	fields/crops
chickens	tractors
horses	farmhouse
cows	silo
manure	hay/straw

Things You Do When You Care for a Pet

love them	feed them
clean up messes	play with them
take them outside	give baths
talk to them	pet them
hold/hug them	take to vet

Qualities You Would Expect in a Friend

loyalty	loving
caring	happy
funny	honest
kind	dependable
common interests	easy to be with

RATTLE ON !

TEAM B

Facts About Spiders

8 legs	spin webs
catch insects in webs	7 parts to a leg
arachnid	hairy
may bite humans	some poisonous
lay eggs in a sac	don't live long

Farm Chores

milk cows	cook dinner
gather eggs	wash clothes
stack hay	pick crops
feed horses	clean the barn
fix tractors	chop wood

Things You Would Find at a County Fair

Ferris wheel	ring toss game
stuffed animals	horse stalls
pig barns	eating contest
jelly/jams/pie contests	hot dog stand
people	garbage