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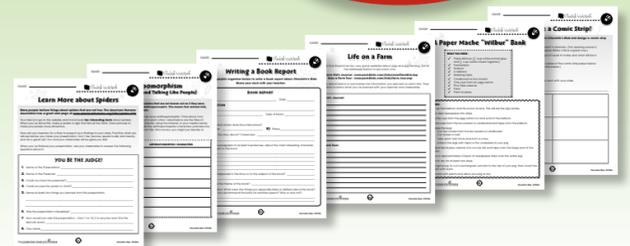
EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

FREE!

✓ **6 BONUS Activity Pages!** Additional worksheets for your students

- Go to our website: www.classroomcompletepress.com/bonus
- Enter item CC2306 or Charlotte's Web
- Enter pass code CC2306D for Activity Pages.





E.B. White (1899-1985)

Elwyn Brooks (E.B.) White was born in Mount Vernon, New York on July 11, 1899. He said that he began writing as soon as he could spell. Elwyn went to elementary and high school in his hometown and finished Cornell University in 1921.

As a young man, White was a newspaper reporter. In 1929, he married Katherine Angell. He also took a job as a writer at the *New Yorker Magazine* and stayed there for several years.

In 1939, Elwyn and Katherine bought a farm in Maine. He spent a great deal of his time writing books and magazine articles. His first children's book, *Stuart Little*, was published in 1945. It is the story of a young boy who was no larger than a mouse.

White loved the farm and the animals on it. In 1952, he published *Charlotte's Web*. It is the story of a pig named Wilbur and a gray spider named Charlotte. White based many of the animal characters in the book on his own farm animals. *Charlotte's Web* quickly became very popular. It also won a Newbery Award for Best Children's Book.



E.B. White died in North Brookline, Maine, in 1985. He will always be remembered as the man who made Charlotte, Wilbur, and Templeton real to generations of children.

Did You Know?

- that E.B. White wrote a book about grammar and rules for writing?
- that White's friends called him "Andy"?
- that White was so shy as a child he would have someone else read his work to the class?



Chapters One and Two

1. Why do you think a little girl would try to save the life of a baby pig?

2. Look at the cover of *Charlotte's Web*. What do you see there?

Vocabulary

Write the correct word next to its meaning. Three words will be left over.

runt	sopping	injustice	untimely	dagger
specimen	blissful	gaze	enchanted	manure

- _____ soaked or drenched with water
- _____ the smallest or weakest of a litter
- _____ happening too soon or too early
- _____ an act that is unfair or wrong
- _____ extreme happiness
- _____ something used as an example
- _____ a short pointed weapon with sharp edges



Chapters One and Two

Part A

1. Which answer best describes:

- a) Fern?
- A a calm girl
- B an unconcerned girl
- C a girl who cares about others
- b) Wilbur?
- A an angry baby pig
- B an easy-going baby pig
- C a crying baby pig

2. Circle T if the statement is TRUE or F if it is FALSE.

- T F a) Mr. Arable was carrying a shotgun to the hog house.
- T F b) Fern was very upset when she found out what her dad was planning to do to the baby pig.
- T F c) Fern begged her dad not to kill the pig.
- T F d) Mr. Arable gave the pig to Avery, Fern's brother.
- T F e) The Arables fed the pig with a baby spoon.
- T F f) Fern named the pig Wilbur.
- T F g) Fern and Wilbur did not spend much time together.
- T F h) Mr. Arable was upset when Wilbur began to eat more and more.
- T F i) Fern did not know the family who bought Wilbur.
- T F j) Wilbur went to live in the cellar of Zuckerman's barn.



Chapters One and Two

3. Beside each quote from the book write the name of the character who said it.

	Fern	Mr. Arable	Mrs. Arable	Avery
a) "Where's Papa going with that ax?"				
b) "Well, one of the pigs is a runt. It's very small and weak, and it will never amount to anything."				
c) "Please don't kill it! It's unfair!"				
d) "I'll let you start it on a bottle, like a baby."				
e) "You call that miserable thing a pig?"				
f) "Can I have a pig, too, Pop?"				
g) "Its name is Wilbur."				
h) "Tell your uncle Homer that you've got a pig you'll sell for six dollars, and see what he says."				

Answer each question with a complete sentence.

4. How do you think Fern felt when she found out that her dad was going to kill Wilbur?

5. Describe some of the things that Fern did with Wilbur when he was still a baby pig.



Write about a good friend of yours. What are your friend's best qualities? Does your friend share any qualities with Charlotte? What are they? Do you believe that your friend would stand up for you the way Charlotte did for Wilbur?
(Use complete sentences)



Pretend that the animals in the barnyard are going to have a party for Wilbur to celebrate his special prize at the County Fair. Design an invitation that they might send. Be sure to include all the information that is needed.
(remember the 5 W's - who, what, where, when, and why).



Word Search

Find all of the words in the Word Search. Words may be horizontal, vertical or even diagonal. A few may even be backwards. Look carefully!

avery	fair	horse	radiant	some pig
barn	fern	humble	rotten	templeton
charlotte	friend	miracle	runt	uncle
distinct	gander	mr. arable	sac	web
egg	goslings	mrs. zuckerman	sheep	Wilbur

c	h	a	r	l	o	t	t	e	u	q	g	a	s	i	f	f	t	k	i	j	g
n	o	h	i	l	o	s	o	e	h	i	c	a	a	m	e	u	n	m	e	a	s
i	r	h	n	n	d	i	r	u	m	i	r	a	c	l	e	u	n	t	r	i	l
t	s	a	t	k	r	a	f	b	h	p	w	a	i	v	e	f	r	i	e	n	d
b	e	w	i	a	v	e	r	y	i	g	l	a	z	e	d	p	m	t	d	y	b
e	j	h	i	f	d	l	t	i	e	c	n	e	g	g	t	u	f	s	n	y	n
h	u	m	b	l	e	c	f	n	o	m	e	e	t	s	y	e	s	f	a	o	n
l	s	s	a	h	b	n	f	a	i	t	r	g	o	s	l	i	n	g	s	u	
o	e	a	r	d	e	u	e	t	a	a	t	e	p	d	n	i	g	j	y	m	v
u	o	e	n	a	j	a	r	p	r	u	n	t	o	o	j	n	r	m	i	c	
s	i	d	w	t	s	i	n	n	s	a	c	c	r	r	c	u	h	o	e	r	m
l	r	d	s	a	e	y	f	c	g	b	i	r	o	o	m	n	r	t	y	t	p
c	h	i	c	s	r	l	u	t	e	l	y	c	r	b	s	w	q	t	r	v	i
a	s	e	m	s	z	u	c	k	e	r	m	a	n	i	u	n	e	t	r	v	
i	m	v	i	o	r	o	t	e	m	s	a	c	d	i	s	t	i	n	c	t	i
h	n	i	l	p	c	v	m	r	f	s	c	o	i	p	m	u	n	g	d	a	o
i	n	o	v	t	d	l	a	e	g	y	n	u	a	g	d	k	n	d	e	i	p
i	n	h	t	f	s	h	e	e	p	f	v	j	n	i	m	r	c	x	z	o	n
u	h	t	g	d	s	b	j	m	t	i	y	b	t	u	i	j	b	v	c	o	p
a	s	r	g	h	i	o	l	m	n	y	g	o	p	g	h	t	u	k	w	f	i



Comprehension Quiz

Answer each question in a complete sentence or short paragraph.

- How did Fern feel when she found out that her father was going to kill the runt piglet that had just been born? What question did she ask him?

- Describe how Fern took care of Wilbur in the beginning. Why do you think she did these things?

- How did Lurvy get Wilbur back to the barn after he escaped?

- What is Wilbur's problem at the beginning of Chapter Six? What happens to help him solve it?

- What was Charlotte's fancy way of saying, "Hello"?

- Why did Wilbur think that Charlotte was "bloodthirsty"? Did he still feel that way at the end of the story?

SUBTOTAL: /10

Spider Web Map

Use this graphic organizer to list the main ideas of the story.

_____ Detail

_____ Detail

_____ Detail

Topic/
Concept/Theme

_____ Detail

_____ Detail

_____ Detail

NAME: _____

After You Read 



Chapters Nine and Ten

1. Write the name of the speaker in the box beside each quote. One name will be left over.

Charlotte	Templeton	Wilbur	a Lamb
Mrs. Zuckerman	Avery	Fern	Lurvy

a) "What in thunder? Rats! Fhew! I might a' known a rat would make a nest under this trough. How I hate a rat!"

b) "I was just thinking that people are very gullible."

c) "You have awfully hairy legs, Charlotte."

d) "Just in time for a piece of blueberry pie!"

e) "Hey, look at that big spider! It's tremenjus."

f) "You stop it, Avery!"

g) "Who wants to live in a barn that's perfumed with rotten eggs?"

2. Write a paragraph of at least four sentences telling how it feels to go up in a swing.

1.

a) Lurvy

b) Charlotte

c) Wilbur

d) Mrs. Zuckerman

e) Avery

Fern

g) a lamb

1.

A. something that covers or conceals

B. hard work

C. seriously

D. confusion

E. easily seen

F. an unusual action

G. an event that will happen in the future

H. outstanding or spectacular

1.

B

1.

accept any reasonable answer

2.

D

2.

accept any reasonable answer

3.

A

2.

accept any reasonable response

4.

B

3.

a) Mr. Zuckerman

b) Charlotte

2.

accept any reasonable response

3.

accept any reasonable response

5.

C

c) the old sheep

d) Templeton

25

26

27

28



EASY MARKING ANSWER KEY

- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.