## At A Glance

### Learning Expectations

| Chapter 1 | Chapter 2 | Chapter 3 | Chapter 4 | Chapter 5 | Chapter 6 | Chapter 7 | Chapter 8 | Chapter 9 | Chapter 10 | Chapter 11 | Chapter 12 | Chapter 13 | Chapter 14 | Chapter 15 | Chapter 16 | Chapter 17 | Chapter 18 | Chapter 19 | Chapter 20 | Chapter 21 | Chapter 22 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

### Reading Comprehension

- Noting Details
- Emotional Reactions
- Recalling Events
- Sequencing Story Elements
- Seeing Relationships
- Finding Proof
- Drawing Conclusions
- Making Inferences

### Vocabulary, Development, Grammar & Word Usage

- Antonyms, Synonyms, Homonyms, Word Meanings, Alphabetical Order
- Compound Words, Root Words, Contractions, Plurals
- Syllabication, Prefixes, Suffixes
- Nouns, Verbs, Verb Tenses
- Phonetic Development
- Punctuation

### Creative Thinking

- Descriptive Paragraph Writing
- Interpreting Expressions
# Table of Contents

- Expectations ............................................................................................................................. 4
- Summary of the Story ................................................................................................................ 4
- Author Biography ....................................................................................................................... 4
- Vocabulary .................................................................................................................................. 5
- Teacher Input Suggestions ......................................................................................................... 8
- Reading the Novel ...................................................................................................................... 8
- Discussion Questions .................................................................................................................. 10
- Reproducible Student Follow-Up Booklet ............................................................................... 21
- Creative Activities ...................................................................................................................... 54
- Reproducible “Characters in the Novel Sheet” ........................................................................ 60
- Reproducible “Remembering and Predicting Sheet” ................................................................. 61
- Answer Key .................................................................................................................................. 62
Expectations

The students will:

- become familiar with the writing style of E.B. White.
- develop and enhance their reading comprehension skills orally and in written form.
- develop their independent work habits.

Summary of the Story

Fern Arable is a little girl who lives with her parents and her brother Avery on a farm. She could not bear the thought of her father killing a runt piglet and begged him to let her raise it. Wilbur and Fern become great friends and their friendship endures even when he has to leave their farm.

At the Zuckerman’s farm, Wilbur befriends a spider named Charlotte. She protects, calms, soothes, praises, and entertains Wilbur throughout the story. With the help of Templeton the rat, Charlotte’s plan to prevent Wilbur’s death is successful.

Author Biography

E.B. White

Elwyn Brooks White was born on July 11, 1899 in Mount Vernon, New York. He graduated from Cornell University and then became a reporter with the “Seattle Times” in Seattle, Washington. Later, he worked as a copywriter and eventually became editor of the “New Yorker,” a magazine. His writings appeared for many years in the “New Yorker.”

In 1970, he was awarded the Laura Ingalls Wilder Medal for his children’s books entitled “Stuart Little” and “Charlotte’s Web”. His third book called “The Trumpet of the Swan” also won several awards. E.B. White is the author of seventeen books of prose and poetry. He received many distinguished literary honors and in 1973 he was elected to the American Academy of Arts and Letters.

Mr. White wrote “Charlotte’s Web” because he was very fond of animals. His home was on a farm and he raised pigs. Everyday he fed them himself. He always felt that he was betraying his animals since he knew what would eventually happen to them. Mr. White had always wanted to save a pig and so he did in the story called “Charlotte’s Web.”
E.B. White also found spiders interesting creatures. He felt they were skillful, amazing and useful. He objected to the ways that parents and adults turned children against them.

One day in his barn, he watched a spider spin an egg sac and deposit her eggs into it. He took the spider and the egg sac to New York with him on a business trip. In the hotel room, he put the spider and her sac in a candy box and left them on his dresser. A few weeks later, the eggs hatched and little spiders emerged from the box through the air holes.

The little spiders strung fine lines from his comb and brush, to his mirror and to his nail scissors. They were busy and almost invisible. Mr. White enjoyed observing the little spiders and his observations helped him to write about Charlotte.

Two other children’s books written by E.B. White are “Stuart Little” (1945) and “The Trumpet of a Swan” (1970). “Stuart Little” tells the story of a mouse with human parents. “The Trumpet of the Swan” is about a swan who does not have a voice. His children’s books deal with friendship and love and the animals talk and act like people.

E.B. White was chiefly known as an essay writer. His essays deal with both serious and light subjects and have a clear, witty style. He wrote in an informal, personal manner.

In 1989, at the age of 86, E.B. White died. He will always be remembered by children who read his books and watch the videos about them.

**Vocabulary**

The vocabulary selected may present problems for some students while reading the novel independently. You may wish to duplicate the vocabulary pages for each chapter and discuss the words with your students. The words for each chapter could also be recorded on the chalkboard or a chart to be introduced and discussed before the students read the chapter. Many skills may be taught or reinforced in any of the following areas.

- a) Syllabication
- b) Root Words
- c) Singular/Plural
- d) Synonyms
- e) Antonyms
- f) Nouns/Verbs
- g) Adverbs/Adjectives
- h) Spelling Lessons
- i) Homonyms
- j) Word Meanings
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Pages</th>
<th>Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Before Breakfast</td>
<td>1 to 7</td>
<td>runt, injustice, blissful, appetite, blushed</td>
</tr>
<tr>
<td>II</td>
<td>Wilbur</td>
<td>8 to 12</td>
<td>enchanted, oozy, peered, manure, hollered</td>
</tr>
<tr>
<td>III</td>
<td>Escape</td>
<td>13 to 24</td>
<td>perspiration, grindstones, commotion, dodged, hullabaloo</td>
</tr>
<tr>
<td>VII</td>
<td>Bad News</td>
<td>48 to 51</td>
<td>campaign, pestering, loathed, anaesthetic, conspiracy, hysterics</td>
</tr>
<tr>
<td>VIII</td>
<td>A Talk At Home</td>
<td>52-54</td>
<td>vaguely, unremitting, rambled, gratified</td>
</tr>
<tr>
<td>IX</td>
<td>Wilbur's Boast</td>
<td>55 to 65</td>
<td>boast, coxa, trochanter, femur, patella, tibia, metatarsus, tarsus, spinnerets, dragline, obligé, sedentary</td>
</tr>
<tr>
<td>X</td>
<td>An Explosion</td>
<td>66 to 76</td>
<td>gullible, crisis, straddled, surly, bestirred, drowsed</td>
</tr>
<tr>
<td>XI</td>
<td>The Miracle</td>
<td>77 to 85</td>
<td>exertions, bewilderment, miracle, miraculous</td>
</tr>
<tr>
<td>XII</td>
<td>A Meeting</td>
<td>86 to 91</td>
<td>idiosyncrasy, slogan, supreme, access, baser, adjourned, sensational</td>
</tr>
<tr>
<td>XIII</td>
<td>Good Progress</td>
<td>92 to 104</td>
<td>orb, radial, noble, radiant, aeronaut</td>
</tr>
<tr>
<td>Chapter</td>
<td>Title</td>
<td>Pages</td>
<td>Key Words</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------</td>
<td>-------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>XIV</td>
<td>Dr. Dorian</td>
<td>105 to 112</td>
<td>fibs, mercilessly, sociable, civilly, incessant, associate, advice</td>
</tr>
<tr>
<td>XV</td>
<td>The Crickets</td>
<td>113 to 117</td>
<td>monotonous, rumor, anxiety, modest, mere, confident, versatile, management</td>
</tr>
<tr>
<td>XVI</td>
<td>Off to the Fair</td>
<td>118 to 129</td>
<td>genuine, buffeted, lacerated, biffed</td>
</tr>
<tr>
<td>XVII</td>
<td>Uncle</td>
<td>130 to 137</td>
<td>blatting, listless, ascended</td>
</tr>
<tr>
<td>XVIII</td>
<td>The Cool of the Evening</td>
<td>138 to 143</td>
<td>humble, schemer, homesick, masterpiece</td>
</tr>
<tr>
<td>XIX</td>
<td>The Egg Sac</td>
<td>144-154</td>
<td>nifty, magnum, opus, languishing, hankering</td>
</tr>
<tr>
<td>XX</td>
<td>The Hour of Triumph</td>
<td>155 to 162</td>
<td>pompous, phenomenon, revived, complimentary, token</td>
</tr>
<tr>
<td>XXI</td>
<td>Last Days</td>
<td>163 to 171</td>
<td>emotion, trifle, sentiments, desolation, monkeyshine, wisecracks, desperation, mimicked</td>
</tr>
<tr>
<td>XXII</td>
<td>A Warm Wind</td>
<td>172 to 184</td>
<td>garrulous, honor, bleak, updraft, drearily, hallowed</td>
</tr>
</tbody>
</table>
Teacher Input Suggestions

NOTE:

I strongly recommend that the teacher read the novel and the material in this novel study well in advance of implementing them into his/her program. The teacher’s interest and knowledge of the story is essential in order to maintain the enthusiasm of the students.

1. The novel study unit on the book “Charlotte’s Web” can be used with the Science Unit entitled “All About Spiders”, #SSB1- 58. Both are published by S&S Learning Materials in Canada and On The Mark Press in the United States. The novel study could be implemented into your reading program and the Science Unit could be used in your Science Program. This is an ideal way to correlate two subject areas and to make reading more meaningful.

2. Introduce the world of spiders in any of the following ways.
   a) Read poetry and stories about spiders.
   b) Participate in a spider hunt and have your students observe them in the environment.
   c) Locate books and magazines on spiders from your school resource center.
   d) Create a bulletin board display with pictures of different types of spiders.
   e) Show films and filmstrips on spiders.

3. Discuss the reasons why people fear and dislike spiders. Record the reasons on a chart. Classify, with the students, the ones that are fact and the ones that are fiction.

4. Brainstorm for facts the students know about pigs and spiders. Record each set of facts on separate charts. As the novel study progresses add information about either animal the students find out while reading the story.

5. Show the video of “Charlotte’s Web” after the students have completed the novel study for enjoyment. Discuss the story line and compare it to the novel.

Reading the Novel

1. Distribute the books to the group of students who will be reading the novel. Have them peruse the cover and discuss the title, the pictures of the characters on it, the author and the illustrator.

2. Discuss the next five pages as to the way the publisher has set them up. Have the students locate the name of the publisher and where the book was published. The students should note the copyright date of its first publication. Review the copyright statement and why it is put there.
3. Examine the Table of Contents and have the students note the number of chapters. This would be a good time to review Roman Numerals. The students could discuss the titles of the chapters and forecast what each one is about.


5. Duplicate and distribute the sheet called “Characters in the Novel.” Instruct the students on how to fill out the sheet each time they meet a new character. On the sheet in point form they will record information on the character’s appearance, personality and make comments on their thoughts and feelings about the character.

6. Duplicate and distribute the sheet entitled “Remembering and Predicting.” On this sheet the student will summarize briefly each chapter or section and predict what will happen in the next one.

7. Make sure that you duplicate extra copies of both sheets and place them in a spot in the classroom where they are obtainable by the students as they will use more than one.

8. Have the students locate the first chapter and read it with them. Make sure the students clearly understand how you want them to complete both sheets by doing the first chapter with them. These sheets will be a useful tool during group discussions.

9. Independent workers could read the novel and work on the study guide at their own pace. When they have completed the novel and study guide, they could work on the creative activities found on pages 54 to 59. These activities could be duplicated or they could be written on charts that are displayed around the classroom.

10. If the students do not have independent work habits, you may want to use a more guided or directed reading approach. In this case, the students would read and complete the novel and study guide together working on one chapter at a time. The teacher would direct the students to read the chapter first. Then the chapter is discussed and the follow-up activity is explained. The students record their answers on the activity sheet(s). The teacher can mark the sheets or they could be discussed and the students could mark their own. The results, of the activities, should be recorded in a teacher record or comment book.

11. Once the students have completed the reading of the book and the activity sheets, they also could work on the Creative Activities found on pages 54 to 59.
Discussion Questions

The following questions could be used after the reading of each chapter with your students.

**Chapter I: Before Breakfast (Pages 1 to 7)**

A) **Setting:**

The setting is the time and place during which a chapter or story takes place.

In Chapter I the first setting of the story is a farmyard.

What types of events might take place at a farm? Record the students’ ideas on the chalkboard or on a chart.

What types of characters would you expect to meet in a rural setting?

B) **Conflict:**

The conflict in a story is the force that makes the story move along. It causes events to happen and characters to react.

What was the major conflict in Chapter I? *(Mr. Arable wanted to kill the runt piglet and Fern wanted to keep it alive.)*

How was the conflict resolved? *(Mr. Arable let Fern have the pig to feed and raise.)*

**Chapter II: Wilbur (Pages 8 to 12)**

In a story, the major characters are introduced as soon as possible. In this story, most of the characters have been introduced by the end of Chapter II with one important exception.

With your students make a list of all the characters that they have met in the first two chapters. Have them tell one thing that they have learned about each one.

Have character charts displayed on the chalkboard. One for each character. Record student comments about each character on the chart. Have them do the same on their “Characters in the Novel” sheets. Remind the students regularly that they should be filling in this sheet as they read each chapter.

**Chapter III: Escape (Pages 13 to 24)**

You have escaped from your pen and you find yourself free. What would you do? How would you feel if you were Wilbur? *(Answers may vary.)*

What were some of the things that Wilbur did with his new found freedom? Locate the paragraph on page 18 that tells what Wilbur did and how he felt. *(Paragraph 2)*
Who discovered Wilbur’s escape? *(Mrs. Zuckerman)* How did she react to the situation? *(excited; called for the men to catch the pig)*

What do you think Wilbur meant when he thought this line? “Now the trouble starts,” said Wilbur. “Now I’ll catch it.” *(He overheard Mrs. Zuckerman call for the men and knew they would be coming after him.)*

Imagine in your minds all the commotion that went on while the men were chasing Wilbur. Why was this an exciting event? How did all the other animals react? Look on page 19 for the animals’ reactions. Have the students read aloud different sentences that demonstrate the ways the animals behaved.

How do you know that Wilbur was confused? *(He didn’t know which way to run and the animals were yelling directions for him to take. He was running all over the place.)*

How did Mr. Zuckerman persuade Wilbur to return to his pen? *(He had a pail of warm slops that smelled delicious to Wilbur.)*

How did Wilbur feel at the end of the chapter? *(He felt happy and content.)*

**Chapter IV: Loneliness** *(Pages 25 to 31)*

Have you ever experienced disappointment when rain has spoiled your plans for a day. Share your experience with the class? How did you make your rainy day a good one after all?

Why was Wilbur so upset when he saw that it was raining that morning? *(All of his plans for the day had been ruined.)* Have different students read aloud Wilbur’s plans for the day in the order that he was going to complete them.

List all the words that tell how Wilbur felt that day. *(gloomy, lonely, friendless, crying, wanted love, bitter, sad, hungry, sobbed, surprised)*

How did the chapter end? *(A voice spoke to Wilbur and told him it would be his friend.)*

Why couldn’t Wilbur see his new friend. *(It was dark in the barn and the voice came from high up.)*

When would Wilbur meet his new friend? *(He would see his new friend in the morning.)*

**Chapter V: Charlotte** *(Pages 32 to 34)*

Discuss the following statements with your students. Have them give a reason for each one.

1. A barn is never perfectly quiet. (Page 32)
2. Wilbur watched in horror. (Page 38)
3. A spider has to pick up a living somehow or other. (Page 39)
4. He’s really a very innocent pig. (Page 40)
5. But what a gamble friendship is. (Page 41)

List words that describe Charlotte on a chart or on the chalkboard. Have the students search through the chapter for words and phrases.

- lives in a spiderweb in the doorway of the barn
- a large, gray spider
- the size of a gumdrop
- has eight legs
- nice-looking
- ties up insects caught in her web
- knocks insects out so they don’t feel anything
- drinks the insect’s blood
- eats flies, bugs, grasshoppers, choice beetles, moths, butterflies, cockroaches, gnats, midges, daddy longlegs, centipedes, mosquitoes, crickets, anything that gets caught in her web
- builds a web to trap insects
- loves blood
- is a trapper
- works hard for her food

How did Wilbur feel about his new found friend? (He thinks Charlotte is fierce, brutal, scheming, and bloodthirsty. She is everything he doesn’t like.)

What would Wilbur in time learn about Charlotte? (She has a kind heart and will be a loyal friend.)

Chapter VI: Summer Days (Pages 42 to 47)

1. Why did everyone dislike Templeton? (He would kill a gosling if he could get away with it.)

2. Have the sentence below written on the chalkboard ahead of the reading. Discuss this sentence and the underlined words. The students may have to look up some of the underlined words as well. The rat had no morals, no conscience, no decency, no milk of rodent kindness, no compunctions, no higher feeling, no friendliness, no anything.

3. Charlotte speaks very eloquently. Write the following sentences on the chalkboard ahead of the reading. Have the students read the sentences and then interpret them with their own words.
Chapter VIII: Bad News (Pages 48 to 51)

In this chapter another conflict occurred. Wilbur’s peaceful life becomes interrupted when another conflict develops. Have the children discuss the conflict, how it started, how Wilbur reacts, and how it may be solved.

In the chapter we find out more about Charlotte. Have the students locate a sentence in the chapter which proves each of the following facts about her. The sentence should be read aloud to the group.

1. Charlotte’s web was very useful to everyone. (Page 48, Hardly anybody around the farm had a good word to say for a fly.)

2. Charlotte was kind to her victims. (Page 48, I always give them an anaesthetic so they won’t feel pain. It’s a little service I throw in.)

3. Charlotte knew when people or animals were telling the truth. (Page 51, If she says they plan to kill you, I’m sure it’s true.)

4. Charlotte is able to handle bad news without getting upset. (Page 51, That remains to be seen. But I am going to save you, and I want you to quiet down immediately. You’re carrying on in a childish way. Stop your crying! I can’t stand hysterics.)

Chapter VIII: A Talk at Home (Pages 52 to 65)

Have the students locate the answers to the following questions.

1. Why is Mrs. Arable worried about Fern? (Fern told her parents what all the animals were saying in the barn. Mrs. Arable knows animals cannot talk so she thinks there is something wrong with Fern.)

2. Is Mr. Arable as concerned about Fern as his wife? (No. He said Fern had a lively imagination.)

3. Fern thinks Charlotte is clever. Do you? Explain why or why not. (Answers may vary.)
Chapter IX: Wilbur's Boast (Pages 55 to 65)

Discuss the following questions with your students.

1. What does the word “boast” mean? \textit{(Boast means to talk about how good you are at doing something or how much better you are than others.)}

2. Why is boasting considered harmful and annoying? \textit{(Answers may vary.)}

3. How do you handle someone who boasts all the time? \textit{(Answers may vary.)}

4. What was Wilbur boasting about in the chapter? \textit{(He said he could spin a web if he tried.)}

5. How did Wilbur’s boasting get him into trouble? \textit{(He kept falling off the manure pile and hurting himself.)}

6. Wilbur is a sensitive pig. Find two examples of his hurt feelings in this chapter. The sentences should be read aloud. \textit{(Page 58 - “What are they?” he asked sadly. Page 61 - “Wilbur hung his head. His eyes grew wet with tears.”)}

7. Charlotte’s calm composure is often a big help to Wilbur. Name one time when she managed to prevent him from becoming overly upset. \textit{(The night that he was thinking about dying. She spoke softly and calmly to him and reassured him that she was thinking of a plan on how to save him.)}

Chapter X: An Explosion (Pages 66 to 76)

Discuss the following questions with your students.

1. Avery has a way of always getting into trouble. Locate three ways he does in this chapter. \textit{(He took a frog into Mrs. Zuckerman's house and it jumped into the soapy water. Avery tried to capture Charlotte by attempting to knock her web down with a stick. He fell off the fence and landed on the edge of Wilbur's food trough. The trough tipped up and came down with a slap causing the goose egg to explode, releasing its terrible smell.)}

2. How do some of the other farm animals take credit for saving Charlotte's life? \textit{(The goose was delighted that it had never hatched. Templeton reminded the others that it pays to save things.)}

Chapter XI: The Miracle (Pages 77 to 85)

Discuss the following questions with your students.

1. What was the miracle in the barn? \textit{(Charlotte spun the words “Some Pig” in her web.)}
2. Who was the first person to see the web? *(It was Lurvy.)*

3. How did Lurvy react when he saw the words in the web? *(Lurvy felt weak and stared hard at the web. He thought he was seeing things. He dropped to his knees to say a prayer. Forgetting all about feeding Wilbur, Lurvy went to tell Mr. Zuckerman.)*

4. How was Charlotte’s idea to save Wilbur successful? *(Wilbur became a very famous pig and people from all over came to see the miracle in the barn. The Zuckermans felt they had no ordinary pig.)*

5. How had the Zuckerman’s lifestyle changed? *(Mr. Zuckerman was very busy entertaining visitors. He wore his good clothes every day. Mrs. Zuckerman prepared special meals for Wilbur. Lurvy shaved and got a haircut and his main duty on the farm was to feed the pig while people watched. The Zuckermans forgot to do their farm chores and things they normally did every day.)*

6. Who was not enjoying all the attention Wilbur was getting? *(Fern)* Why didn’t she like it? *(She liked it better when she could be alone with all the farm animals.)*

**Chapter XII: A Meeting** *(Pages 86 to 91)*

Discuss the following questions with your students.

1. What is the main idea in this chapter? *(The animals are having a meeting to decide the new word that Charlotte will put in her web.)*

2. Do you think this chapter has an appropriate title? Tell why or why not. *(Answers may vary.)*

3. Who was missing from the meeting? *(Templeton)*

4. How does Templeton feel about helping Wilbur? *(He doesn’t want to help and he could care less whether Wilbur lives or dies.)*

5. Why should Templeton care about what happens to Wilbur? *(He depends on the food put in Wilbur’s trough each day.)*

6. What new word will Charlotte spin in her web? *(terrific)*

7. How do you think Wilbur feels about being called a “terrific pig”? *(Answers may vary. Possible answer: embarrassed)*

**Chapter XIII: Good Progress** *(Pages 92 to 104)*

Discuss the following questions with your students.

1. How did the Zuckermans react to the second miracle? *(They called neighbors to come over and the newspaper reporter to see their terrific pig. They were very excited. Mr. Zuckerman wanted Lurvy to put straw in Wilbur’s pen so he would have*
a clean place to sleep. Lurvy was instructed to build a crate for Wilbur as Mr. Zuckerman was going to take Wilbur to the county fair.)

2. How was Wilbur’s life gradually changing? (He was to have clean straw in his pen every day. His days were busier as more people came to see him. He had to pose and stand and look terrific.)

3. How did Lurvy feel about Wilbur now? (He felt having an important pig only made more work for him.)

4. Why were the words “crunchy” and “pre-shrunk” not suitable ones? (The word “crunchy” would make the Zuckermans think about eating Wilbur and the word “pre-shrunk” would make them think that Wilbur is all shrunk up.)

5. What word did Templeton bring back that Charlotte felt she could use? (He brought back the word “radiant.”)

6. How did Wilbur feel about this word? (He felt radiant.)

Chapter XIV: Dr. Dorian (Pages 105 to 112)

Discuss the following questions with your students.

1. Why did Mrs. Arable feel that Fern was not behaving normally? (Fern told her about the stories that Charlotte told Wilbur in the barn. She talked about the things that the animals said. Mrs. Arable was upset because she knows that animals cannot talk and she thought something must be wrong with Fern.)

2. To whom did Mrs. Arable go for help? (She went to Dr. Dorian.)

3. What was Dr. Dorian’s reaction to Fern’s problem? (He wasn’t worried or concerned about it because she looked healthy, slept well, and had a good appetite. He felt it was something that she would grow out of.)

4. What do you think Dr. Dorian meant when he said “Perhaps if people talked less, animals would talk more.” Do you agree with this statement? Explain your answer. (Answers may vary.)

5. Why is a spider’s web a miracle? (A young spider knows how to build a web without any instructions from anybody.)

Chapter XV: Crickets (Pages 113 to 117)

Discuss the following questions with your students.

1. Of what did the song of the crickets remind each of the following characters in the story.
a) Fern and Avery - school would soon begin
b) the young geese - they would never be little goslings again
c) Charlotte - she hadn't much time left
d) Mrs. Zuckerman - another summer was gone
e) Lurvy - it was time to dig the potatoes

2. How does Wilbur live up to the expectations of others? (He tries very hard to look like some pig, terrific, and radiant.)

3. How did the other animals feel about Wilbur being the center of attention on the farm? (They were afraid that it would go to Wilbur's head and make him stuck up.)

4. Did Wilbur's fame change him in any way? (No, Wilbur remained modest and fame did not change him in any way. Wilbur felt friendship was the most satisfying thing in the world.)

5. What was Wilbur looking forward to when he heard the crickets sing? (He was looking forward to going to the County Fair.)

6. Charlotte experiences a conflict in this chapter. What is the conflict? (Wilbur wants her to accompany him to the fair but she feels she must stay behind to lay her eggs.)

7. If you were Charlotte how would you feel? What would you do? (Answers may vary.)

8. How does Charlotte reassure Wilbur to stop him worrying about the fair? (She told him she would go to the fair if she can.)

Chapter XVI: Off to the Fair (Pages 118 to 129)

Discuss the following questions with your students.

1. Discuss with your students the reasons why the following characters wanted to go to the fair?
   Mr. Zuckerman - (He wanted to win blue ribbons and have the best pig at the fair.)
   Lurvy - (He wanted to play games and win prizes.)
   Wilbur - (He wanted to be the best pig at the fair.)
   Templeton - (He found out that the fairgrounds were a rat's paradise as garbage is found all over the grounds.)
   Charlotte - (Wilbur may need her.)
   Avery - (He wanted to go on the rides and eat candy apples and other things.)

2. How were Templeton and Charlotte going to get to the fair? (They hid in Wilbur's crate before he was put in it.)

3. Why did Wilbur faint? (Mrs. Avery told the Zuckermans that they will get extra good bacon when it comes time to kill the pig.)

4. How was Wilbur revived? (Mr. Arable threw cold water all over him.)
5. Why did Mr. Zuckerman say “Nothing wrong with this pig?” *(Wilbur resisted strongly when they tried to put him in the crate.)*

6. Charlotte experiences a conflict in this chapter. What is Charlotte’s conflict? If you were Charlotte, how would you feel? What would you do? *(Answers may vary.)*

7. Do you think Charlotte should be going to the fair? Explain why. *(Answers may vary.)*

**Chapter XVII: Uncle** *(Pages 130 to 137)*

Discuss the following questions with the students.

1. What are Wilbur’s two new problems? *(The pig in the next pen is much larger than he is and Charlotte is not feeling well.)*

2. How do you think Wilbur will solve his problems? *(Answers may vary.)*

**Chapter XVII: The Cool of the Evening** *(Pages 138 to 143)*

Discuss the following questions with your students.

1. What word did Templeton find for Charlotte this time? *(He found the word “humble”.*

2. Why did Charlotte think the word “humble” was a suitable word for Wilbur? *(Wilbur was not a proud or vain pig and he was built close to the ground.)*

3. How do you know that Templeton is having a good time at the fair? *(He said that he was going to make a night of it by eating and drinking and there were plenty of places for him to hide.)*

4. Why was Charlotte not in her web that evening? *(She is up in a corner making her masterpiece.)*

5. What do you think her masterpiece is? *(Answers may vary.)*

**Chapter XIX: The Egg Sac** *(Pages 144 to 154)*

Discuss the following questions with your students.

1. What is Charlotte’s “magnum opus?” *(It is her egg sac.)*

2. How many baby spiders will hatch in the spring? *(There will be five hundred and fourteen baby spiders.)*

3. How does Charlotte feel about the future? Locate sentences that she has said that indicate there will be a change in her. *(“I just don’t have any pep any more. I guess I feel sad because I won’t ever see my children.” Page 146, Paragraph 4)*
(“However I have a feeling I’m not going to see the results of last night’s efforts. I don’t feel good at all. I think I’m languishing, to tell the truth.” Page 146, Paragraph 6)

(“It means I’m slowing up, feeling my age. I’m not young any more, Wilbur.” Page 146, Paragraph 9)

4. What do you think may happen to Charlotte? (Answers may vary.)

5. How did Templeton try to upset Wilbur? (He told him that Uncle had won the blue ribbon and now Mr. Zuckerman will change his mind about killing him.)

6. Why was everyone rejoicing outside of Wilbur’s pen even though Uncle had won the blue ribbon? (An announcement came over the loud speaker that asked Mr. Zuckerman to bring his pig to the judges’ booth in front of the grandstand to receive a special award.)

7. Have the students explain the following sentences in their own words.
   a) Charlotte seemed to have shrunk in the night.
   b) Templeton was swollen to twice his normal size.
   c) Uncle won first prize.
   d) A special award was given to Wilbur.
   e) Mrs. Zuckerman was concerned about how her hair looked.

Chapter XX: The Hour of Triumph (Pages 155 to 162)

Many exciting events took place in this chapter. Tell how the characters below reacted to the excitement. Discuss the following characters with your students.

- Mr. Zuckerman: (proud of Wilbur; excited; relieved when Wilbur was revived; happy; satisfied with the day’s events)
- Mrs. Zuckerman: (scared to death to be in front of so many people; excited; cares about how everything looks and how everyone behaves; doesn’t want to be bothered by Fern; happy about Wilbur’s win; proud of Wilbur)
- Wilbur: (embarrassed by all the fuss; felt dizzy and weak; fainted from the excitement; modest; humble but still proud of himself)
- Charlotte: (courageous; happy; her hour of triumph; brave; satisfied with Wilbur’s results)
- Templeton: (annoyed with all the fuss and bother; grumpy; bites Wilbur’s tail to get him moving)
- Avery: (acted silly; liked to show off in front of a crowd; proud of Wilbur’s win)
- Lurvy: (proud of Wilbur; nervous in front of the crowd; excited and embarrassed when he threw the water over Avery and Mr. Zuckerman)
Chapter XXI: Last Day (Pages 163 to 171)

Discuss the following questions with your students.

1. Wilbur becomes emotional three times in this chapter. What were the three times and what was the outcome of each one?
   (Wilbur was very grateful that Charlotte had saved him and he would gladly give his life for her.)
   (When Wilbur heard that Charlotte was going to die he decided to save her egg sac and all her babies.)
   (Wilbur was very upset when Templeton didn’t want to help so he offered him the opportunity to eat out of his food trough first.)

2. How does Charlotte explain her kindness to Wilbur? (She said that Wilbur has been her friend and she wanted to help him because she wanted to lift up her own life a little.)

3. How does Wilbur decide to repay Charlotte? (He wants to take her egg sac back to the farm.)

4. How do you know Wilbur and Charlotte understand each other even though they don’t communicate with each other? (Wilbur winked his eye at Charlotte and she waved her leg at him when they said good-bye.)

5. What happens to Charlotte the next day at the fairgrounds? (Charlotte died.)

6. How do you think the story will end? (Answers may vary.)

Chapter XXII: A Warm Wind (Pages 172 to 184)

Discuss the following questions with your students.

1. How do you know that a long time has passed in this chapter? (Autumn changed to winter and then came spring again.)

2. How did Templeton’s appearance change in this chapter? Why? (Templeton became as fat as a woodchuck because Templeton stuffed himself with Wilbur’s food.)

3. What event in this chapter made Wilbur very happy? (The day that the eggs began to hatch from the egg sac.)

4. When was Wilbur the saddest in the chapter? (He was very sad the day the baby spiders began sailing off on the warm spring breeze away from the barn.)

5. Do you think Wilbur’s life in the barn was a happy one most of the time? Explain your answer. (Yes, he was happy most of the time because each spring a few baby spiders always stayed and built their webs in the doorway.)

6. Why didn’t Wilbur ever forget Charlotte? (He loved her children but they never quite took her place in his heart. Charlotte was a true friend and a good writer.)
Name: _________________________  Date: _______________
Chapter I: Before Breakfast (Pages 1 to 7)

A) Comprehension: Noting Details

Write the name of the character who performed each action in the chapter.

1. carried an axe
   ______________________________________________

2. tried to pull the axe away
   ______________________________________________

3. poured warm milk into a bottle
   ______________________________________________

4. learned to suck from a bottle
   ______________________________________________

5. carried a gun into the kitchen
   ______________________________________________

B) Comprehension: Emotional Reactions

In a story characters display their feelings in different ways. Tell how the following characters might have felt. Write your answers in complete sentences.

1. How did Fern feel when she heard that her father was going to kill the baby pig?
   ___________________________________________________________________
   ___________________________________________________________________

2. How did Mr. Arable feel when Fern tried to stop him from killing the baby pig?
   ___________________________________________________________________
   ___________________________________________________________________

3. How did Fern feel at the end of the chapter?
   ___________________________________________________________________
   ___________________________________________________________________

C) Word Study: Word Meanings

1. Find the word on page 1 that means:
   
a) It’s very small and weak
      ______________________________________________
   
b) to do away with
      ______________________________________________

2. Antonyms are words with opposite meanings. Find the words in the chapter that are antonyms to the following words:
   
a) strong (page 1)
      ______________________________________________
Draw a picture of the setting of the story. Remember to make it a detailed drawing.
Chapter II: Wilbur (Pages 8 to 12)

A) Comprehension: Recalling Events

Write true or false on the line beside each of the following statements.

1. _______ Everywhere that Fern went, Wilbur would follow.
2. _______ Wilbur now was big enough to drink out of a pail and no longer needed a bottle.
3. _______ Wilbur slept under a blanket in a box by the kitchen stove for a long time.
4. _______ Sometimes, Wilbur would sleep in the doll carriage under the doll’s blanket.
5. _______ Wilbur loved to play at the edge of the brook in the warm, moist mud.
6. _______ Mr. Zuckerman was willing to pay $9.00 for Wilbur.
7. _______ Wilbur went to live in a manure pile in the cellar of Zuckerman’s barn.
8. _______ Fern was very upset about Wilbur leaving because she knew she would never see him again.

B) Word Study: Contractions

A contraction is a short way to write two words. An apostrophe is used to represent the missing letters in the word.

Rewrite the following sentences and change the contractions to their full form.

1. "He’s got to go, Fern,” he said.
   ________________________________________________________________
   ________________________________________________________________

2. "He’s a runt,” said her father.
   ________________________________________________________________
   ________________________________________________________________

3. “Tell your Uncle Homer you’ve got a pig you’ll sell for six dollars.”
   ________________________________________________________________
   ________________________________________________________________

4. “Won’t he be cold at night?” asked Fern.
   ________________________________________________________________
   ________________________________________________________________
C) Word Study: Compounds

Compound words are words made of two or more words.

Use the words in Box A and Box B to make compound words found in the chapter. The words in Box B may be used more than once. You can make 10 compound words.

Box A
- supper
- in
- up
- along
- door
- noon
- spring
- wood
- out

Box B
- stairs
- side
- shed
- time
- doors
- way

Draw a picture of Wilbur and Fern doing something together.
A) Comprehension: Sequencing Events

Number the following events in the correct order. Rewrite the sentences on the lines below in the correct order.

1. One day Fern did not show up for her usual visit.
2. The goose told Wilbur that there was a loose board in the fence and to push on it to get out.
3. Wilbur stood in the sun feeling lonely and bored.
4. For many afternoons, Fern sat on a stool in the barn and watched Wilbur in his pen.
5. Wilbur put his head down, shut his eyes and pushed on the board.
6. Lurvy and the hired man tried to drive him towards the barn.
7. Wilbur squeezed through the fence, looked all around, sniffed the air and then began walking through the orchard.
8. Mr. Zuckerman lured Wilbur back to his pen with a pail of slops.
9. Mrs. Zuckerman was the first to see him from her kitchen window and shouted for the men.
10. The warm milk in Wilbur’s stomach made him feel peaceful and sleepy so he lay down in his pen.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
B) Word Study: Synonyms

Synonyms are words that have nearly the same meanings.

On the line beside each word print a synonym from the box.

1. large ________________________________ right away
   mixed
   big
   strange
   sweat
   thrown
   noise
   laughed

2. perspiration __________________________
3. pitched ________________________________
4. immediately ____________________________
5. commotion ________________________________
6. chuckled ________________________________
7. queer ________________________________
8. stirred ________________________________

C) Word Study: Compound Words

A compound word is one that is made of two or three words. Use the words from Box A with the words from Box B to make compound words. Print the words on the lines. You can make ___12 compound words.

Box A
---
over
sheep
pig
grind
under
after
out
in
down
up
pop
barn

Box B
---
stones
neath
head
noon
pen
doors
hill
fold
stairs
over
side
yard
Chapter IV: Loneliness (Pages 25 to 31)

A) Comprehension: Recalling Details

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

1. When Wilbur awoke at 6 a.m. 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 was lonely and wanted a friend to play with him. __________

4. Wilbur did not eat his breakfast because he wanted love not food. __________

5. The lamb wouldn’t play with Wilbur because he was going to eat the food in the trough. __________

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

7. Wilbur felt this was the worst day of his life after Lurvy gave him some medicine. __________

8. A small, thin voice came out of the darkness and told Wilbur it would be his friend. __________

9. Wilbur would meet his new friend later that night. __________

B) Word Study: Root Words

Write the root word for each of the following words.

a) beautifully ___________________________ e) occasionally ___________________________

b) nothingness ___________________________ f) stirring ___________________________

c) loneliness ___________________________ g) flies ___________________________

d) gloomy ___________________________ h) scrapings ___________________________

C) Word Study: Seeing Relationships

Underline the word in each row that doesn’t belong.

1. nap, sleep, rest, work, doze

2. lamb, horse, Lurvy, pig, rat

3. cunning, sly, lonely, sneaky, furtive

4. dreary, gloomy, dull, cheerful, sad

5. flies, bees, ants, spiders, moths

6. rainy, sunny, cloudy, snowy, sandy
Chapter V: Charlotte (Pages 32 to 41)

A) Comprehension: Finding Proof
Find a sentence in the story that proves each statement below is true. Write the first three words of the sentence and its page number.

1. Wilbur’s plans for the day were spoiled.
   ___________________________________________________________ Page _____

2. Wilbur tried to locate his friend, Templeton.
   ___________________________________________________________ Page _____

3. Wilbur was lonely.
   ___________________________________________________________ Page _____

4. Lurvy knew that Wilbur was different that day.
   ___________________________________________________________ Page _____

5. The lamb feels pigs are worthless.
   ___________________________________________________________ Page _____

6. Templeton had better things to do than playing.
   ___________________________________________________________ Page _____

7. Wilbur was very depressed about his situation.
   ___________________________________________________________ Page _____

8. Wilbur heard a mysterious voice.
   ___________________________________________________________ Page _____

B) Word Study: Syllabication
Record the number of syllables that you hear on the line at the end of each word.

1. probably __________
   2. uncomfortable __________
   3. approximately __________
   4. motionless __________
   5. cautiously __________
   6. occupation __________
   7. faint __________
   8. stillness __________
   9. salutations __________
   10. blundered __________

C) Word Study: Synonyms
Write the word found in the box that is a synonym for each of the following words.

1. salutations ____________________________________________ shock
disliked
greetings
gloomily
doesn’t know about life
unkind
2. horror ____________________________________________
detested
3. gladly ____________________________________________
cruel
4. cruel ____________________________________________
   5. innocent
   6. salutations

Chapter VI: Summer Days (Pages 42 to 48)

A) Comprehension: Sequencing Events

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

_______ Templeton took the eighth egg to his tunnel.
_______ The goose heard her goslings’ weak voices before they hatched.
_______ Charlotte congratulated the goose on the birth of her goslings.
_______ Mr. Zuckerman saw the goslings when he came with Wilbur’s supper.
_______ The first gosling poked its gray-green head out of the shell.
_______ The best days on a farm are during early summer.
_______ The gander warned Templeton to stay away from the goslings or he would give him the worst pounding a rat ever got.
_______ Out of the eight eggs only seven goslings hatched.
_______ Charlotte warns the other animals that a rotten egg is a regular stink bomb.
_______ Templeton wanted to know what happened to the eighth egg.

B) Word Study: Antonyms

Antonyms are words that are opposite in meaning.

Locate words in the chapter that are antonyms to the words below. Look on the page that is indicated. Write each one on the line beside the word.

1. late (page 42) __________________________ 4. strong (page 44) __________________________
2. night (page 42) __________________________ 5. best (page 45) __________________________
3. bottom (page 43) __________________________ 6. pulling (page 45) __________________________

C) Word Study: Nouns and Verbs

Classify the words below in the correct boxes.

Templeton, worried, brook, swoop, sparrow, poked, glanced, gosling, disappeared, fried, lilacs, dandelion

<table>
<thead>
<tr>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Chapter VII: Bad News (Pages 48 to 51)

A) Comprehension: Finding Proof

Locate a sentence, in the chapter, that proves each statement below is correct. Write the first three words of the sentence on the line, its paragraph number and its page number.

1. Charlotte’s method of killing insects was kind.
   ___________________________________________ Paragraph _____ Page_____

2. Wilbur was growing fat.
   ___________________________________________ Paragraph _____ Page_____

3. Wilbur is to be killed before Christmas.
   ___________________________________________ Paragraph _____ Page_____

4. Wilbur is very upset when he hears the news that he must die.
   ___________________________________________ Paragraph _____ Page_____

5. The old sheep is telling the truth.
   ___________________________________________ Paragraph _____ Page_____

6. Charlotte is a calm, cool, and collected spider.
   ___________________________________________ Paragraph _____ Page_____

B) Word Study: Synonyms

Use your novel to locate the synonyms requested below.

1. Locate two synonyms for the word “hated” in paragraph 1 on page 48.
   ___________________________________________

2. Locate a synonym for the word “liked” in paragraph 2 on page 48.
   ___________________________________________

3. Find a synonym for the word “sedative” in paragraph 4 on page 48.
   ___________________________________________

4. Find a synonym for the word “stiff” in paragraph 6 on page 49.
   ___________________________________________

5. Find two synonyms for the word “plan” in paragraph 7 page 49.
   ___________________________________________
Chapter VIII: A Talk at Home (Pages 52 to 54)

A) Comprehension: Recalling Details

Fern saw many exciting things in the barn. She told her mother all about them.

How many can you remember without looking back at the story?

List them on the lines below.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

B) Word Study: Punctuation

Punctuation marks and capital letters are used in a story so we can read it easily.

Copy, punctuate and capitalize the following sentences found in the chapter.

1. did you know that uncle homers goslings had hatched asked fern
                                                                                       
2. how many asked mrs arable
                                                                                       
3. seven replied fern there were eight eggs but one egg didn’t hatch and the goose told templeton she didn’t want it any more so he took it away
4. the goose did what asked mrs arable gazing at her daughter with a queer, worried look

C) Word Study: Rhyming Words

Locate the rhyming pairs of words in the box below. Write each pair on the lines provided.

- hatched, cellar, latched
- ever, rule, clever
- ramble, bramble, teller
- contend, pretend, school

Illustrate a picture of the conversation that went on between Fern and her mother. Try to show expression on their faces.
Chapter IX: Wilbur’s Boast (Pages 55 to 65)

A) Comprehension: Drawing Conclusions

1. Wilbur landed with a thump because ________________________________________________
_________________________________________________________________________________

2. Charlotte’s legs have seven parts because _____________________________________________
_________________________________________________________________________________

3. Wilbur could not build a web because _______________________________________________
_________________________________________________________________________________

4. Charlotte is a sedentary spider because _______________________________________________
_________________________________________________________________________________

5. Wilbur told Charlotte that he didn’t want to die because ________________________________
_________________________________________________________________________________

6. The lamb made Wilbur cry because ___________________________________________________
_________________________________________________________________________________

7. Charlotte told Wilbur not to worry because _____________________________________________
_________________________________________________________________________________

B) Word Study: Verb Tenses

Change the tense of the verb in the brackets so that it will fit in the blank.

1. Wilbur heartily __________________________ the food from his trough. (eat)
_________________________________________________________________________________

2. Charlotte ______________________________ quite a large section out of her web. (tear)
_________________________________________________________________________________

3. The animals ______________________________ up from the pasture. (come)
_________________________________________________________________________________

4. There was a dull explosion as the egg____________________________. (break)
_________________________________________________________________________________

5. Charlotte ______________________________ motionless, deep in thought. (sit)
_________________________________________________________________________________

C) Word Study: Prefixes

A prefix is a syllable that is added to the beginning of a root word. Locate six words that begin with a prefix in the chapter. Record them on the lines below.
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Chapter X: An Explosion (Pages 66 to 76)

A) Comprehension: Recalling Events

Underline only the true statements that pertain to this chapter.

- Avery tried to catch Charlotte.
- Fern wouldn’t go on the swing in the barn because she was afraid of falling.
- Fern fell onto the edge of Wilbur’s trough and upset it.
- The goose egg broke when Avery stepped on it.
- The children ran away from the horrible smell.
- Charlotte said people were gullible.
- Lurvy kicked dirt over the stinky egg and Templeton’s nest.
- By the next morning, the barn smelled good again.
- Charlotte still did not know how she would save Wilbur’s life.

B) Word Study: Nouns and Verbs

A noun is a word that names a person, place or thing. A verb is a word that shows an action. In the sentences below underline the nouns and circle the verbs.

1. The frog jumped into the dishpan full of soapy water.
2. Avery put one leg over the fence of the pigpen.
3. A horrible smell filled the air when the egg broke.
4. The hay inside Fern’s dress made her itchy.

C) Word Study: Suffixes

Add one of the suffixes “s, ed, ing” to the root word located in the brackets at the beginning of each sentence in order to complete it.

1. (climb) The children _______________ the ladder that led up to the hayloft.
2. (get) Avery’s piece of blueberry pie was _______________ all over his shirt.
3. (straddle) Fern _______________ the big knot on the rope swing.
4. (worry) Many mothers _______________ about Zuckerman’s swing.
5. (pay) “It _______________ to save things,” said Templeton in a surly voice.
Chapter XI: The Miracle (Pages 77 to 85)

A) Comprehension: Drawing Conclusions

Complete each beginning with the correct ending.

1. On a foggy morning, Charlotte’s web was a thing of beauty because ______________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

2. Lurvy was shocked when he looked at Charlotte’s web because ______________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

3. Charlotte was delighted when she saw the Zuckermans looking at the web because
   ___________________________________________________________________________________
   ___________________________________________________________________________________

4. The Zuckerman’s driveway was full of cars and trucks because ______________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

5. Fern did not like the farm now because _________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

B) Word Study: Synonyms

Synonyms are words that have similar meanings. On the line at the end of each sentence write a synonym for the underlined word in it.

1. The web **glistened** in the light. ______________________________________________________

2. The two men walked **silently** down to Wilbur’s yard. __________________________________

3. Charlotte was tired after her night’s **exertions**. ______________________________________

4. I think we have a very **unusual** pig. __________________________________________________

5. Charlotte listened to the Zuckermans’ **conversation**. ________________________________

6. People came from all over to see this **miraculous pig**. ________________________________

C) Word Study: Plural Words

Look through the chapter and locate 10 plural nouns. Record them on the lines below.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Chapter XII: A Meeting (Pages 86 to 91)

A) Comprehension: Sequence

Write the following sentences in the correct sequence on the lines below.

• At first, Templeton refused to help Charlotte.
• Everyone was there except for Templeton.
• Charlotte called all the barn animals for a meeting.
• Templeton finally agreed to look for a new word at the dump.
• Templeton arrived late for the meeting.
• The sheep told Templeton he’d starve if Wilbur was killed.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

B) Word Study: Word Meanings

Use a dictionary to find out the meaning of each word below.

1. adjourn: ____________________________________________________________
2. idiosyncrasy: _______________________________________________________
3. supreme: __________________________________________________________
4. destiny: ____________________________________________________________
5. slogan: ____________________________________________________________
6. access: ____________________________________________________________

C) Word Study: Vowel Combinations

Use the following vowel combinations to complete the words below.

“eo, oo, ai, ee, ea, ei”

1. g ___ ___ se
2. m ___ ___ ting
3. sh ___ ___ p
4. w ___ ___ ve
5. r ___ ___ ding
6. agr ___ ___
7. rec ___ ___ ved
8. p _____ ple
9. f ___ ___ d
10. cr ___ ___ ping
11. p _____ l
12. pr ___ ___ sing
Chapter XIII: Good Progress (Pages 92 to 104)

A) Comprehension: Finding Proof

Write the first three words of the sentence from the chapter that prove each statement below is correct.

1. Charlotte worked late into the night.
   Page _______

2. Charlotte used dry thread to write her message in her web.
   Page _______

3. Charlotte talked to herself as she worked.
   Page _______

4. Lurvy saw the second miracle in Charlotte’s web.
   Page _______

5. Wilbur felt extremely proud.
   Page _______

6. Charlotte decided to use the word “radiant.”
   Page _______

B) Word Study: Homonyms

Homonyms are words that sound the same way but have different spellings and meanings. Choose the correct homonym found in the brackets to complete each sentence.

1. Charlotte’s ___________________________ legs were a great help to her. (eight, ate)
   She ___________________________ a small bug that she had been saving. (eight, ate)

3. Everyone stared at the web and ___________________________ the word. (read, red)

4. There isn’t a pig in the ___________________________ state that is as terrific as our pig. (hole, whole)

5. I’ll bring you a ___________________________ of the package. (piece, peace)

C) Word Study: Compound Words

Skim through the chapter to find eight compound words. Record them on the lines below.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Chapter XIV: Dr. Dorian (Pages 105 to 112)

A) Comprehension: Seeing Relationships

Copy the ending of each sentence on the correct line to match its beginning.

1. Fern told her mother ________________________________________________________________
2. Fern’s mother thought ______________________________________________________________
3. Mrs. Arable went ________________________________________________________________
4. Dr. Dorian told ________________________________________________________________
5. Mrs. Arable felt ________________________________________________________________
   • she was making the stories up.
   • relieved when she left the doctor’s.
   • about Charlotte’s stories.
   • to see Dr. Dorian for advice.
   • Mrs. Arable not to worry about Fern.

B) Word Study: Alphabetical Order

Write the following words in the correct alphabetical order on the lines provided.

incessant enchanting associate fibs miraculous remark
sagging attention miracle normal predict understand
sociable inventing advice nervously fidgets amazing

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

C) Word Study: Double Consonants

Skim through the chapter to find 10 words that contain a pair of double consonants.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Chapter XV: The Crickets (Pages 113 to 117)

A) Comprehension: Recalling Events

Record the word true or false on the line at the end of each statement below.

1. Summer was almost over. _______________
2. All the attention that Wilbur was receiving went to his head. _______________
3. Wilbur still worried about his future. _______________
4. Wilbur was not looking forward to going to the fair. _______________
5. Charlotte was very quiet because she had worries of her own. _______________
6. Charlotte told Wilbur she was too busy and couldn’t go to the fair. _______________
7. Wilbur was very upset and lost a great deal of weight. _______________
8. It was time for Charlotte to lay her eggs. _______________

B) Word Study: Plural to Singular

Write the singular form of each word on the line beside its plural form.

1. potatoes ____________________________ 5. knives ____________________________
2. sheep _______________________________ 6. duties _____________________________
3. eyelashes ___________________________ 7. apples _____________________________
4. worries ______________________________ 8. eggs _______________________________

C) Word Study: “R” Blends

Skim through the chapter to find a word that begins with each blend below.

1. br _________________________________ 4. fr _________________________________
2. cr _________________________________ 5. gr _________________________________
3. dr _________________________________ 6. pr _________________________________
Chapter XVI: Off to the Fair (Pages 118 to 129)

A) Comprehension: Noting Details

Match the character to his/her dream.

Avery, Fern, Lurvy, Mrs. Zuckerman, Mr. Zuckerman

1. He threw balls at a cloth cat and won a real Navajo blanket.
2. The ferris wheel stopped and he was in the top car.
3. Going on the swings made her sick.
4. She dreamt about a deep freeze unit.
5. He saw Wilbur covered in blue ribbons.

B) Answer each question with a good sentence answer.

1. What did Templeton expect to find at the fair?

2. Why did Charlotte decide to go to the fair?

3. Why did Charlotte want Templeton to go to the fair too?

4. Why did Wilbur faint?

5. Why did Mrs. Zuckerman insist on bathing Wilbur in buttermilk?
Chapter XVI: Off to the Fair (Pages 118 to 129)

C) Word Study: Compound Words

Use the words in the box to make compound words found in the chapter.

butter          under          rain
pig             dough           sun
head            knot            side
coat            first           milk
stroke          hole            wear
boards          pen             nuts

D) Word Study: Syllabication

Divide the following words into syllables on the lines provided.

1. ribbons
2. suddenly
3. radiant
4. paradise
5. fragments
6. alongside
7. struggle
8. terrific
9. bacon
10. pressing
Chapter XVII: Uncle (Pages 130 to 137)

A) Comprehension: Making Inferences

Answer each question with a complete sentence answer.

1. How do you know the children were excited by the fair?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

2. How do you know that Mrs. Zuckerman was a little sad that her children were growing up?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

3. How do you know that the pig beside Wilbur will be hard to beat?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

4. How do you know that Charlotte is tired?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

5. How do you know that it was a hot day?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

B) Word Study: Antonyms

Antonyms are words with opposite meanings. Locate the opposite of each word below in the chapter.

1. wrong (pg. 130) __________________________
2. noisy (pg. 131) __________________________
3. loose (pg. 131) __________________________
4. stop (pg. 133) __________________________
5. death (pg. 134) __________________________
6. autumn (pg. 134) _______________________
7. active (pg. 136) _________________________
8. clean (pg. 136) _________________________
Chapter XVII: Uncle (Pages 130 to 137)

C) Word Study: Root Words

On the line beside each word below, write its root word.

1. unloaded ____________________________ 6. hamburger ____________________________
2. grassy ________________________________ 7. sprinkling ___________________________
3. funnier ______________________________ 8. excitement _____________________________
4. unattractive __________________________ 9. wearily ______________________________
5. grabbed ______________________________ 10. candied ______________________________

D) Creative Thinking: Illustrating and Writing

In the box below illustrate the scene that Fern and Avery saw when they arrived at the fair. On the lines write a description of the sights and sounds seen and heard by the children.

___________________________________
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________
___________________________________
Chapter XVIII: The Cool of the Evening (Pages 138 to 143)

A) Comprehension: Noting Details

Who Said It?

1. “I shall be writing for the last time.” ________________________________
2. “Well I hope you’re satisfied.” ________________________________
3. “Sing me that song about the dung and the dark.” ________________________________
4. “You are a famous pig and you are a good pig.” ________________________________
5. “Did you have a good time at the fair?” ________________________________
6. It is something for me for a change.” ________________________________

B) Word Study: Classification of Words

There were many sights, sound, smells and tastes at the fair. Classify the words in the correct box on the chart below.

popcorn, creamy, sticky, crackle, hamburgers, music, sweet, lights, ferris wheel, blatting, frying, merry-go-round, voices, midway

<table>
<thead>
<tr>
<th>Sights</th>
<th>Sounds</th>
<th>Smells</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tastes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter XVIII:  The Cool of the Evening  (Pages 138 to 143)

C)  Word Study:  Double Consonants

Use a pair of double letters to complete the following words.

ss, rr, pp, ll, nn, tt, gg

1. me ___ ___ enger
2. fe ___ ___ is wheel
3. ha ___ ___ y
4. unro ___ ___ ing
5. gri ___ ___ ed
6. sca ___ ___ ering
7. be ___ ___ ed
8. ca ___ ___ ed
9. ra ___ ___ le
10. spa ___ ___ ows

D)  Creative Thinking:  Brainstorming

Templeton struck out on his own to find what he could at the fair.  Think of all the things that might be lying on the ground that Templeton would enjoy eating or collecting.

Make a list of at least 10 things.

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________
6. ____________________________________________________________
7. ____________________________________________________________
8. ____________________________________________________________
9. ____________________________________________________________
10. ____________________________________________________________
Chapter XIX: The Egg Sac (Pages 144 to 154)

A) Comprehension: Recalling Details

How many details can you remember? Don’t look back in the chapter.

1. What color was Charlotte’s egg sac? ________________________________
2. How many eggs were in the egg sac? ________________________________
3. What is Charlotte’s “magnum opus?” ________________________________
4. Why is Charlotte’s egg sac special? ________________________________
5. What shape was Templeton’s stomach when he returned that night? __________
6. What color was a first prize ribbon? __________________________________
7. What did Mrs. Zuckerman use to bathe Wilbur? __________________________
8. How did Wilbur look after his bath? ________________________________
9. What was Wilbur going to receive from the judges? ________________

B) Word Study: Word Meanings

Locate the word from the chapter that suits each meaning. The page number will help you.

1. to get smaller (pg. 144) __________________________________
2. to grow old or feeble (pg. 146) ________________________________
3. keeps water out (pg. 145) __________________________________
4. increased in size (pg. 147) __________________________________
5. to eat excessively (pg. 148) ________________________________
6. a questioning feeling (pg. 149) ________________________________

C) Word Study: Syllabication

How many syllables do you hear in each word. Record the number on the line at the end of the word.

1. guarantee _____ 6. congratulations _____
2. waterproof _____ 7. suspiciously _____
3. swollen _____ 8. announcement _____
4. indigestion _____ 9. trickled _____
5. hankering _____ 10. nifty _____
Chapter XX: The Hour of Triumph (Pages 155 to 162)

A) Comprehension: Sequencing Events

Number the following events in the correct order. Then write them in the correct order on the lines provided.

1. Lurvy sprang from the judge’s ring to get some water.
2. Avery acted like a clown and made the crowd laugh.
3. Templeton bit Wilbur’s tail to revive him when he fainted.
4. Wilbur felt very dizzy and suddenly he fainted.
5. The announcer praised Wilbur and talked about his prize.
6. Lurvy threw the water on Mr. Zuckerman and Avery instead of Wilbur.

B) Word Study: Compound Words

Form seven compound words found in the chapter using the words in the box.

- in
- pen
- tail
- some
- pig
- field
- butter
- pits
- hand
- gate
- arm
- stand
- grand
- milk

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Chapter XX: The Hour of Triumph (Pages 155 to 162)

C) Word Study: Rhyming Words

Skim through the chapter to find words that rhyme with the ones below. Record the word on the line.

1. breath (pg. 155) __________________________
2. choice (pg. 155) __________________________
3. frighten (pg. 156) __________________________
4. same (pg. 158) __________________________
5. flushed (pg. 158) __________________________
6. snow (pg. 158) __________________________
7. pedal (pg. 158) __________________________
8. stumble (pg. 158) __________________________

D) Creative Thinking: Illustrating and Writing a Paragraph

Illustrate the part of this chapter that you liked the best. Write a paragraph about the scene on the lines beside the box.
Chapter XXI: Last Day (Pages 163 to 171)

A) Comprehension: Drawing Conclusions

Complete each sentence below with the correct ending.

1. Charlotte told Wilbur he would live a long life because _____________________________________________
_________________________________________________________________________________________

2. Charlotte said she helped Wilbur because _____________________________________________________
_________________________________________________________________________________________

3. Charlotte would not be going back to the barn because __________________________________________
_________________________________________________________________________________________

4. Wilbur could not reach the egg sac because _____________________________________________________
_________________________________________________________________________________________

5. Templeton would not help at first because _____________________________________________________
_________________________________________________________________________________________

6. Templeton agreed to get the egg sac because _____________________________________________________
_________________________________________________________________________________________

7. Wilbur knew the sac was safe in his mouth because _____________________________________________
_________________________________________________________________________________________

B) Word Study: Plurals

Write the plural form of each word below.

1. fly _________________________________
2. ceremony ___________________________
3. crate ______________________________
4. goose ______________________________
5. tooth ______________________________
6. candy ______________________________
7. leaf ________________________________
8. foot ________________________________
Chapter XXI: Last Day (Pages 163 to 171)

C) Word Study: Digraphs

Use the digraphs “sh, ch, wh, th” to complete the following words.

1. _____ ought
2. hat __
3. approa ____ ing
4. monkey ____ ine
5. _____ iskers
6. _____ oice
7. mou ____
8. ____ oved
9. _____ ispered
10. streng ____

D) Creative Thinking: Interpreting Expressions

Write the following expressions used in this chapter in your own words.

1. “By helping you, perhaps I was trying to lift up my life a trifle,” said Charlotte.
   ____________________________________________________________
   ____________________________________________________________

2. “I’m no good at speeches. I haven’t got your gift for words.”
   ____________________________________________________________
   ____________________________________________________________

3. Hearing this, Wilbur threw himself down in an agony of pain and sorrow. Great sobs racked his body.
   ____________________________________________________________
   ____________________________________________________________

4. “What kind of monkeyshine is this?” growled Templeton.
   ____________________________________________________________
   ____________________________________________________________

5. “What do you think I am, anyway, a rat-of-all-work?” snarled Templeton.
   ____________________________________________________________
   ____________________________________________________________
Chapter XXII: A Warm Wind (Pages 172 to 184)

A) Comprehension: Seeing Relationships

At what season of the year did each event take place? Record the name of the season on the line at the end of each statement.

Spring, Autumn, Winter

1. Wilbur wore a medal around his neck. _________________________
2. The pasture was bleak and frozen. ____________________________
3. The snow melted and the water ran away. _________________________
4. The maples and birches turned bright colors and their leaves soon dropped to the ground. _________________________
5. Wilbur’s friends congratulated him and were happy he had returned. _________________________
6. Fern and Avery coasted down the lane on their sleds. ____________________________
7. The voices of hundreds of frogs came from the pond. ____________________________
8. Lurvy brought the squashes and pumpkins in from the garden. ________________
9. A tiny spider crawled from the egg sac. ____________________________
10. Charlotte’s babies were disappearing at a fast rate. ____________________________

B) Word Study: Root Words

Write the root word found in each word below on the line beside it.

1. balloonist ____________________________ 6. streaky ____________________________
2. spinnerets ____________________________ 7. busily ____________________________
3. drearily ______________________________ 8. replied ____________________________
4. ditches ______________________________ 9. brimmed ____________________________
5. squashes ______________________________ 10. chosen ____________________________
Chapter XXII: A Warm Wind (Pages 172 to 184)

C) Word Study: Hard and Soft C

Classify the following words on the chart.

cellar, sac, place, corner, coasted, cozy, fence, voices, circles, care

<table>
<thead>
<tr>
<th>Hard C</th>
<th>Soft C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D) Creative Thinking: Evaluation

At the end of the book, Wilbur felt that life in the barn was very good and he was very happy and content.

Write a paragraph explaining why he felt this way.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Creative Activities

The creative activities may be used in any of the following ways.

1. The activity sheets could be duplicated and distributed to the students to use while they are completing them. Each activity completed should receive a check mark or the teacher’s initials indicating that the activity was completed satisfactorily.

2. The various activities could be recorded on chart paper and hung on the chalkboard for all to see and use.

3. The various activities could be written on activity cards and left at a center. The students would work at these activities after they have read the novel independently or in group situations.

4. The teacher may choose one of the creative activities and have the entire class work on completing it or use it as a teaching tool.

5. The teacher may like to have the students read a chapter, complete the booklet page(s) on it and then complete a creative activity.

6. The class could be divided into teams. Each team would be given a designated creative activity to work on together and to demonstrate.

7. The novel can be read for enjoyment and the creative activities could be used as follow-ups.

8. The novel could be used to develop listening skills and the creative activities could be completed for enjoyment.

9. The novel could be sent home for reading practice and the creative writing activities could be completed by the child and parents.

10. A resource teacher in the resource center may use the creative activities with a class after she has read the novel to them.
Creative Activities

• Complete any of the following activities.

• Put a check mark on the line indicating that you have completed it and the teacher has seen the results of your work.

• Try to do as many as you can but remember quality is better than quantity.

1. Design a character mobile for the story. Illustrate the characters and attach them to a hanger with string. Make name labels and hang them under the characters.

2. Illustrate a picture of one of the settings in the story that you liked the best. Write a paragraph or two describing the scene.

3. Design a poster to advertise the book “Charlotte’s Web” to encourage other students to read it. Make sure that you put plenty of detail in your illustration. Draw the title in an interesting way. Be sure to put on the author’s name.

4. Create a diorama of a scene in the story. Use a box as the container. Paint or color the inside of the box to create a background. Use construction paper to make trees, plants and buildings. Make the characters from modeling clay. Place the characters in your diorama. On a card, print the name of the chapter that the diorama scene was in.

5. Illustrate your favorite part of the story on heavy paper or a light cardboard. Cut your picture into pieces to make a jigsaw puzzle. Store the pieces in an envelope. Share your puzzle with a classmate or give it to a primary class for its puzzle center.

6. Choose your favorite chapter. Create puppets of the characters in the chapter. With some classmates turn the chapter into a puppet play. Write a script. Practice and perform the play for your classmates.

7. Write an advertisement or a commercial for your novel that could be used on television.

8. Pretend that you are Wilbur. You have just walked through a hole in the fence and find yourself free. What would you do? How would you feel? Write a story about this situation. Illustrate a scene from your story.
9. A cinquain poem has five lines. It has a definite pattern but does not rhyme.

Example:

Line 1 - One Word
Templeton

Line 2 - Two Words
Farm Animal

Line 3 - Three Words
Had no morals

Line 4 - Four Words
Lived under Wilbur’s trough

Line 5 - One Word
Rat

Select a character from the novel. Try to describe the character in a cinquain. Illustrate a picture of your character.

10. List the names of all the main characters in the novel. Survey your classmates to find out the one that they liked the best. Record your findings on a bar graph.

11. Pretend that you are Wilbur or Charlotte. Write a letter to a friend explaining some of the problems that you have faced.

12. Choose the character in the story that you enjoyed the most. Illustrate the one that you chose. Around the character print words or phrases that describe him or her.

13. Create an interview between:

   a) you and Charlotte
   b) you and Wilbur
   c) you and Templeton

Think of five good questions that you would ask the character and five good answers the character may give.

14. Pretend that you are a book critic. You have been asked to read the novel Charlotte’s Web and to give a critique about it. In your critique tell why you liked or disliked the story. Comment on the author’s style of writing and how the story affected you. Give good reasons why you think this book will or will not be a good seller.
15. Make a word search of the important words in the story. Try to locate 15 words. Be sure to include an answer key as well. Give your word search to a classmate to complete.

16. The setting of *Charlotte’s Web*, took place mainly on a farm. There were many things mentioned about the lifestyle on a farm and about the animals that lived there. Illustrate the outline of a large barn on a large sheet of paper. Inside the outline, list the facts that you learned about farm life in point form. You should be able to think of 10 facts.

17. Wilbur was one of the main characters in the story. Illustrate a large outline of a pig on a large sheet of paper. Inside the outline, list the facts that you learned about pigs from the novel in point form. You should be able to record 10 facts.

18. Pigs are interesting creatures. Research pigs and find out 10 different facts about them. Compile your results in a Pig Shape Booklet. This book could be completed for a primary class.

19. Illustrate a picture of a large spider web on a large sheet of paper. In the center of the web illustrate a spider. Many facts about spiders were mentioned in the story. In each section of the web record facts about spiders that came from the novel.

20. Charlotte was a large gray spider. There are many different types of spiders in the world. Do some research on spiders. Compile your information in the form of a booklet for primary students. Illustrate different types of spiders and record a few sentences about each one in the book. Give the booklet a good title.

21. Choose one of your favorite chapters in the novel and turn it into a picture book for primary children. Select four or five scenes that you could illustrate. Under each scene write sentences about it. Use large sheets of paper so that you can make a Big Book. Collate the pictures in the correct sequence as they happened in the chapter. Design a cover for the book. On the cover write the title of the chapter.

22. Create a bookmark that could be used with the novel. Illustrate the characters and print the title on it. Give the bookmark to a friend.
23. A limerick is a silly poem. It is fun to write one. Write a limerick about one of the characters in the novel. Illustrate your character in the limerick as well.

**Example:**

On a farm one bright, sunny morn,
A wee, runty piglet was born.
Fern saved him from harm,
Fed him milk that was warm.
When Charlotte died his heart was torn.

24. Choose one of the characters in the story that you liked the best. Write the name of the character vertically. Beside each letter print a sentence or word that begins with it. Illustrate the character as well.

**Example:**

Tied string to Wilbur’s tail
Eats Wilbur’s leftovers
Makes fun of Wilbur
Pigpen was his home too
Likes to collect things
Easily became annoyed
Took his time doing things
Often grumpy and sarcastic
Not well liked by the animals

25. County Fairs are fun to attend. Information was given about the County Fair that Wilbur attended. Illustrate a large circus tent. Inside the tent, in point form, list all the sights, sounds and smells found at the County Fair.

26. Have you ever visited a farm? If you have, write a story about the adventure you had there. Illustrate your story.
27. A sequel is another story about a character. Different events take place, the setting may change, new characters would be met. Write a sequel to the story “Charlotte’s Web.” Perhaps you could write one using one of the following titles.

- Charlotte’s Children Grow Up
- Wilbur and Templeton Becomes Friends
- Wilbur’s New Family
- Wilbur and Aranea, the Spider
- Fern and Avery Grow Up
- Wilbur Wins Again
- Another Miracle Happens
- Wilbur Meets Wilma, the Lady Pig

28. Make up a song about one of the characters. Choose a familiar tune that you know well. Write words to go with the tune.

Example:

**Tune:** Twinkle, Twinkle Little Star

Wilbur, Wilbur was a pig,
In the mud he loved to dig.
Around his pigpen he would run,
Wanting to play and have some fun.
Wilbur, Wilbur was a pig,
In the mud he loved to dig.
# Characters in the Novel

Name of Character: ____________________________

<table>
<thead>
<tr>
<th>Appearance</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personality</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My Comments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Remembering and Predicting

<table>
<thead>
<tr>
<th>At the end of....</th>
<th>What happened?</th>
<th>What will happen in the next chapter?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter ________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter ________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter ________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter ________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Answer Key

Chapter I: Before Breakfast: (Pages 1 to 7)
B) 1. Fern was very upset, hysterical, out of control, horrified.
2. He was shocked, surprised, amazed.
3. She felt happy, content, embarrassed.
C) 1. a) runt  b) kill
2. a) weak  b) right  c) wet  d) learn
  e) unfairness  f) slowly  g) death
  h) heavily  i) warm  j) beautiful

Chapter II: Wilbur: (Pages 8 to 12)
B) 1. He has got to go, Fern,” he said.
2. He is a runt,” said her father.
3. “Tell your Uncle Homer you have a pig you will sell for six dollars.”
4. “Will he not be cold at night?” asked Fern.
C) suppertime, alongside, noontime, springtime, woodshed, doorway, outside, outdoors, upstairs, inside

Chapter III: Escape: (Pages 13 to 24)
A) 2,  4,  3,  1,  5,  8,  6,  9,  7,  10
B) 1. big  2. sweat  3. thrown  4. right away
  5. noise  6. laughed  7. strange  8. mixed
C) overhead sheepfold pigpen grindstones underneath afternoon outdoors inside downstairs uphill popover barnyard

Chapter IV: Loneliness: (Pages 25 to 31)
B) 1. a) beautiful  b) nothing  c) lonely
  d) gloom  e) occasion  f) stir  g) fly
  h) scrape
C) 1. work  2. Lurvy  3. lonely  4. cheerful
  5. spiders  6. sandy

Chapter V: Charlotte: (Pages 32 to 41)
A) 1. Rain upset Wilbur’s Page 27
  2. Are you out?  Page 27
  3. Suddenly Wilbur felt Page 27
  4. He noticed that  Page 27
  5. Pigs mean less Page 28
  6. I prefer to Page 29
  7. Friendless, dejected and Page 30
  8. You can imagine  Page 31
B) 1. 3  2. 5  3. 5  4. 3  5. 3  6. 4  7. 1
  8. 2  9. 4  10. 2
C) 1. greetings  2. shock  3. disliked
  4. gloomily  5. unkind
  6. doesn’t know about life

Chapter VI: Summer Days: (Pages 42 to 48)
A) 8; 2; 4; 10; 3; 1; 6; 5; 9; 7
B) 1. early  2. morning  3. top  4. weak
  5. worst  6. pushing
C) Nouns: Templeton, brook, sparrow, gosling, lilacs, dandelion
  Verbs: worried, swoop, poked, glanced, disappeared, fried

Chapter VII: Bad News: (Pages 48 to 51)
A) 1. “I always give  Paragraph 4  Page 48
  2. “Hello!” she said  Paragraph 1  Page 49
  3. There’s a regular  Paragraph 7  Page 49
  4. They’re going to  Paragraph 6  Page 49
  5. If she says  Paragraph 4  Page 51
  6. I can’t stand  Paragraph 8  Page 51
B) 1. detested, loathed  2. admired
  3. anaesthetic  4. rigid  5. plot, campaign

Chapter VIII: A Talk at Home: (Pages 52 to 54)
A) • Seven of the eight goslings had hatched.
  • Templeton, the rat, took the egg that didn’t hatch.
  • Wilbur, the sheep, the lambs, the goose, the gander, the goslings, Charlotte, the spider, lived in the barn.
  • Charlotte sucks the blood from flies that are caught in her web.
  • Wilbur adores Charlotte.
  • She told about the things Charlotte said about the goose.
B) 1. “Did you know that Uncle Homer’s goslings had hatched?” asked Fern.
  3. “Seven,” replied Fern. “There were eight eggs but one egg didn’t hatch and the goose told Templeton she didn’t want it anymore, so he took it away.”
C) hatched, latched; ramble, bramble; cellar, teller; pretend, contend; clever, ever; school, rule
Chapter IX: Wilbur's Boast:  (Pages 55 to 65)
A)  1. he jumped off the manure pile and he had nothing to break his fall.
   2. they helped her to build her webs.
   3. he lacks a set of spinnerets and lacks the know how.
   4. she sits still most of the time and doesn't wander all over the place.
   5. he loves living in the barn and everything about the place.
   6. he called Wilbur the smelliest creature in the place.
   7. she was working on a plan to save his life.
B)  1. ate  2. tore  3. came  4. broke  5. sat
C) Answers may vary.

Chapter X: An Explosion:  (Pages 66 to 76)
A)  • Avery tried to catch Charlotte.
• The children ran away from the horrible smell.
• Charlotte said people were gullible.
• By the next morning, the barn smelled good again.
• Charlotte still did not know how she would save Wilbur's life.
B)  1. The frog jumped into the dishpan full of soapy water.
   2. Avery put one leg over the fence of the pigpen.
   3. A horrible smell filled the air when the egg broke.
   4. The hay inside Fern's dress made her itchy.
C)  1. climbed  2. getting  3. straddled  4. worried  5. pays

Chapter XI: The Miracle:  (Pages 77 to 85)
A)  1. it was covered with dozens of tiny beads of water that glistened in the light.
   2. in the center of the web were the words SOME PIG!
   3. she knew her trick was beginning to work.
   4. the news had spread about Wilbur and people from all over came to see him.
   5. there were too many people around and she liked it better when she could be alone with her friends.
B)  1. shone, sparkled, gleamed
   2. quietly, in silence, soundlessly
   3. activities, exercises, work
   4. strange, different
   5. talk, chat
   6. wonderful, fantastic, great, splendid
C) Answers may vary.

Chapter XII: A Meeting:  (Pages 86 to 91)
A)  • Charlotte called all the barn animals for a meeting.
• Everyone was there except for Templeton.
• Templeton arrived late for the meeting.
• At first, Templeton refused to help Charlotte.
• The sheep told Templeton he'd starve if Wilbur was killed.
• Templeton finally agreed to look for a new word at the dump.
B) Answers may vary.
C)  1. oo  2. ee  3. ee  4. ea  5. ea
   6. ee  7. ei  8. eo  9. oo, ee  10. ee
   11. ai  12. ai

Chapter XIII: Good Progress:  (Pages 92 to 104)
A)  1. Far into the Page 92
   2. Charlotte decided to Page 93
   3. Now let's see Page 93
   4. When Lurvy arrived Page 94
   5. Everybody stood at Page 96
   6. "Well, you're a Page 101
B)  1. eight  2. ate  3. read  4. whole
   5. piece
C) Answers may vary.

Chapter XIV: Dr. Dorian:  (Pages 105 to 112)
A)  1. about Charlotte's stories.
   2. she was making the stories up.
   3. to see Dr. Dorian for advice.
   4. Mrs. Arable not to worry about Fern.
   5. relieved when she left the doctor's.
B)  advice, amazing, associate, attention, enchanting, fibs, fidgets, incessant, inventing, miracle, miraculous, nervously, normal, predict, remark, sagging, sociable, understand
C) Answers may vary.

Chapter XV: The Crickets:  (Pages 113 to 117)
A)  1. True  2. False  3. True  4. True
B)  1. potato  2. sheep  3. eyelash  4. worry
   5. knife  6. duty  7. apple  8. egg
C) Answers may vary.

Chapter XVI: Off to the Fair:  (Pages 118 to 129)
A)  1. Lurvy  2. Avery  3. Fern
   4. Mrs. Zuckerman  5. Mr. Zuckerman
B)  1. Templeton expected to find all kinds of garbage and leftover food on the fairgrounds.
2. Charlotte decided to go because Wilbur may need her and she is the only one that can write.
3. Charlotte needs Templeton to run errands and to do general work.
4. Wilbur fainted when Mrs. Arable said there will be extra good ham and bacon when it comes time to kill him.
5. She felt Wilbur was dirty and she wanted him to look clean and pretty.

C) buttermilk, pigpen, knothole, headfirst, raincoat, sunstroke, doughnuts, sideboards, underwear

D) 1. ribbons 2. sud-den-ly 3. ra-di-ant
4. par-a-dise 5. frag-ments 6. a-long-side
7. strug-gle 8. ter-ri-fic
9. ba-con
10. press-ing

Chapter XVII: Uncle: (Pages 130 to 137)
A) 1. Fern and Avery kept asking for money and things to eat and to go on the rides.
2. Mrs. Arable watched them go off on their own, sighed and blew her nose.
3. The pig was enormous and much bigger than Wilbur.
4. Charlotte said that the least thing tires her and she doesn’t have the energy she once had.
5. The children sat in the shade and felt better.
B) 1. right 2. quiet 3. tight 4. start
5. birth 6. spring 7. listless 8. dirty
C) 1. load 2. grass 3. funny 4. attract
5. grab 6. hamburg 7. sprinkle 8. excite
9. weary 10. candy
D) Answers may vary.

Chapter XVIII: The Cool of the Evening: (Pages 138 to 143)
B) Sights: lights, ferris wheel, merry-go-round, midway, hamburgers, popcorn
Sounds: music, crackle, blattering, voices
Smells: hamburgers, frying, popcorn
Tastes: sweet, sticky, creamy
C) 1. ss 2. rr 3. pp 4. ll 5. nn 6. tt
7. gg 8. nn 9. tt 10. rr
D) Answers may vary.

Chapters XIX: The Egg Sac: (Pages 144 to 154)
A) 1. peach-colored
2. five hundred and fourteen
3. her egg sac 4. strong, tough, waterproof
5. as big around as a jelly jar 6. blue
7. buttermilk 8. white and smooth
9. a special award
B) 1. shrunk 2. languishing 3. waterproof
4. swollen 5. gorge 6. suspiciously
C) 1. 3 2. 3 3. 2 4. 4 5. 3 6. 5
7. 4 8. 3 9. 2 10. 2

Chapter XX: The Hour of Triumph: (Pages 155 to 162)
A) 3, 6, 4, 2, 1, 5
B) infield, tailgate, pigpen, buttermilk, armpits, handsome, grandstand
C) 1. death 2. voice 3. tighten 4. fame
5. blushed 6. show 7. medal 8. humble
D) Answers may vary.

Chapter XXI: Last Day: (Pages 163 to 171)
A) 1. he means a great deal to Mr. Zuckerman.
2. she liked him and it made her feel good.
3. she will be dead in a day or two.
4. it was attached to the ceiling.
5. he was sick of running errands and doing favors
6. Wilbur promised he could eat out of his food trough first.
7. it was made out of strong, waterproof material.
B) 1. flies 2. ceremonies 3. crates 4. geese
5. teeth 6. candies 7. leaves 8. feet
C) 1. th 2. ch 3. ch 4. sh 5. wh 6. ch
7. th 8. sh 9. wh 10. th
D) Answers may vary.

Chapter XXII: A Warm Wind: (Pages 172 to 184)
A) 1. autumn 2. winter 3. winter 4. autumn
5. autumn 6. winter 7. spring 8. autumn
9. spring 10. spring
B) 1. balloon 2. spin 3. dreary 4. ditch
5. squash 6. streak 7. busy 8. reply
9. brim 10. chose
C) Hard C: corner, coated, cozy, circles, care, sac
Soft C: cellar, place, fence, voices, circles
D) Answers may vary.