

Novel·Ties

**Charlotte's
Web
E.B. White**



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide to use in conjunction with the book *Charlotte's Web* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

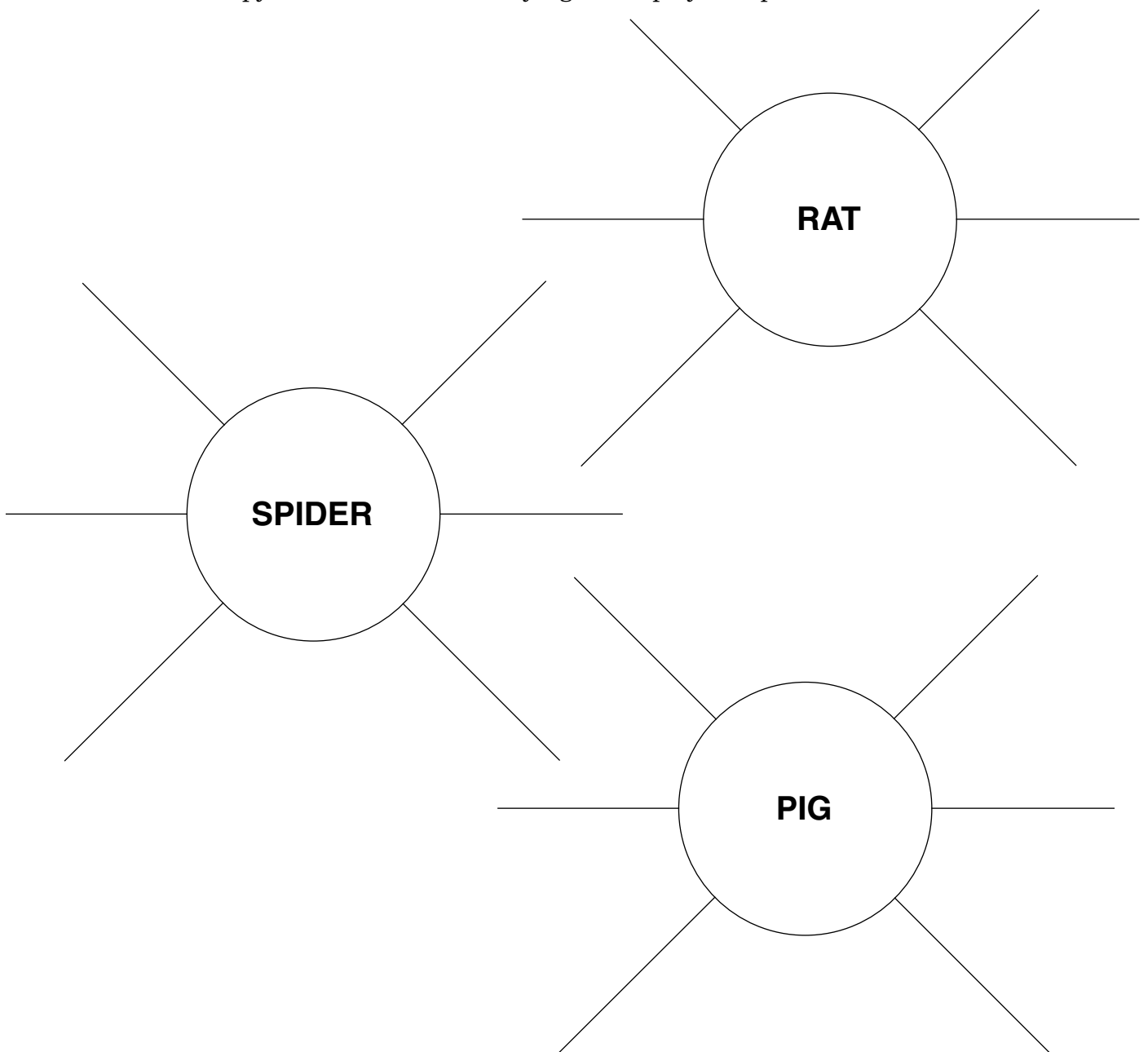
In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

WORD WEB**Directions:**

- Before you read the book – On the lines surrounding the name of each animal, write descriptive words that you associate with each creature.
- After reading Chapter Five – On the lines surrounding the name of each animal, write the descriptive words that the author uses to describe Wilbur, Templeton, and Charlotte.
- Compare your words on the first copy of the web to the author's words on the second copy. How is the author trying to shape your opinion of each animal?



Chapters I – III (cont.)

Read to find out why Mr. Arable doesn't want a pet pig on his farm.

Questions:

1. Why did Mr. Arable want to kill the baby pig?
2. Why did Fern object to the killing?
3. Why did Mr. Arable change his mind?
4. When Wilbur was a baby, why did Fern say, "Every day was a happy day, and every night was peaceful"?
5. How did Fern's father bring her great happiness to a sudden end? Why did her father feel this way?
6. How did Wilbur's new home compare to his old home?
7. What was the first hint that the animals on the farm were communicating with each other?
8. Why did Wilbur run away from Zuckerman's farm? Why did he return to the farm?

Questions for Discussion:

1. What problems could arise from raising a barnyard animal as a pet?
2. What do you think Mr. Zuckerman meant when he said, "Yes, he'll make a good pig"?

Word Study:

- I. Use a dictionary to look up the word "arable." Why are Fern's parents named Mr. and Mrs. Arable?

Why do you think the girl is called "Fern"?

- II. Draw a line from each animal on the left to the word which names its offspring on the right.

- | | |
|----------|------------|
| 1. pig | a. gosling |
| 2. cow | b. puppy |
| 3. goat | c. foal |
| 4. horse | d. piglet |
| 5. goose | e. kid |
| 6. dog | f. calf |