Charlotte’s Web

By

E.B. White

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chapter 1**

1. What had happened in the hoghouse overnight?

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2. What does the word ‘sopping’ mean?

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3. What was Mr. Arable going to do with the small pig?

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4. What was in the carton that Mr. Arable brought into the house?

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5. Give two of the smells from the kitchen on p.4?

• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. How did Fern feel when she saw what was inside the carton?

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7. Why did Fern get a pig and not Avery? What does this suggest about Avery?

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8. What did Fern feed Wilbur?

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9. What did Wilbur do to stay warm in the box outside?

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10. Why didn’t Wilbur want to go into the water on p.12?

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**Chapter 2**

Draw a map showing the Arable’s farm; the road where Fern and Avery catch the bus to school, and the Zuckerman’s farm which is in walking distance from the Arable’s (don’t forget to include the barn where the animals live). Include a compass rose on your map and label the different locations. Be creative!

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**Chapter 3**

1. What is the author saying about the barn when he described it as smelling “of the perspiration of tired horses and the wonderful sweet breath of patient cows”.

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1. Zuckerman was appealing to Wilbur’s stomach when he lured him back into the pigpen with the pail of slops. Have you ever been lured into action when you were hungry? What did you do? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. If time permits, draw a Wanted Poster for Wilbur. Your teacher probably has a Wanted template you could use. You might want to include the following information about Wilbur: age, detailed description, his crime (escaping from lawful custody), and an offer of a reward and, of course, a drawing of Wilbur.

**Chapter 4**

Reread the first 2 pages of Chapter 4. Imagine you are Wilbur. On the following page, write out a timetable for Wilbur’s day. You might want to write it in the first person, using ‘I’, e.g. 6:30a.m. I awoke to find the day was rainy and gloomy. At least there was breakfast to look forward to. Lurvy was on time with breakfast and today it consisted of …

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| **Wilbur’s Daily Timetable** |
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**Chapter 5**

Make a list of characters that you have read about so far. Divide them into 2 groups: human and animals. As you progress through the story, add new characters to the list.

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| **Animals** | **Humans** |
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**Did you know?** When Charlotte introduced herself to Wilbur, she used her full name: Charlotte A. Cavatica. The initial - A - stands for Charlotte's middle name: Arenea. That comes from Latin, since Araneae is the scientific name for spiders.

Cavatica - Charlotte's last name - comes from the Latin word cavus (which means a pit or hollow). Spiders, such as Charlotte, prefer to spend their lives in shady places like barns.[[1]](#footnote-1)

**Chapter 5 continued**

Wilbur meets his new friend, Charlotte, in this chapter. Charlotte greets Wilbur with the term “salutations”. Look up this word in the dictionary and write its meaning.

Salutations:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Now put it in a sentence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have a discussion with your partner/group/class and come up with as many greetings as you can for when you are meeting someone. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Imagine a new student has joined your class. What would you do to show that person that you wanted to be their friend? What would make you want to become friends with someone? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Draw a picture of Charlotte and Wilbur below.

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**Chapter 6**

In this chapter, the goose has been rewarded after four weeks of unremitting effort and patience with seven goslings. A gosling is a baby goose. How well do you know your baby animals? Below is a list of baby animals in the left column and the parents in the right column. Match the baby to its mother by drawing a line between the two. One has been done for you. Be careful. Some look easy but some are there to trick you. Good Luck!

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| --- | --- |
| **Baby Animal** | **Parent** |
| GoslingPoultKittenCalfLambFawnOwletPinkieJoeyKidFoalPuppyChickTadpoleSpiderlingPigletEagletCygnetElverCubKit | SpiderMouseSwanWhaleRabbitGooseDeerPigEagleEelTurkeySheepFerretOwlLionChickenKangarooGoatHorseDogFrog |

* Don’t forget to add the goslings to your list of characters.

**Chapter 7**

Here is a list of verbs from chapter 7 for you to conjugate. Fill in the missing verbs in the past tense and past participle column. Some verbs are regular like turn; others are irregular like grow. Have fun! Use pronouns to put the verbs in context.

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| **Present Tense** | **Past Tense** |  |
| I grow | I grew |  |
| I like |  |  |
| I reply |  |  |
| I spend |  |  |
| I turn |  |  |
| I scream |  |  |
| I do  |  |  |
| We come |  |  |
| I am | I was |  |
| They cry |  |  |
| We see | We saw |  |
| He guesses |  |  |
| You admire |  |  |
| She stops |  |  |
| I go |  |  |

**Chapter 8-9**

Look up the following words in the dictionary and write their meanings. Include the class of word that it is e.g. noun, verb, and adjective.

* Spinneret: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Dragline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Sedentary: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chapters 8-9 Continued**

Charlotte asks Wilbur has he heard of the Queensborough Bridge. Do a Google search on the Queensborough Bridge. Did you know that it is in New York? It is a cantilever bridge. Does it look like a spider’s web? Here’s a chance to draw the Queensborough Bridge. Be creative. You might want to draw a spider hiding in one of the spans or some unfortunate bug stuck in the ‘web’.

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**Chapter 10**

**Adverbs** add meaning to verbs, hence the name **ad** (meaning towards) and **verb (**a class of words). In this activity, we will be looking at adverbs of manner; in other words how something is done. Throughout the story there are numerous examples of adverbs of manner. Consider this sentence from chapter 9: “…the spider busily worked at the task” (page 53). In this sentence the verb is worked. The adverb *busily* tells the reader how Charlotte worked. The answer is *busily.*  Below is a list of adverbs found throughout chapter 10. Reread chapter 10 and find the verbs the adverbs are modifying. **Note**: adverbs can come after the verb they modify as well as before.

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| Adverb | Verb |
| Affectionately (p. 64) |  |
| Surely (p. 64) |  |
| Almost (p. 66) |  |
| Lazily (p. 68) |  |
| Greatly relieved (p. 70) |  |
| Wisely (p. 70) |  |
| Creamily (p. 71) |  |
| Heartily (p. 71) |  |
| Moodily (p. 72) |  |
| Slowly but steadily (p. 72) |  |

* Write some of your own sentences with adverbs of manner. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Did you know that the scientific name for rotten egg gas is hydrogen sulphide?

**Chapter 11**

A **simile** is another device used by writers to make their stories more colourful and rich. It makes a comparison between two things using **like** or **as.** In chapter 11 the first paragraph contains 2 similes. Can you spot them? By using similes, the writer helps the reader form an image in his or her head about the object or thing the writer is talking about. A good writer like E. B. White has used similes throughout *Charlotte’s Web.* Below are some similes and page references. Before you go checking, test yourself by completing the similes. On the second line fill in what the text says. How close were you?

1. (p. 3) I’ll let you raise it on a bottle, like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. (p. 3) I’ll let you raise it on a bottle, like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. (p. 73) The grass looked like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. (p. 73) The grass looked like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. (p. 73) The asparagus patch looked like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. (p. 73) The asparagus patch looked like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. (p. 112) He was pure white, pink around the ears and snout, and smooth as \_\_\_\_\_\_\_\_\_\_\_\_\_.
8. (p. 112) He was pure white, pink around the ears and snout, and smooth as \_\_\_\_\_\_\_\_\_\_\_\_\_.
9. (p. 148-49) And of course Avery was tickled to find himself so wet, and he immediately started to act like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
10. (p. 148-49) And of course Avery was tickled to find himself so wet, and he immediately started to act like a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
11. (p. 161) He (Templeton) was as big as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
12. (p. 161) He (Templeton) was as big as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Chapter 12 & 13**

Charlotte has asked you for a word that she can weave into her web. The word must describe Wilbur. Discuss with your class a list of possible words that describe Wilbur in a positive way. Imagine you are Charlotte. In the box below draw some radial lines and some orb lines and your word. Don’t forget that the word must have double lines instead of single lines. Wilbur’s life may depend on it.

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**Chapter 14**

On this page write a conversation between two or more animals. Do you think animals talk to each other? Be creative!

**Chapter 15**

One of the main themes throughout *Charlotte’s Web* is friendship.

 “No pig ever had truer friends, and he realised that friendship is one of the most satisfying things in the world” (page 107).

Write about what friendship means to you in the space below. You might want to write about your friends at school.

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**Chapter 16**

You are a journalist for the local newspaper. Write a newspaper report about the County Fair. You will need an exciting headline to catch your readers’ attention. Hint: Use a bigger font for the headline. What are some of the ideas you would include in your report? Revisit chapter 16!

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**Chapter 17**

In this chapter, Mr and Mrs Arable let the Fern and Avery go off by themselves.

 “Do you think it’s all right?” Mrs Arable asked.

 “Well, they’ve got to grow up some time,” said Mr Arable. “And a fair is a good place to start, I guess.” (p. 121)

Describe a time when your parents or carers let you be independent. What did you do? How did it make you feel? Describe what happened in the space below and draw a picture.

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**Chapter 18 & 19**

Charlotte has created her *magnum opus,* her egg sac. It is the finest thing she ever made. There are 514 eggs inside. That is (5 X 100) + (1 X 10) + (4 X 1) = 514.

If the answer is 514, what is the question? Create your own math sentences where the answer is 514. Use fractions 512 + 1 + ½ + ½ = 514.

**RULE:** You must use all the different operations: addition, subtraction, multiplication & division.

**Chapter 20**

Draw a picture of Wilbur with his blue ribbon and his medal. You might want to put Templeton and Charlotte into the picture as well.

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**Conclusion**

Write a book review about *Charlotte’s Web.* Would you recommend it? What did you like about it? Were there some parts you did not like? A review is your own personal response to the story. If time permits, your teacher might let you watch the movie.

**My Review**

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1. https://www.awesomestories.com/asset/view/WHO-IS-CHARLOTTE-Charlotte-s-Web [↑](#footnote-ref-1)