

# CHARLOTTE'S WEB

## Questions for discussion/writing assignment

1. Themes and issues addressed in this novel include friendship, loyalty, kindness, life and death, loneliness, and determination.  
Are there songs in this play that help you understand friendship, loyalty, kindness, life and death, loneliness, and determination?
2. Which character did you like the best? Why?
3. Did you dislike any character? Why?
4. What are the three things Charlotte weaves into her web? Why do you think she chose those words?
5. How did the play show the friendship between Wilbur and Charlotte?
6. Which character would you play in the story? What are the characteristics of that character?
7. What is the climax of the story? How did the playwright tell that episode?
8. The author of this story, E. B. White, wrote this about Charlotte:

As for Charlotte herself, I had never paid much attention to spiders until a few years ago. Once you begin watching spiders, you haven't time for much else — the world is really loaded with them. I do not find them repulsive or revolting, any more than I find anything in nature repulsive or revolting, and I think it is too bad that children are often corrupted by their elders in this hate campaign. Spiders are skillful, amusing and useful, and only in rare instances has anybody ever come to grief because of a spider.

Do you agree or disagree? Why?

## Language Arts activities:

1. Charlotte's Web Acrostics
2. Seek-a-Word
3. Crossword Puzzle

Art Projects:

1. Design a costume, make up, or mask for one of these characters:
  - Fern
  - Wilbur
  - Charlotte
  - A farmer
  - Templeton
  - One of the farm animals: sheep or lamb, cow, horse, goose or gosling
2. Create an advertisement for this play: a poster, short animated feature, or flyer
3. The animals on Zuckerman's farm are having a party. Design name tags for them.
4. Fern and Henry are at the top of the Ferris wheel. Try to imagine what the fair looks like from there, and make a picture of it.
5. Design a sign for one of the activities at the Fair:
  - Popcorn, cotton candy, lemonade, hot dogs, etc.
  - Ring toss or other games
  - Merry-go-round, Ferris wheel, bumper cars, roller coaster, etc.
  - Fun house
  - Animal exhibits: cows, pigs, rabbits, chickens, etc.

# ***CHARLOTTE'S WEB***

M A R B G A D N E I R F N S P Y R  
C H A R L O T T E R O U P C N T H  
H N D I E E U S I D W I L U R A B  
G L I P I G O A Y K D Q S V E X A  
U Z A J R X F L Y E A U P L F L T  
V A N M R T E O R T Y E S O O G N  
D S T P B F C H V N X L L W M I N  
R T R E A P S A L U T A T I O N S  
A O E R G E L B A R A D W E B A O  
K G M X R N E E L H G R U B L I W

**CHARLOTTE**

**FLY**

**SALUTATIONS**

**WILBUR**

**FERN**

**FAIR**

**RUNT**

**LAMB**

**SPIDER**

**FRIEND**

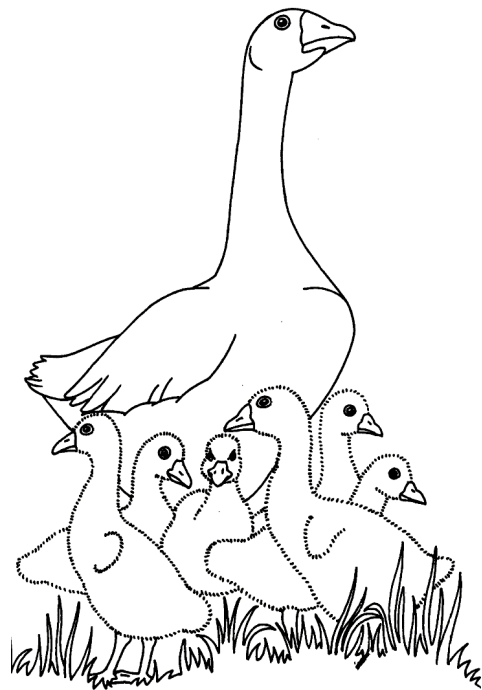
**FARM**

**PIG**

**RADIANT**

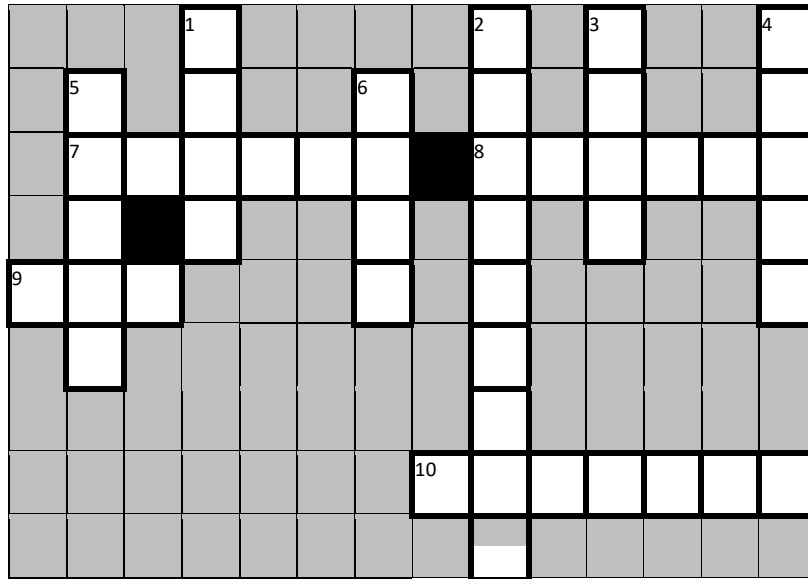
**WEB**

**GOOSE**



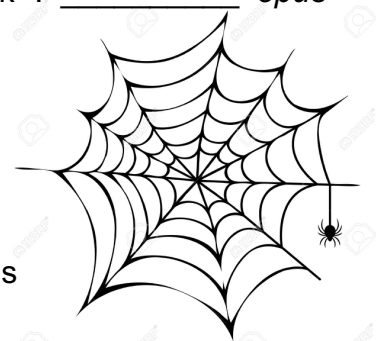


# CHARLOTTE'S WEB



## ACROSS

- 7 The last word Charlotte weaves
- 8 Charlotte calls her egg sac a term that means "greatest work" : \_\_\_\_\_ *opus*
- 9 Charlotte creates this with her spinnerets
- 10 A baby goose



## DOWN

- 1 Charlotte weaves this first: \_\_\_\_\_ *PIG*
- 2 The rat who gets the papers where Charlotte finds her words
- 3 Charlotte lays 514 of these
- 4 Fern's uncle who owns the farm where Wilbur grows up
- 5 How many of Charlotte's children stay with Wilbur after Charlotte dies?
- 6 The little girl who helps Wilbur



W \_\_\_\_\_

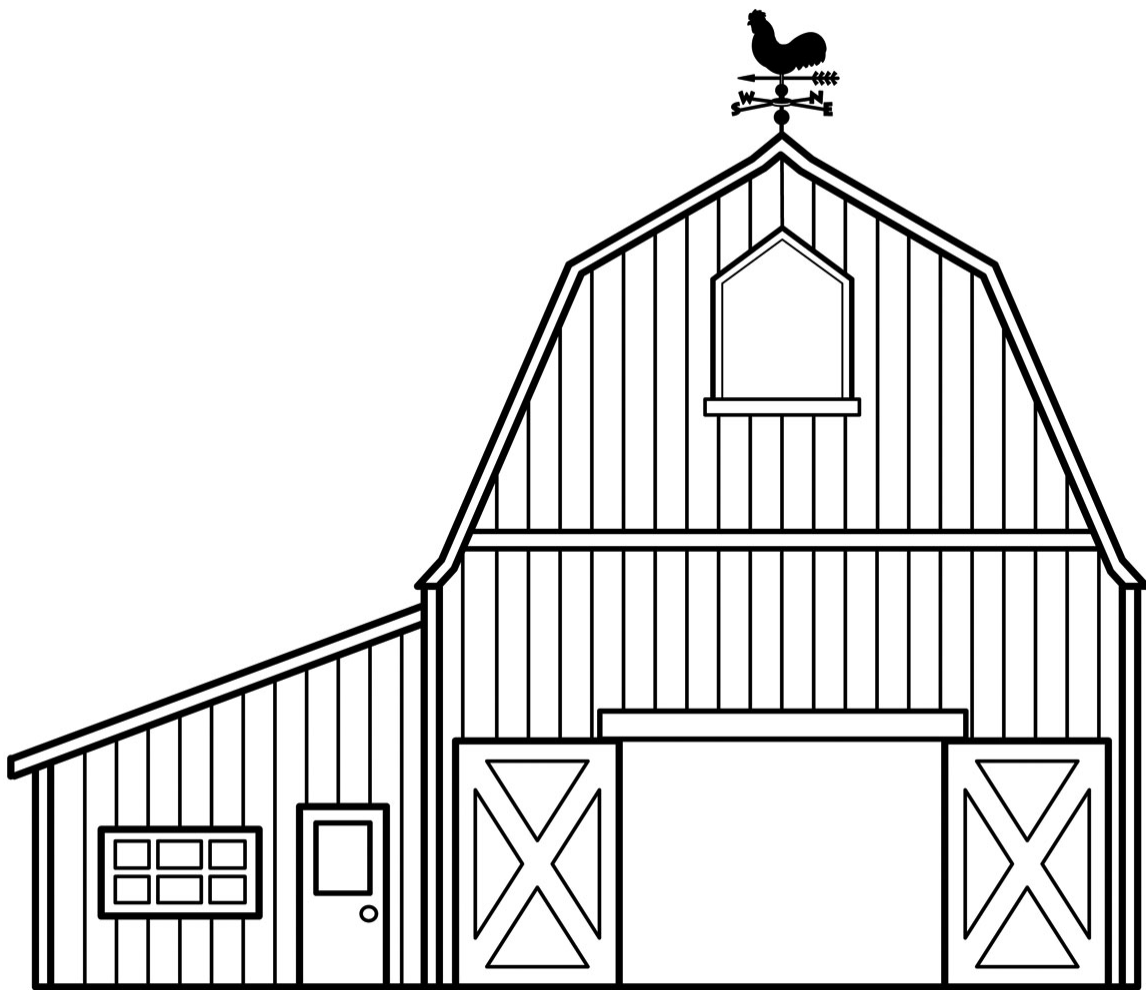
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R \_\_\_\_\_

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E \_\_\_\_\_

N \_\_\_\_\_

T \_\_\_\_\_





## FLORIDA STATE STANDARDS GRADES 2-5

### *Charlotte's Web*

The activities in this guide will help the teacher to meet various Florida State Standards.

#### GRADE 2

1 TH.2.C.1 : Cognition and reflection are required to appreciate, interpret, and create with artistic intent. [read more](#)

TH.2.C.2 : Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

3 TH.2.C.3 : The processes of critiquing works of art lead to development of critical-thinking .appreciation of artistic works and respect for the creative process. [read more](#)

1 TH.2.O.1 : Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. [read more](#)

#### GRADE 3

1 TH.3.C.1 : Cognition and reflection are required to appreciate, interpret, and create with artistic intent. [read more](#)

2 TH.3.C.2 : Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

3 TH.3.C.3 : The processes of critiquing works of art lead to development of critical-thinking

1 TH.3.O.1 : Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. [read more](#)

#### GRADE 4

1 TH.4.C.1 : Cognition and reflection are required to appreciate, interpret, and create with artistic intent. [read more](#)

2 TH.4.C.2 : Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

3 TH.4.C.3 : The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts. [read more](#)

1 TH.4.O.1 : Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. [read more](#)

#### GRADE 5

1 TH.5.C.1 : Cognition and reflection are required to appreciate, interpret, and create with artistic intent. [read more](#)

2 TH.5.C.2 : Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth. [read more](#)

3 TH.5.C.3 : The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts. [read more](#)

1 TH.5.O.1 : Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process. [read more](#)