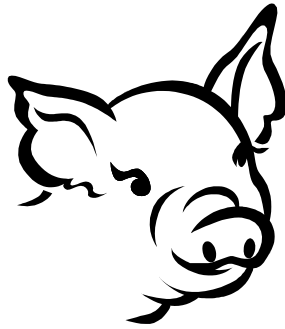




Presents



CHARLOTTE'S WEB

Study Guide

Charlotte's Web Study Guide

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This study guide was written by Ramona Brand, Director of Education, Wild Swan Theater, November 2002.

WILD SWAN THEATER

MISSION STATEMENT:

Wild Swan Theater is dedicated to producing professional children's theater of the highest artistic quality and to making that theater accessible to low income, minority and disabled children through low ticket prices and innovative outreach programs.

HISTORY AND ACTIVITIES:

Wild Swan Theater was founded in 1980. Since its inception, the company of professional adult actors, dancers, musicians, visual artists, and American Sign Language interpreters has performed for hundreds of thousands of children. As well as many public performances in its home base of Ann Arbor, the company tours regularly to theaters, museums and public libraries as well as offering residencies and workshops at schools and hospitals serving disabled children statewide. This year the company will give 150 performances for an audience of over 50,000 children and their families.

Wild Swan's performance style, which incorporates storytelling and live action with puppets, masks, music and dance, has received critical acclaim as well as an enthusiastic following. The Detroit News has praised the work as "professional children's theater at its very best," and the Flint Museum of Art has described it as "superb theater that enhances life and its joys." Henry Ford Museum and Greenfield Village has called Wild Swan "one of the finest theaters for families in the nation."

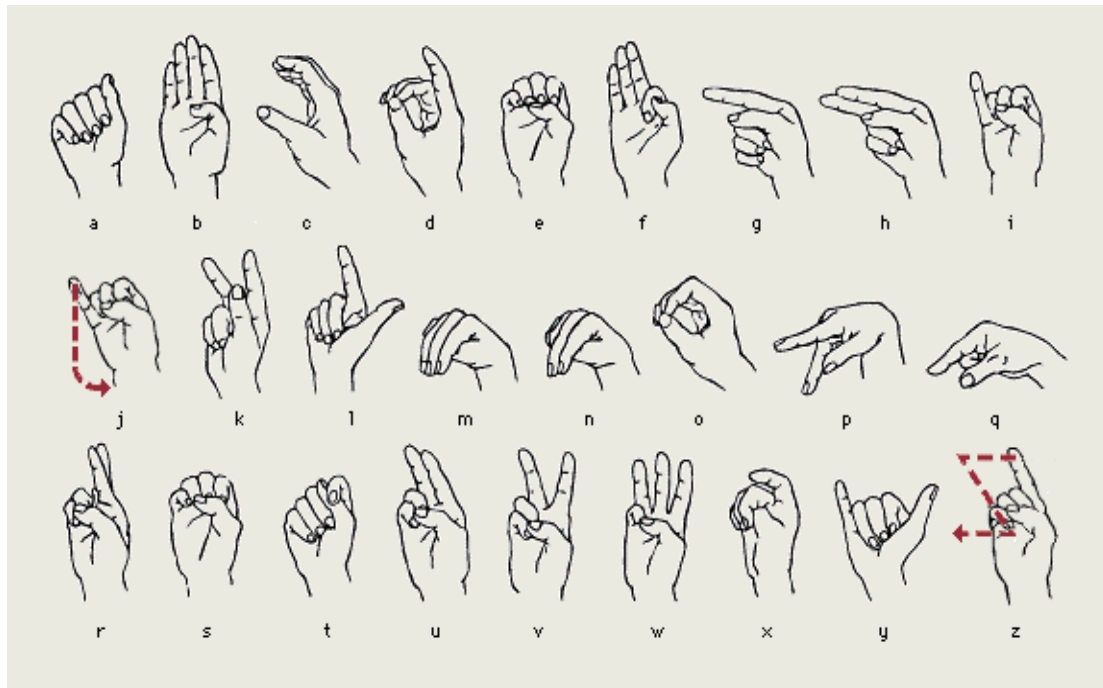
Wild Swan has pioneered a number of audience accessibility measures for disabled individuals that are models in the state and have earned the praise of educators and health specialists across the country. All productions are performed in American Sign Language as well as spoken English with the signing completely integrated into the productions. Thus deaf children and adults not only have complete access to the productions but hearing children are exposed to this beautiful and poetic language. A program for blind individuals includes pre-performance backstage "touch tours". Participants have the opportunity to feel specially constructed props and masks, explore the set, and meet actors and hear the voices their characters will use. Audio-description, a simultaneous description of staging, lights, and costumes, transmitted electronically to participating audience members during pauses in the dialogue, permits audience members who are blind or visually impaired to have access to all the visual elements of the production. As a leader of disabled access in the state, Wild Swan has been a recipient of the Governor's Service Award in 1998 in the Arts in Service category and a grant recipient of Very Special Arts/Michigan for ten years.

Wild Swan has received major support from the Ann Arbor Area Community Foundation, the Arts Foundation of Michigan, the Michigan Council for the Arts and Cultural Affairs, the Elizabeth Wight and Grayling funds of the Community Foundation of Southeast Michigan, Newman's Own Inc., the Pistons Palace Foundation and the W. K. Kellogg Foundation.

American Sign Language Alphabet

When you come to see *Charlotte's Web* you will notice that American Sign Language Interpreters are part of the play. They are signing the dialogue of the show for audience members who may have difficulty hearing. American Sign Language is a language used by the deaf and hearing impaired community. Using sign language in Wild Swan Theater shows enables more people to enjoy a theatrical production.

Below is the basic sign language alphabet. Can you make the letters of the alphabet using this chart?



Related Activities:



Try spelling your name using sign language or try spelling the names of the characters in the play: Fern, Wilbur, Charlotte, Templeton, Zuckerman etc.



Can you spell the words that Charlotte wrote in her web? Try **Terrific**, **Some Pig**, **Radiant**.



Sign a message of friendship to a classmate.

Charlotte's Web

List of Characters

Wilbur – some pig!

Fern – his close human friend

Charlotte – a beautiful spider who lives in the barn

Templeton – a no-good rat

Avery – Fern's brother

Mrs. Arable – Fern's mother

Uncle Homer – Fern's uncle who raises pigs

Lurvy – works for Uncle Homer

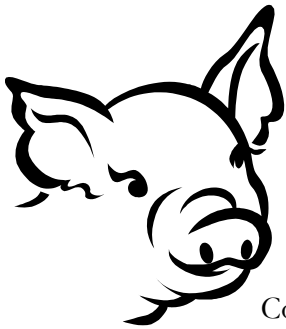
Synopsis

Wilbur is born the runt of a litter on the Arable farm. Mrs. Arable thinks runts are more trouble than they are worth, and plans to kill little Wilbur. Fern, learning her mother's plan, protests. It's not fair to hurt him just because he's small, she reasons. Mrs. Arable agrees to spare Wilbur, and Fern adopts him as her pet.

Before long, Wilbur has grown up into a big pig. Mrs. Arable wants to sell Wilbur because she can't afford to feed him anymore. Of course, Fern doesn't want to part with her friend Wilbur. They compromise and decide to sell Wilbur to Uncle Homer down the road, so that Fern can visit Wilbur every day. So Wilbur moves into a new barn, and meets his new roommates: Templeton the Rat, Goose and Gander, Sheep, and Charlotte, a beautiful spider. Although Wilbur misses Fern, Charlotte makes him feel at home in the barn, and they become close friends.



Soon the other animals on the farm tell Wilbur why Uncle Homer raises pigs. Wilbur is horrified to hear that the humans are fattening him up so they can turn him into bacon and ham. He gets very scared. But Charlotte calms him down, and promises that she will save him.



The next morning, Lurvy comes into the barn to feed the animals, and finds something special. During the night Charlotte has spun the words "Some Pig" into her web. Uncle Homer and Lurvy think a miracle has happened. The next night, Charlotte spins a different message in her web. People begin pouring in to see the miraculous web and the pig that seems to have caused it.

Because of the miraculous web, Uncle Homer decides to take Wilbur to the County Fair. If Wilbur gets a prize, he will be too special to make into bacon. So Fern, Wilbur, Templeton, and Charlotte pack up and go to the County Fair for the competition. But Charlotte has a problem: it is time for her to spin her egg sac, which will hold all of her eggs. When they get to the fair, Charlotte stays up all night to write a message in her web for Wilbur, and then spins her egg sac. In the morning, Charlotte is exhausted, and won't survive the trip back to the barn. Sadly, and with Templeton's help, Wilbur carries Charlotte's web sac onto the truck, and makes sure it gets back to the barn safely. Wilbur takes care of the sac until the eggs hatch, and hundreds of Charlotte's little spiderlings are born safely.



About E.B. White

E.B. White was born in Mount Vernon, New York, and went to public schools there. He was graduated from Cornell University in 1921, worked in New York for a year, and then traveled about. After five or six years of trying many sorts of jobs, he joined the staff of *The New Yorker* magazine. He wrote satirical sketches, poems, essays, and editorials.

In 1938, Mr. White moved to the country. On his farm in Maine he kept animals, and some of these creatures got into his stories and books. Mr. White said he found writing difficult, but he kept at it. He began *Stuart Little* in the hope of amusing a six-year-old niece of his, but before he finished it, she had grown up.

White was awarded the Laura Ingalls Wilder Medal for his children's books *Stuart Little* and *Charlotte's Web*. His third children's book, *The Trumpet of the Swan*, honored by The International Board on Books for Young People as an outstanding example of literature with international importance. In 1973, it received the Sequoyah Award (Oklahoma) and the William Allen White Award (Kansas), voted by the school children of those states as their "favorite book" of the year.

His essays appeared in *Harper's Magazine*, and his books (for adults) include *One Man's Meat*, *The Second Tree from the Corner*, *Letters of E.B. White*, *The Essays of E.B. White*, and *Poems and Sketches of E.B. White*. He wrote a total of 20 books of prose and poetry!

Mr. White was awarded the 1971 National Medal for Literature, and in 1963, President John F. Kennedy named him as one of 31 Americans to receive the Presidential Medal for Freedom. Mr. White also received the National Institute of Arts and Letters' Gold Medal for Essays and Criticism, and in 1973 the members of the Institute elected him to the American Academy of Arts and Letters, a society of 50 members. He also received honorary degrees from 7 colleges and universities. Mr. White died on October 1, 1985.

<http://familyeducation.com/article/0,1120,22-14436,00.html>

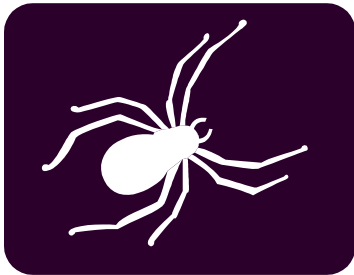


ABOUT SPIDERS

Spiders have eight legs (four pairs). Unlike insects, spiders do not have wings or antennae. Spider body regions consist of two parts; a *cephalothorax* (fused head with thorax) and an *abdomen*. Most spiders have eight eyes; but some only six and several have fewer or none. All spiders have fangs and most kinds have poison glands. They use their fangs and poison glands to capture their food. A spider's bite can kill insects and other small animals.

Spiders are helpful to people because they eat harmful insects. They eat grasshopper and locusts, which destroy crops. Spiders also eat flies and mosquitoes that carry diseases. Spiders can live anywhere they can find food like fields, woods, swamps, caves and deserts. One kind of spider spends most of its life underwater. Another kind lives near the top of Mount Everest, the world's highest mountain. Some live in houses, barns, and other buildings. Others live on the outside of buildings, on walls, windscreens and corners of doors and windows.

Spiders produce silk, secreted as a liquid through their spinnerets, which then hardens immediately. Spiders use their silk to spin homes for themselves, catch their food, make homes for their eggs, and some spiders use their silk to travel! Some spiderlings sail through the air on wind currents. Young spiders climb to a high point and release silk strands. Then, they release their hold and sail away on the wind, often for considerable distances.



Spiders lay eggs within a silken egg sac that is often ball-shaped and either hidden in the web or carried by the female. Spiders may produce several egg sacs, each containing several hundred eggs. One female may produce as many as 3,000 eggs in a series of several sacs over a period of time. Eggs may hatch a few weeks later (three weeks or the following spring) and reach adulthood in one year. For a spider to grow, it must shed its skin (molt) usually four to twelve times before maturity.

All spiders produce venom that is poisonous to their prey, including insects and mites. Venom is injected through the spider's hollow fangs into the insects, which makes them numb while the spider drinks the blood.

There are lots of different kinds of spiders, and each kind has its own special characteristics. Below are a few descriptions of some famous spiders.

Black Widow Spider or Northern Widow Spider:

These spiders spin tangled webs of coarse silk in dark places, usually outdoors. Webs are usually built near the ground, in trash, rubble piles, and under or around houses, sheds and garages. Black widows catch a variety of prey in their webs, including cockroaches, beetles, and other arthropods. The female lays eggs in silken cocoons or sacs, which are globular in shape and about 1/2-inch in diameter. Sacs are white at first, and later turn pale brown, and normally hold 300 to 400 eggs per sac. Females produce 4 to 9 egg sacs during a summer. However, only 1 to 12 young survive after the egg incubation period of 14 to 30 days due to cannibalism.

There are many differences between male and female black widow spiders. Females mature 92 days after egg sac emergence and live about 179 days longer, whereas males mature 71 days after emergence and live 30 days longer. Usually the female eats the male after mating. However, if females are well fed, most males get away to mate another day. Females hang belly upward, rarely leaving the web. Often cold weather and drought may drive these spiders into buildings.

Females rarely leave their web, but will bite if threatened. The bite itself is often not painful and may go unnoticed. But the poison from a Black Widow bite can cause abdominal pain similar to appendicitis as well as pain to muscles or the soles of the feet. Other symptoms include alternating salivation and dry-mouth, paralysis of the diaphragm, profuse sweating and swollen eyelids.

Outbreaks of black widows occur erratically. Some years an area may have thousands of widows and the next year they may be gone. Certain kinds of habitats such as sand dune areas may have black widows every year.

House or Cobweb Spider

House spiders spin their webs in dark corners of moist rooms and outdoors. They hang upside down in the center of an irregular cobweb. The outside sticky threads entangle many insects, especially flies. The female house spider is larger than the male, about 1/3 inch long, gray to brown with the rounded, globular abdomen mottled with several dark stripes on the upper side (Black Widow Spider shape). Females may produce up to nine egg sacs in their lifetimes, each containing 200 or more eggs. The young hatch in about eight days, staying within the sac until after the first molt.

Jumping Spider

These common spiders are about 1/2 inch or less in length, and are brightly colored. They are hairy, stocky built, short-legged and can jump several times their own length. Some are black with spots of orange or red on the top surface of the abdomen, at times confused with black widow spiders. Others are brownish-gray and yellow with whitish markings. Their movements are quick (irregular gait) with short, sudden jumps. These jumping spiders are active during the day and like sunshine, normally living outdoors but are sometimes found indoors on walls, windows, screens, and doors. Jumping Spiders have the keenest vision of all spiders, and use this ability to catch their prey, especially flies. Two of their eight eyes are very large on the face and eye color can be changed as needed. After mating, the female constructs a silk cocoon for her eggs and guards it. Some can bite humans.

Related activity:



What kinds of spiders live in Michigan? Where do they like to live? What makes them special? Which of these kinds of spiders is most like Charlotte?



Raising Pigs

My brother Josh and I are raising 8 pigs as a 4-H project. 4-H is a youth development program where young people can learn about raising animals, arts and crafts, showmanship, leadership and much more. The program's mission is to provide fun, educational activities that build strong, healthy youth who are proactive in a complex and changing world. It's lots of fun! The four H's stand for **Head** (cleared thinking), **Heart** (greater loyalty), **Hands** (larger service), and **Health** (better living). I have been a 4-H member for three years, and have raised pigs all three years.

We bought the pigs when they were about nine weeks old. They only weighed about 50 pounds. By August when our county fair is held, the pigs will weigh about 220-260 pounds, and be ready for market.

Every day, I have to feed the pigs, to make sure they stay healthy and happy. They eat corn, soybeans and a premix of minerals and vitamins. I also check to see if the automatic waterers in the pen are working properly. It is very important that the pigs have clean, fresh water available. I also have to make sure the pens stay clean, and change the bedding on a regular basis.

Pigs are very smart animals. They usually don't go to the bathroom near their food supply. They also quit eating when they are full instead of stuffing themselves. So the next time someone tells you eat like a pig, say thank you! If someone tells you that you sweat like a pig, you should thank them, too! Pigs don't have sweat glands, so they don't sweat at all. That's why pigs tend to wallow in the mud or water -- to help them stay cool.

How Pigs Help My 4-H Club Fight Cancer

Every year, my 4-H Club raises money for the American Cancer Society by sponsoring a "Hug a Hog" contest. People pay money to hug pigs that we have leash trained and the money is donated to help fight cancer. Last year I earned the most money from my club!

Showing Pigs at the Fair

Fairtime is an exciting, fun time! But preparing for the fair is a lot of work. I have to feed the animals every day and keep their pen clean. I also have to work with the pigs to socialize them and get them used to being around me. They always chew on my pants and shoelaces!



During the livestock show, the judge watches to make sure I keep the pigs under control. I also get judged for showmanship. The judge looks at me to make sure I smile and make eye contact, and show him all sides of the pig. I also enter a rate of gain contest. My pigs are weighed when I first bring them to the farm and then again 90 days later. The pig that has the highest average daily weight gain wins! My pigs usually gain about 2 pounds a day!

I can earn money by taking my pigs to the fair. Buyers bid on my pigs at the livestock auction. I also get money for any ribbons I earn for showmanship or the rate of gain contest. Any ribbon money I earn is my "fun money." The money I earn from selling the pigs goes into the bank to help pay for college.

After subtracting the expenses of buying the piglets and their feed and veterinary costs, I could earn up to \$700 for my pigs!

Pig Vocabulary (words about pigs, not words pigs can say!)

piglet - a young pig
boar - an adult male pig
sow - an adult female pig
gilt - a young female that has not yet had piglets
barrow- a male pig castrated at a young age
farrowing- giving birth to piglets

Pig Facts

- Market pigs weigh about 220 pound to 260 pounds.
- It takes 114 days (3 months, 3 weeks and 3 days) from conception until a sow gives birth to the piglets.
- Most sows have two litters per year with 7 to 12 piglets in each.
- Pigs' ears are notched so that farmers can identify what month they were born and which sow was their mother.

www.mda.state.mi.us/kids/countyfair/animals/pigs/facts.html

Breeds of Pigs

Eight major breeds of hogs are commonly used for breeding in the United States. In general, the five dark breeds--Berkshire, Duroc, Hampshire, Poland China, and Spot are known and used for their sireing ability and potential to pass along their durability, leanness, and meatiness to offspring. The three white breeds-- Chester White, Landrace, and Yorkshire are sought after for their reproductive and mothering abilities.

Yorkshire: The most sought after breed, Yorks are good mothers and produce large litters. They exhibit a long, big frame and are white with erect ears.

Chester White: Solid white, these pigs have medium sized, droopy ears. They usually have large litters and sought for their mothering ability. Boars of this breed are usually aggressive.

Berkshire: Black with six white points (nose, tail, and legs), these hogs have erect ears and a short, dished snout. They work well in enclosed facilities and are noted for their sireing ability.

Duroc: These hogs, noted for their fast growth and good feed efficiency, are a reddish color with droopy ears. On the average, this breed needs less feed to make a pound of muscle than the other breeds.

Hampshire: These hogs are black with a white belt that extends from one front leg, over the shoulder, and down the other front leg. They have erect ears and are popular for their lean, meaty carcasses.

Poland China: Like the Berkshire, this breed has six white points on a black body. They have medium sized droopy ears and produce meaty carcasses with large loin eyes.

Spot: White with black spot, this breed has the same type of ears as the Poland China. These hogs are known for producing pigs with a high growth rate.

Landrace: Like the other white hogs, this breed is known for the sow's mothering ability. They have very large, floppy ears, are long-bodied, and have the highest weaned average of any breed, as well as the highest average post-weaning survival rate.

No breed of swine is superior to the others. You should select pig based on its physical characteristics and the performance of its relatives (if you can get that information). Good quality feeder pigs should appear healthy, thrifty, vigorous, and alert.

In our two years in the project, we have had three Durocs and one Hampshire. Other members of our project have also had Yorkshires. Yorks are neat but they do get sun-burned, so if you get one you should plan on buying suntan lotion for your pig!

<http://www.ics.uci.edu/~pazzani/4H/Pigs.html>

Discussion Questions



- - What is a runt? Why did Mr. Arable want to get rid of Wilbur when he was born? How does Fern save him?
 - Why does Avery feel jealous of Fern? Have you felt jealous of a brother or sister or friend? Why? How did you resolve those feelings?
 - Who purchases Wilbur from Mr. Arable?
 - Does Fern have different feelings about Wilbur going to the Zuckerman's farm? Why is Fern able to hear the animals speaking?
 - Wilbur has a good home and lots of food at the Zuckerman's, but he still feels that he is missing something. What is it that he wants? Why are friends important?
 - Who becomes his friend?
 - Wilbur meets several animals at the farm. Can you think of words that would describe the characters of Templeton, Charlotte, the Goose and the Sheep?
 - What terrible thing does Wilbur learn about his fate?
 - How does Charlotte save Wilbur?
 - What are the words Charlotte weaves in her web?
 - How do the people in the play react to the writing in Charlotte's Web? How does that change the way Zuckerman feels about Wilbur?
 - How are ways that friends can help each other? How do you feel when a friend does something nice for you?
 - What is a county fair? Why did Wilbur win the special award? How does this insure Wilbur's life on the Zuckerman farm?
 - What does Wilbur do for Charlotte? How does Wilbur convince Templeton to get the egg sac? Why does Wilbur bring her egg sac back to the farm?
 - Where does Wilbur hang the medal he won at the county fair? What does he say about Charlotte?

Classroom Activities

The Activity

1. Children make webs with words by gluing string to construction paper.
2. Children make a new title page for the book using the computer.
3. At the end of 4 chapters, students can make a filmstrip that highlights the important events from each chapter.
4. Children role play the characters in the barnyard to highlight important events.

TeacherView by Katy Smith

Grade taught: K-5

Pratt Elementary School

Montgomery, West Virginia USA

The Review

Charlotte's Web is the humorous and timeless story about the friendship between a pig named Wilbur and his barnyard friend, a spider named Charlotte. When Fern's father decides to kill "the runt of the litter," Fern pleads with him to let her care for the runt. She does until the runt, whom she named Wilbur, is big and strong and is sent to live at her uncle's farm. At the farm Wilbur feels lonely and friendless until he is befriended by a spider named Charlotte. Charlotte knows that Wilbur will be butchered, so she works hard to devise a plan to save his life.

The Activities

Use the following videos or audio tapes as an enrichment activity:

Video

"Charlotte's Web" (animated)

Audio Tapes

"Charlotte's Web Narrated by E. B. White" (a set of four audio cassettes in which White narrates his classic story)

"David Novak Tells Itsy-Bitsy Spider's Heroic Climb & Other Stories" (American Storytelling--recommended for Pre-K through Grade 3)

Discussion

Guide the students through a discussion on the qualities of a friend. List their responses. Have them match the traits from their list with the friendship between Charlotte and Wilbur. (This could be extended into a prewriting activity and even into a first draft writing.) The students could also write about a special friend that they have.

Art

- Have the students draw their favorite characters. Then they can add things to the picture that the character likes, such as Wilbur eating any food that is given to him.
- Make a diorama of either Zuckerman's farm, the barn, or the county fair.

Writing

- Have the students write about the adventures of one of Charlotte's children. (for older writers) -
- Have the students create a "billboard ad" for the County Fair. In the ad, they should feature Zuckerman's pig.
- Have the students write different types of poems about the plot (or their favorite section) of *Charlotte's Web*.

Science

- This story is full of facts about spiders. Have the students create a learning log in which they will record different "spider facts" that they learn. They can also add pictures and any other data that they discover. Some things that they could find in the story include:
 - how a spider spins its web
 - the parts of a spider
 - different webs made by the different kinds of spiders
 - how a spider catches its prey (Warning: This is somewhat gory.)
 - correct terminology (spiderling, spinneret, etc.)
- In addition, there are many facts about farm life. The students could compile information on how a farm operates and write a short report on it. (This could be an oral presentation instead of a writing assignment.)

Drama

Have the students act out their favorite parts of the stories. One student could be a narrator.

- Older students could write out their favorite part as a script.
- The students could make simple masks to "become" the character whom they are portraying.
- An older class may want to collaborate with a younger class on this. The older class could design a simple puppet show and work with younger students in presenting it to a third class.
- Have the students pretend that they are Wilbur. He is answering questions that the spiderlings have about their mother, Charlotte. Dramatize this.

Math

Make a list of attractions at a county fair and of food that you can purchase at a fair. Include a price for each item. Then have the students make up "word problems" using the information. The problems can be written on index cards (one per card) and traded so that others can solve them. (Later these could be part of a classroom center or work station activity.) Note: The person who makes up the problem must be able to solve it also!

- Have the students make up the sign for the attractions and food. They can also include a price.

Critical Thinking

- Have the students compare and contrast the novel with the play. A Venn diagram is a good graphic organizer for this activity.
- Charlotte pays the ultimate price for her friendship with Wilbur. What is it? Why would she do such a thing? How does Wilbur try to "repay" that gesture?
- Have the students examine the character traits of Charlotte, Wilbur, Templeton, and several others in the barnyard gang. Have them discuss how the "personalities" of each contributed to the harmony (or disharmony) of living within the barnyard community. Extension: How do our personalities and traits contribute to how our classroom coexists? Our homes? Our own hometowns? (<http://www.eduplace.com/tview/tviews/c/charlottesweb.html>)

Being Friends: Friendship is one of the themes of Charlotte's Web. Think about these questions and use the activities below to explore more about friendship.

1. Why do you think someone would want to be Wilbur's friend? If you were there how would you convince someone that Wilbur would make a good friend?
2. What does, "Your stomach is empty and your mind is full" mean? Can you think of a character in another story who seemed cruel at first but was actually good and true in the end? (The Selfish Giant, The Grinch, etc.)
3. The animals think that the humans are in a conspiracy about butchering the pigs; what do you think the humans would say?
4. Charlotte says, "I know a good thing when I see it. I stay put and wait for what comes." How does she say that people act? Why does a spider need legs with seven sections? (for crafting the webs) What could you do if your legs had seven sections? How old do you think Charlotte is? What do you think her advice to Wilbur makes her sound like?
5. When Wilbur says that he realized that friendship is one of the most satisfying things in the world what did he mean?
6. How do you think Charlotte and Templeton will help at the fair?
7. What do you think is happening to Fern that she is suddenly so interested in Henry Fussy? (Fern is growing up; she is interested in boys.) Why does Templeton call Charlotte "you old schemer"? Is that supposed to be a compliment?
8. Wilbur says of Charlotte, "She was in a class by herself. It is not often that someone comes along who is a true friend and a good writer." What would you like someone to say about you as a friend?

Related Activities:

1. Trust Obstacle Course: Divide your students into two groups and send one group out of the classroom. Set up a simple obstacle course in your classroom using desks, chairs, tables etc. have objects to go under, over, around through, etc. Have the 1st group of students re-enter the room blindfolded or with eyes tightly closed (no peeking). Have them pair up with students who were in the room. The "sighted" partner then leads the blindfolded partner through the obstacle course using non-verbal cues. They may lead them by an arm and indicate through movement how to go through the obstacle course. When the students have successfully maneuvered through, switch roles. Make a new obstacle course and repeat. When finished with the activity discuss the issue of trust and non-verbal communication.
2. Ask your students to make a vocabulary list character traits of a great friend. Ask them to write a short speech about a real friend in the class using some of the vocabulary listed. Have the students give their speeches aloud.
3. Act out scenes of friendship. Think of characters in books with whom you are familiar : George and Martha, Little Bear and Emily, Harry Potter and Ron Weasley, Mary Lennox and Dickon (The Secret Garden), Tom Sawyer and Huck Finn, Celeste and Barbar, Captain Underpants and Diaper Dog etc. Have the students choose a scene that demonstrates that friendship and act it out. Then talk about what makes friends special to each other.



Great Web Sites

<http://familyeducation.com/quiz/0,1399,22-14762,00.html> - take a Charlotte's Web quiz

<http://familyeducation.com/home/0,1669,,00.html> - link to Charlotte's Web

<http://familyeducation.com/printables/piece/0,2357,22-14823-1240,00.html>

Charlotte's Web word search

<http://familyeducation.com/article/0,1120,2-14488,00.html>

Charlotte's Web online activities – check out this page!!

<http://www2.lhric.org/pocantico/charlotte/index.htm>

Charlotte's Web elementary age classroom activities – great site!

<http://www.murrieta.k12.ca.us/alta/grade3/charlotte/quiz.html>

online Chapter Quizzes for Charlotte's Web

<http://www.murrieta.k12.ca.us/alta/grade3/charlotte/hangman.html>

play hangman online with vocabulary from Charlotte's Web :fun!

Great Spider Web Sites:

www.powerup.com.au/~glen/spider.htm (web site written and produced by a class of 10 year-olds in Australia!)

www.desertusa.com/july97/du_bwindow.html

www.ufsia.ac.be/Arachnology/Arachnology.html

www.geocities.com/Rainforest/9081/links.html

<http://192.206.48.3/collect/spider2.html>

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