

Student Packet

Grades 3–4

# Charlotte's Web

E.B. White

NOVEL UNITS<sup>®</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# CHARLOTTE'S WEB

by  
E. B. White

## Student Packet

Written by  
Jean Jamieson

**Contains masters for:**

- 2 Descriptive Language Activities
  - 1 Comprehension Activity
  - 2 Art/Illustration Activities
  - 9 Math Activities
  - 2 Poetry Writing Activities
  - 3 Vocabulary Activities
  - 10 Writing Activities
  - 1 Speech Activity
  - 1 Spelling Activity
  - 1 Code Activity
  - 2 Comprehension Quizzes
  - 1 Teacher Note on Assessment
- PLUS**
- Detailed Answer Key

### Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

### Note

The text used to prepare this guide was the Harper Trophy softcover published by Harper & Row. The page references may differ in other editions.

**Please note:** Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

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P.O. Box 97  
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## Note to the Teacher

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**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name \_\_\_\_\_

Charlotte's Web  
Student Worksheet #10  
Chapter 5: Friends  
(Prior Knowledge)

## A Friend Is Someone Who Likes You (Even When Others Are Around)

Think of someone who is a friend, or who you would like to have for a friend. What is it about that person that you like? Make a list.

- |    |     |
|----|-----|
| 1. | 8.  |
| 2. | 9.  |
| 3. | 10. |
| 4. | 11. |
| 5. | 12. |
| 6. | 13. |
| 7. | 14. |

What about you? Would you be a good friend for someone to have? What "friend" qualities do you have? Make a list. Are there some things on both lists that are the same? If so, what are they?

- |    |     |
|----|-----|
| 1. | 8.  |
| 2. | 9.  |
| 3. | 10. |
| 4. | 11. |
| 5. | 12. |
| 6. | 13. |
| 7. | 14. |

Make a banner stating something about a friend that you feel is really important. For example:

**A Friend Is Someone Who Accepts  
You for Who You Are.**

Name \_\_\_\_\_

## Tempting Templeton

Use the grid to help you find the answer to the question. Read the clues. When you make a discovery, put a mark in the correct box of the grid. This will help you to remember what it is that you know to be true.

Goose, Gander, and Wilbur each give something to Templeton. Together they will give him an egg, some milk, and some string.

**Clue # 1:** Gander will give Templeton something that rolls.

**Clue # 2:** Wilbur lets Templeton drink something from his trough.

	Egg	Milk	String
Gander			
Wilbur			
Goose			

What does Goose give to Templeton?

## Seasons

Wilbur, Gander, and Charlotte are talking about the seasons in which their birthdays occur. Here are the clues. Use the grid to help you answer the question.

**Clue # 1:** Gander's birthday is after summer.

**Clue # 2:** Wilbur's birthday is after winter.

	Spring	Summer	Fall
Wilbur			
Gander			
Charlotte			

When is Charlotte's birthday?

Name \_\_\_\_\_

Charlotte's Web  
Student Worksheet #18  
Chapter 11: Messages that Impact  
(Making Connections)

## Miracle Message

Charlotte's message about Wilbur, *SOME PIG*, had a great impact on the people seeing it.

Create a one or two word message for a different character in the novel, or for someone/something else. You want your message to be noticed by others. Explain who/what will be the recipient of the message, and for what reason. Place the message on a web.

