

# Charlotte's Web

COMPREHENSION GUIDE



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# CHARLOTTE'S WEB

Comprehension Guide  
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Designed by  
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# CHARLOTTE'S WEB

## *How to Use this Guide*

This guide is intended to help you study, understand, and enjoy *Charlotte's Web*. You might ask if a guide is really necessary to read a book. Is the student not just working to improve reading skills while being taught to enjoy reading a book? Certainly, it is the case that the more a child reads, the more he should improve his skills, but quantity is not the only issue. Once a child has received adequate phonetic training he should learn how to read a book. Most educators using this guide will be teaching children in the grammar stage, generally understood to be during the elementary years in a classical education. (For a thorough understanding of classical Christian education a reading of *Recovering the Lost Tools of Learning* or *The Case for Classical Christian Education* both by Douglas Wilson.) The basic goals of reading in the grammar stage are as follows:

The student should be able to:

1. Fluently read a given selection orally.
2. Show an increased desire for reading.
3. Show comprehension on a literal and inferential level.
4. Demonstrate an increased vocabulary.
5. Identify basic Biblical values in the literature being read.
6. Identify various styles (myths, poems, fantasy, fiction, nonfiction, etc.)

Answers to the questions are found in the back of the guide. The students' answers should be in complete sentences, and they should restate the question in their answer.

*Example:*

**Question:** Why did Fern's father go out to the hoghouse with an ax?

**Answer:** Fern's father went out to the hoghouse to kill the runt of the piglets born the night before.

Such writing practice trains the student to answer thoroughly, completely, and with proper grammar. Another reason is to encourage integration. We want students to understand that how they write something is as important as what they write. After the grammar stage, students enter the dialectic stage, where they develop an interest in logic, analysis and critical thinking. *Charlotte's Web* is a good book to start transitioning students into this stage.

At the bottom of each worksheet you will find three vocabulary words from each chapter. Have the students find the words in the dictionary and write down the definitions.

You need to know that you do not need to do all the projects in this guide. Look ahead in the guide to the projects for each chapter. Notice there are puppets to be made throughout. A good comprehension exercise is to have the students use them to act out a chapter. Pick out the ones that best fit your students. It is not necessary to do every part of this guide to make it worthwhile. That being said, the hand puppets are effective after completing the book to have the students act out scenes from the story. This kind of narration provides the teacher with a clear understanding of the students' overall comprehension of the book.

You may wonder how to grade the student's work in this guide. Each comprehension question should be counted as points, and each vocabulary word as five points.

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# CHARLOTTE'S WEB

## *Chapter One—"Before Breakfast"*

1. Why did Fern's father go out to the hoghouse with an ax?

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2. What does "do away with" mean?

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3. What did Fern beg her father not to do? Was she able to stop him? If so, how?

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4. What color was the small pig in the carton?

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5. What did Fern decide to name the pig?

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1. runt:

---

2. injustice:

---

3. specimen:

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# CHARLOTTE'S WEB

## *Chapter One, Project—Birth Announcement*

When a new baby is born into a family, many times the family will send out a birth announcement to share their joy of the birth. *After reading chapter one fill in the birth announcement that Fern might have sent to let her friends know of Wilbur's birth.*

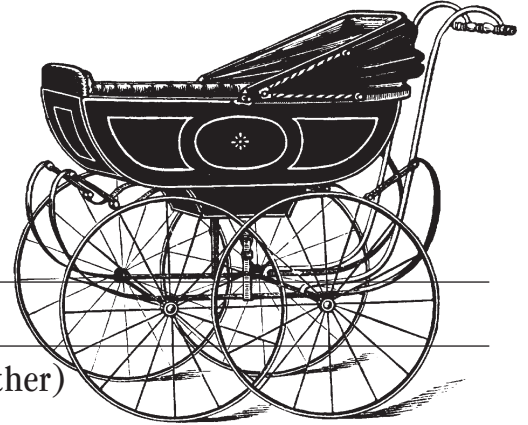
BABY BIRTH CERTIFICATE	
Baby's Name	
Weight	Time of day born
Size	Location of birth
Color	First Meal



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# CHARLOTTE'S WEB

## Chapter Two—"Wilbur"



1. When was Wilbur the happiest?

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2. When Wilbur was two weeks old, Mr. Arable (Fern's father) made Wilbur an outside home. What did it look like?

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3. Fern was afraid Wilbur would be cold. How did Wilbur keep warm?

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4. What did Wilbur do with Fern every morning?

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5. Why was Wilbur sold to Mr. Zuckerman?

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1. enchanted:

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2. appetite:

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3. cellar:

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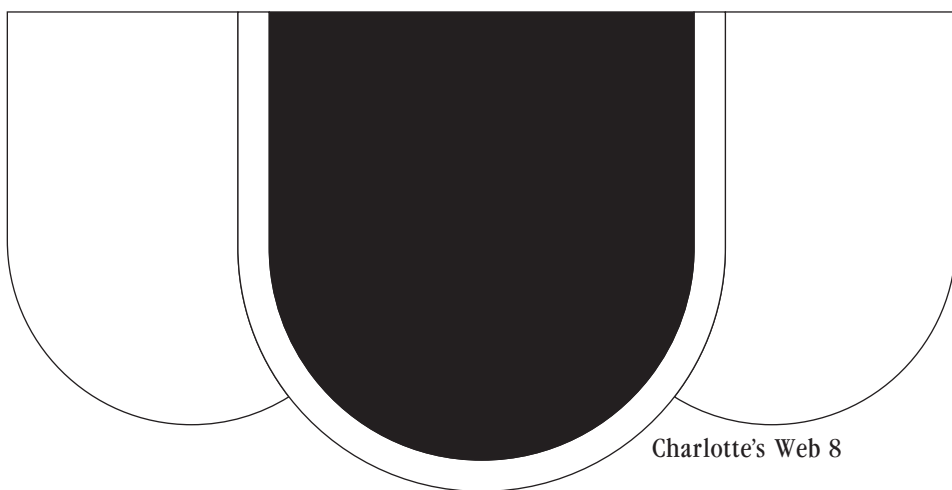
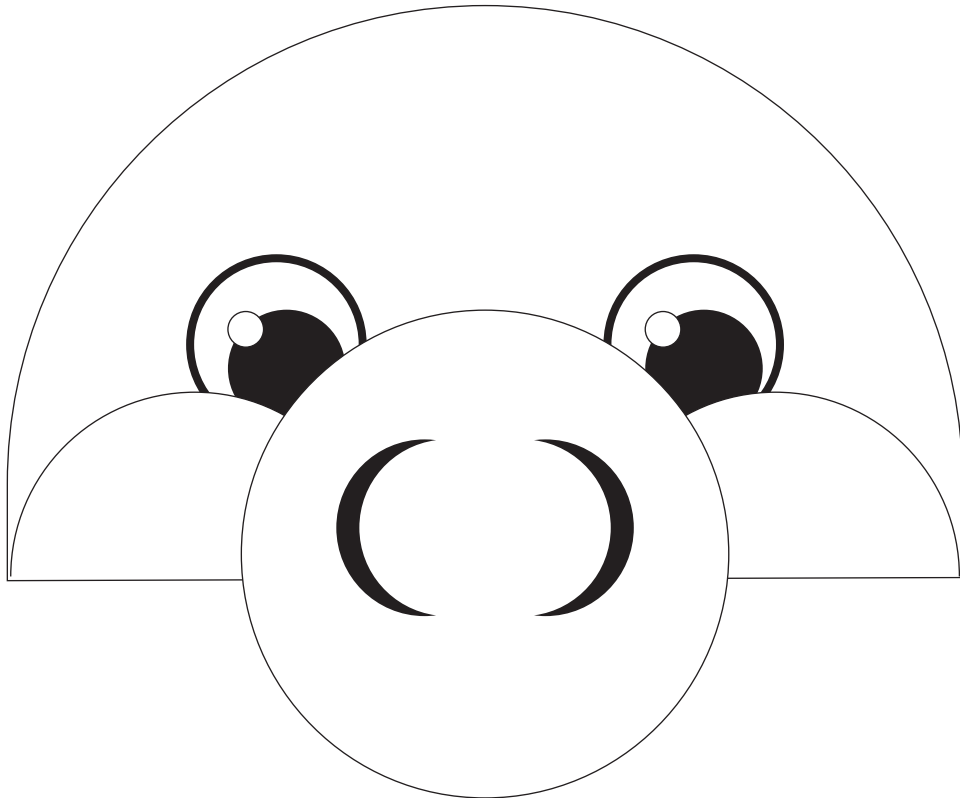
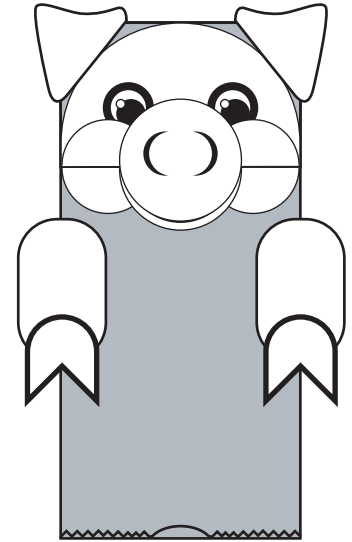
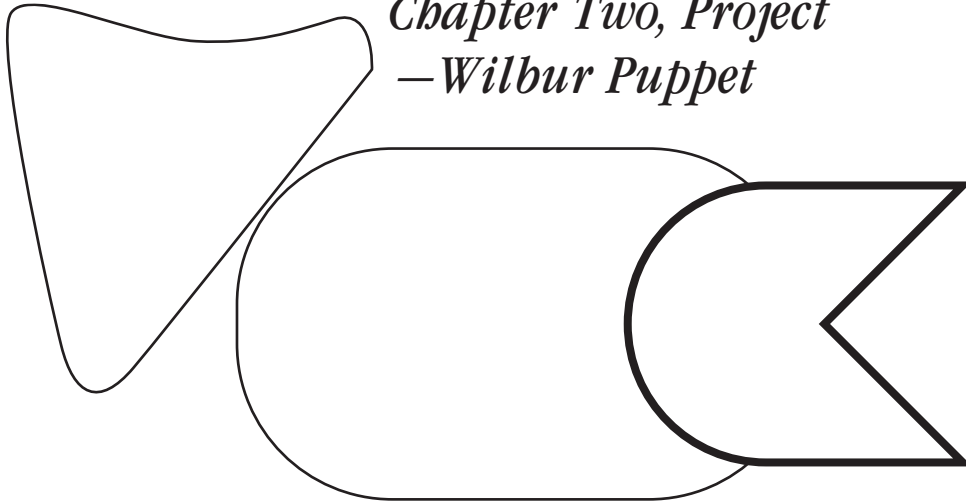
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# CHARLOTTE'S WEB

## Chapter Two, Project — Wilbur Puppet



### *Materials*

copy of pattern sheet

crayons or markers

glue

lunch size paper bag

### *Directions*

1. Cut out and color the pattern pieces, making two ears and legs.
2. Place the bottom flap of the paper bag facing up, and glue the head to this flap.
3. Lift the bottom flap and glue the mouth in place, the upper edge resting in the fold.
4. Look at diagram and glue the ears and legs in place.
5. Cut out a narrow strip of paper, color and wrap around a pencil to make a curly tail. Turn the bag over and glue the tail in place.



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# CHARLOTTE'S WEB

## Chapter Three—"Escape"

1. Describe Wilbur's new home.

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2. One day Wilbur was talking out loud and complaining about his life when suddenly he heard a voice. Who was it? What did it say?

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3. Describe Wilbur's great escape.

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4. Did Wilbur like being free? Why or why not?

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5. How did Mr.Zuckerman get Wilbur back in his pen?

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1. perspiration:

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2. scythes:

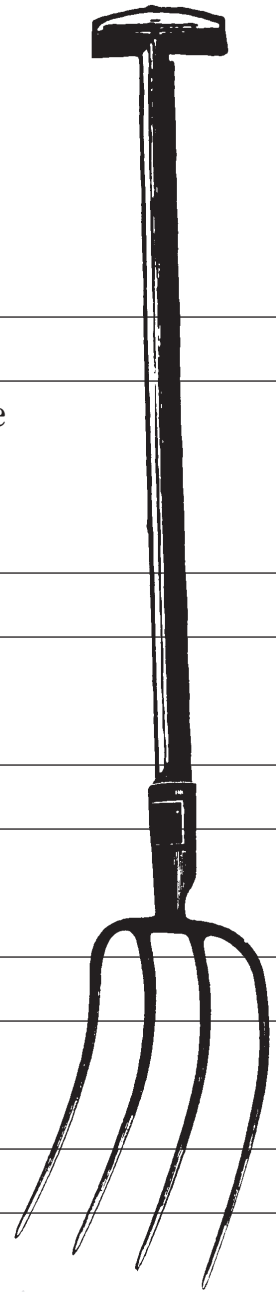
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3. discarded:

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# CHARLOTTE'S WEB

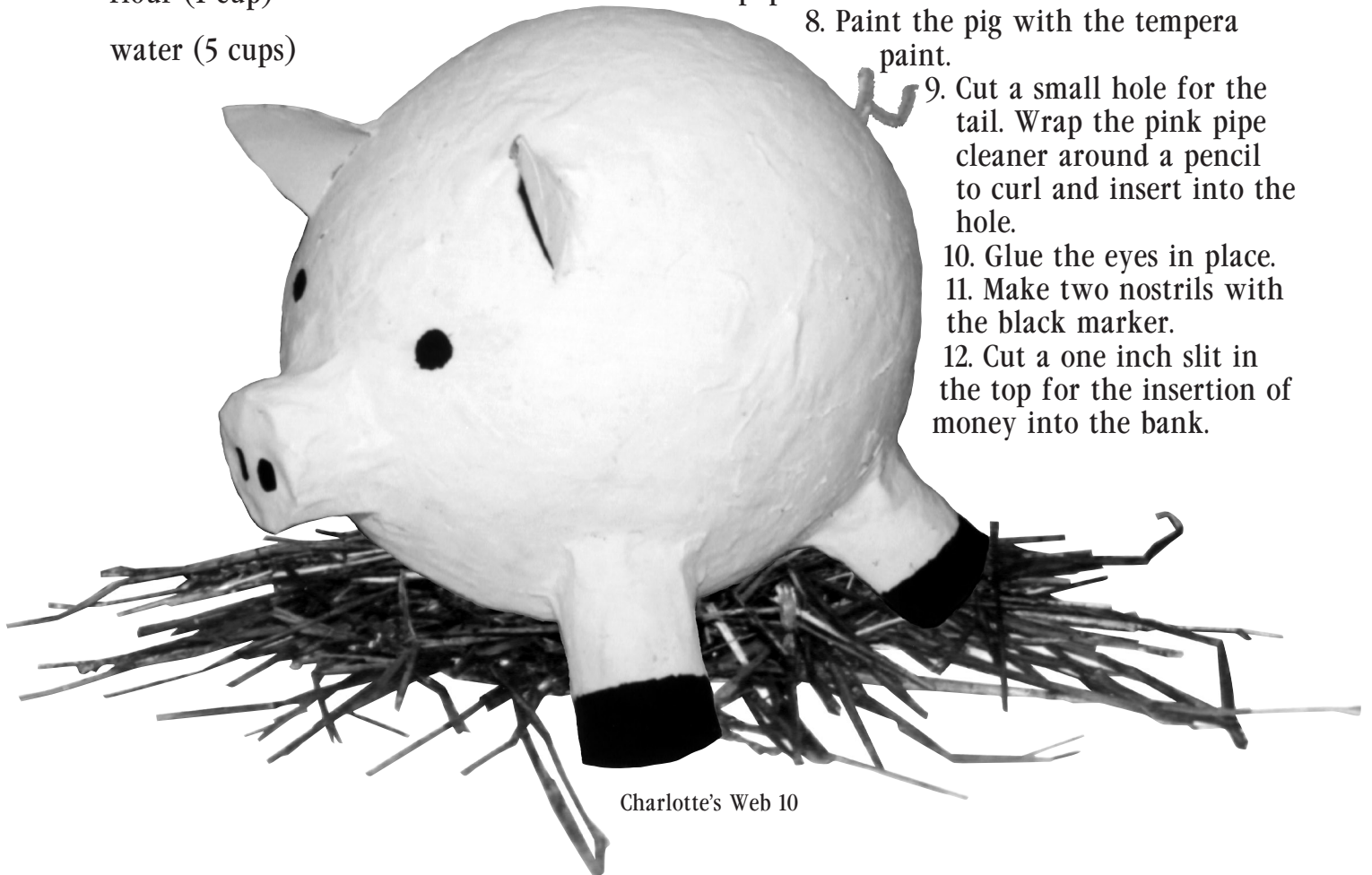
## *Chapter Three, Project—Paper Mache Pig Bank*

### *Materials*

One balloon  
a good supply of old newspaper  
3 toilet paper rolls  
masking tape  
tempera paint  
paint brush  
one pink pipe cleaner  
utility knife  
plastic googly eyes  
black marker  
flour (1 cup)  
water (5 cups)

### *Directions*

1. Mix one cup flour with one cup water. Add this mixture to 4 cups of boiling water. Stir and simmer about 5 minutes, then cool.
2. Tear the newspaper into strips. Strips should be about 1 inch or less wide, and about 6–8 inches long.
3. Inflate the balloon.
4. Cut 2 toilet paper rolls in half.
5. Tape to the bottom of the balloon to form the legs of the pig. Cut one third of a roll and tape it to form the nose. Cut remainder of roll to form curved, pointed ears. Tape in place.
6. Dip each strip of paper in the flour glue and wrap around the balloon and the toilet paper rolls. Let it dry, usually overnight, between each layer.
7. Allow to dry for a few days. When it is dry, pop the balloon.
8. Paint the pig with the tempera paint.
9. Cut a small hole for the tail. Wrap the pink pipe cleaner around a pencil to curl and insert into the hole.
10. Glue the eyes in place.
11. Make two nostrils with the black marker.
12. Cut a one inch slit in the top for the insertion of money into the bank.



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# CHARLOTTE'S WEB

## Chapter Four—"Loneliness"



1. Rain upset Wilbur's plans for the day. Fill in the schedule that he had planned to keep. (each time is worth 7 points)

6:30-7:00 a.m.:

\_\_\_\_\_

7:00-8:00 a.m.:

\_\_\_\_\_

8:00-9:00 a.m.:

\_\_\_\_\_

9:00-11:00 a.m.:

\_\_\_\_\_

11:00-12:00 a.m.:

\_\_\_\_\_

12:00-1:00 p.m.:

\_\_\_\_\_

1:00-2:00 p.m.:

\_\_\_\_\_

2:00-3:00 p.m.:

\_\_\_\_\_

3:00-4:00 p.m.:

\_\_\_\_\_

4:00 p.m.:

\_\_\_\_\_

2. What did Wilbur want more than anything? (15 points)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. trough: (5 points)

\_\_\_\_\_

2. provender: (5 points)

\_\_\_\_\_

3. slops: (5 points)

\_\_\_\_\_



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## Chapter Four, Project—Farm Animal Report

Type  
of Animal:

*Using an encyclopedia,  
look up one of the farm animals  
mentioned in this story and  
write a short report on it.*

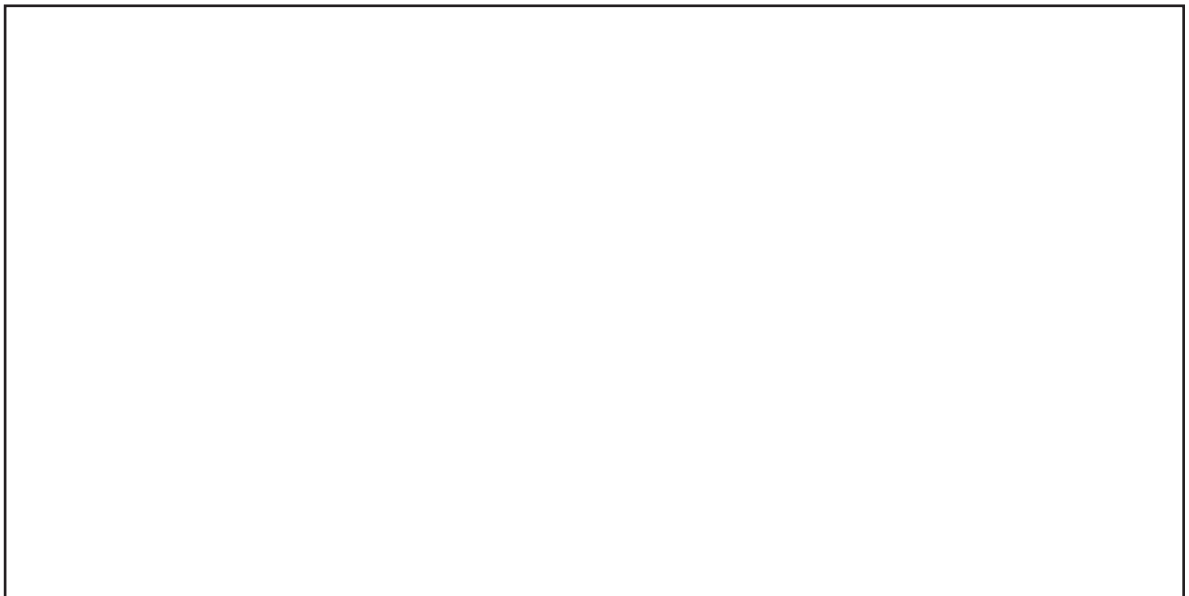
Physical Description:

What does it eat:

For what is it used:

What is the most interesting thing you learned about the animal:

Draw a  
picture  
to show  
what the  
animal  
looks like:



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# CHARLOTTE'S WEB

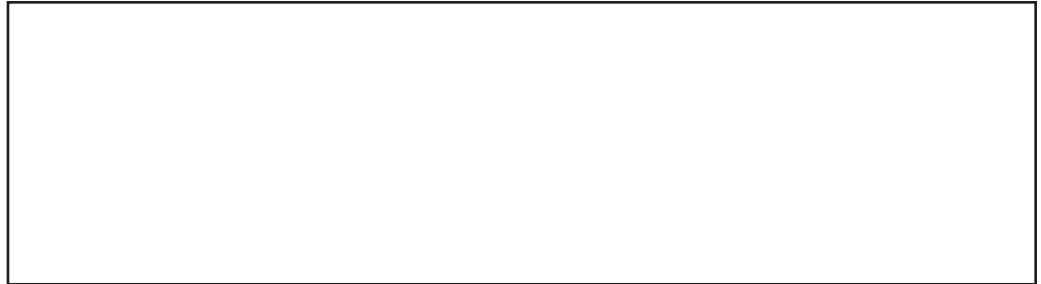
## Chapter Five—"Charlotte"

1. From whom did the voice come that Wilbur heard in the night?

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2. Draw a picture of Wilbur's first encounter with Charlotte.



3. What did Charlotte like to eat?

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4. Why did Charlotte tell Wilbur that she needed to eat bugs?

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5. What caused the goose to say that Wilbur was a very innocent little pig?

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1. decent:

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---

2. gleam:

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---

3. salutations:

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# CHARLOTTE'S WEB

## *Chapter Five, Project—Charlotte puppet*

### *Materials*

copy of pattern sheet

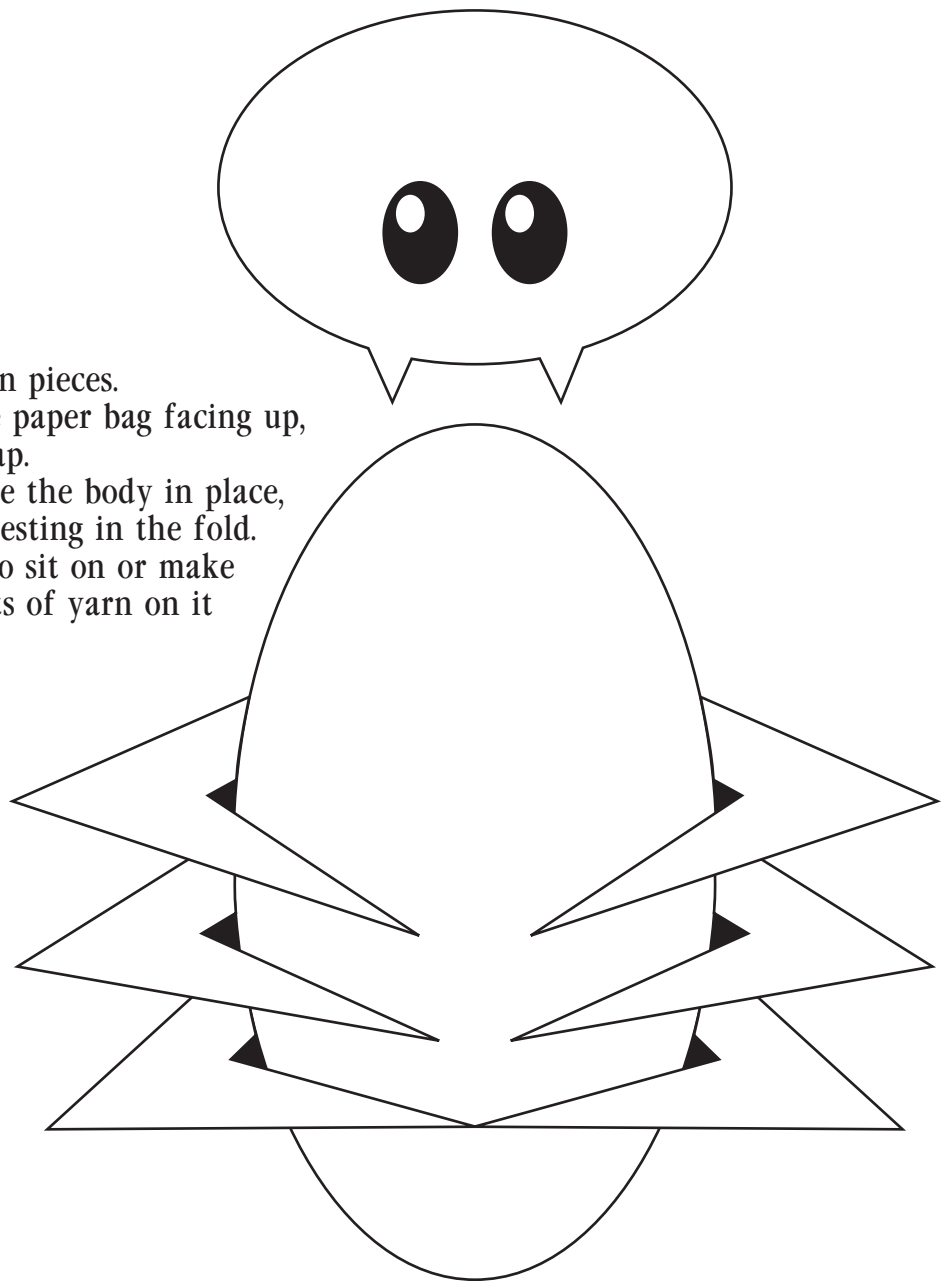
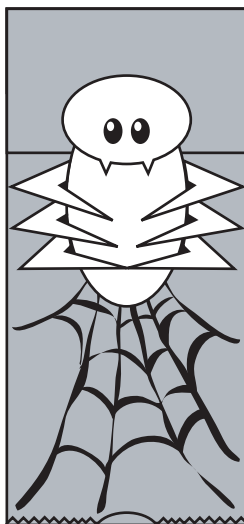
crayons or markers

glue

lunch size paper bag

### *Directions*

1. Cut out and color the pattern pieces.
2. Place the bottom flap of the paper bag facing up, and glue the head to this flap.
3. Lift the bottom flap and glue the body in place, the upper edge of the oval resting in the fold.
4. Draw a web for the spider to sit on or make one on the bag by gluing bits of yarn on it in the shape of a web.

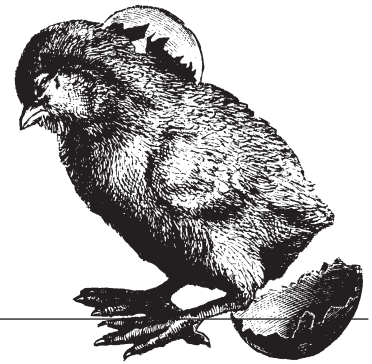




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# CHARLOTTE'S WEB

## Chapter Six—"Summer Days"



1. What is a gosling?

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2. How many goslings did the goose have?

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3. What did the goose tell Templeton the rat?

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4. Why were the goose and the gander worried about Templeton the rat?

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5. What did Charlotte have to say about the unhatched goose egg?

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1. swathes:

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---

2. gratified:

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3. dud:

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