



Charlotte's Web

by Joseph Robinette

Based on the book *Charlotte's Web* by E. B. White

Classroom Guide Kindergarten - Grade 1

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How to Use This Guide

This classroom guide for *Charlotte's Web* is designed for Texas students in Kindergarten and Grade 1. It offers activities to help you integrate a performance of *Charlotte's Web* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide's ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

Charlotte's Web is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

The play is based on a book: *Charlotte's Web* written by E.B. White

- Have you read *Charlotte's Web* as a class or by yourself?
 - Based on what you read, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you read *Charlotte's Web* beforehand, how was the play similar to the book?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Charlotte's Web*, how would your production be different than the play you saw by Magik?

2: Magik Must-Reads

For each of our main stage productions at The Magik Theatre, we choose a theme related to the show. Then we create a list of Magik Must-Reads on that theme.

The reading theme for *Charlotte's Web* is Friendship
The Magik Must-Reads (Kindergarten - Grade 1) are:

Stick and Stone by Beth Ferry (Author), Tom Lichtenheld (Illustrator)

Found by Salina Yoon

Horton Hears a Who by Dr. Seuss

Keeping up with Roo by Sharlee Glenn (Author), Dan Andreasen (Illustrator)

Read them as a class or let students choose two or more to read. Then use these questions for discussion or book reports:

Theme

- How did the theme of Unlikely Friendships show in each book? Explain.

Setting

- Describe the settings of each book.
- What details can you remember?
- Were the settings similar to a place you know or a place you've visited?
- How were the settings similar to each other? How were they different?
- How were the settings related to the theme of Unlikely Friendships ? Explain.

Characters

- Who were the main characters of each book?
- Did any characters show up in more than one book?
- Were the characters of one book similar another book's characters in any other ways?

Plot

- What did the main characters of the books want most?
- Did anyone or anything stand between the main characters and their goals?
- Did the main characters get what they wanted? How?
- How were the plots of the books similar? How were they different?

3: Write and Illustrate Your Own Story

In *Charlotte's Web*, Wilbur the pig understands the importance of friendship when he meets Charlotte, a spider living in his pen. As a class, make a picture book about a character who learns about the importance of friendship. Have everyone draw one picture from the story you create. When you are done, put the pictures together to make your very own book.

Answer these questions as you write your story:

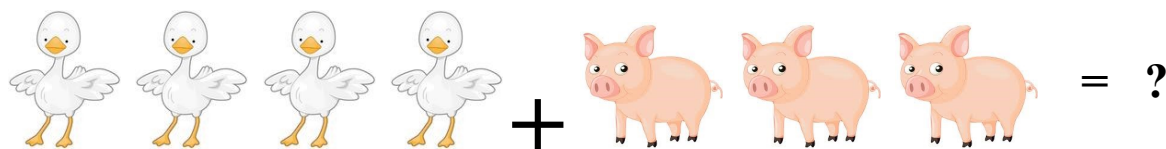
- Who is your main character?
- Who are your other characters (if any)?
- What does your main character want?
- What is keeping your main character from what he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?

In the space below, draw a picture to illustrate your story.

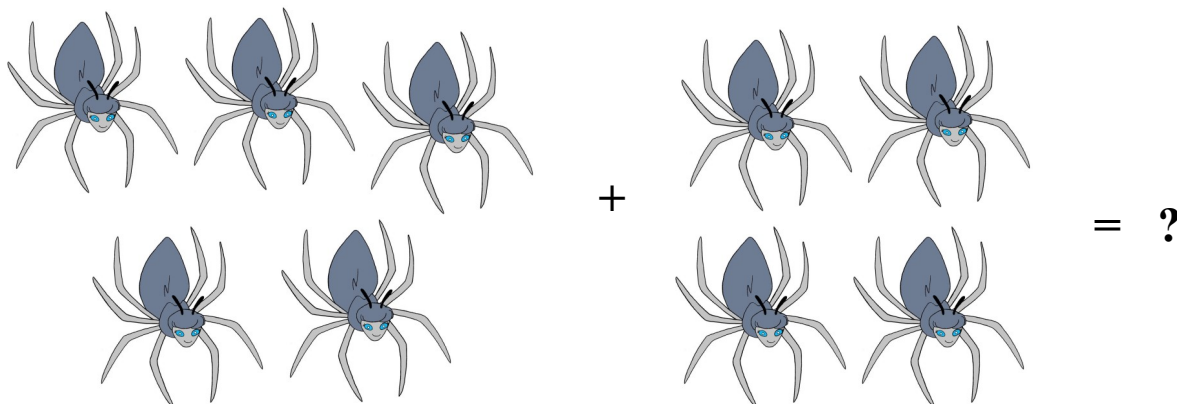
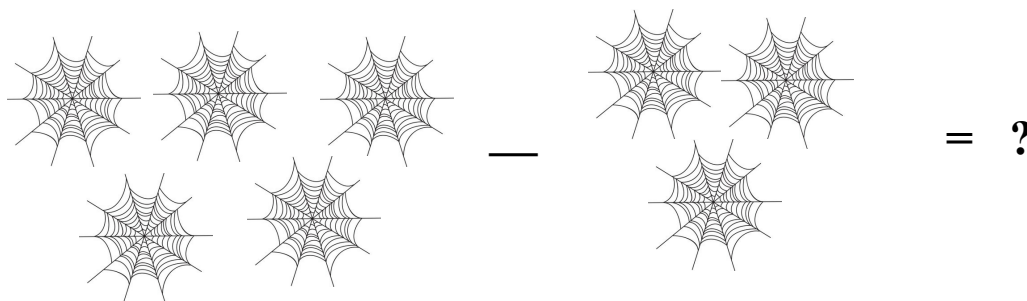
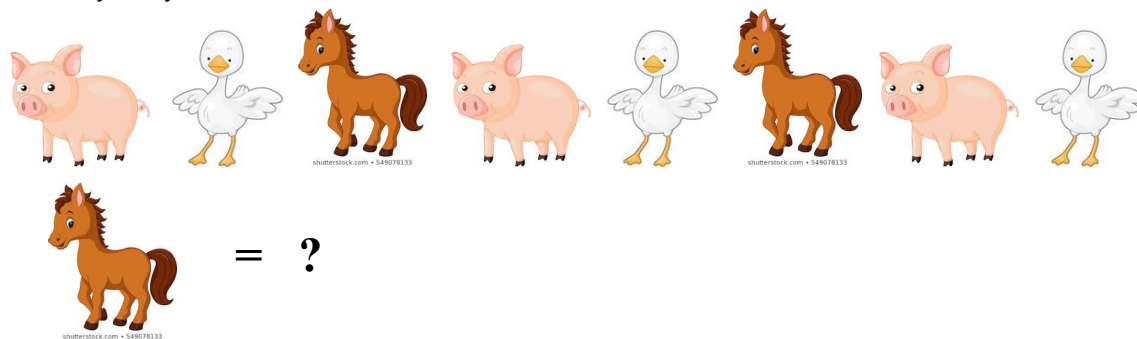


4: Picture Problems

If Wilbur made 4 new friends at the pond, and 3 at the barn, how many friends did Wilbur make?



How many barnyard animals are found below?



5: The Anatomy of a Spider

Spiders are a very important part of our Earth. They make their own webs in order to catch other insects for food, and they also serve as food to larger animals! A Spider's body is important for the way they make their homes, catch their food, and interact with other species. Make your very own Spider as a model for learning its cool anatomy!

Materials:

- Egg Cartons
- Scissors
- Skewer
- Black Paint
- Paint Brush
- Black Pipe Cleaners
- Small Googly Eyes
- Glue



Make a Spider:

1. Gather your materials.
2. Cut egg carton so that you have two cups joined together.
3. Paint the outside of the egg carton black, and wait for it to dry.
4. Take the skewer and poke four holes on each side of the carton, so that there are eight in total.
5. Take four pipe cleaners and cut them in half, then slide one into each hole around the carton. To secure the pipe cleaner, bend the tip after it has been slid into the hole (Optional: secure with a dot of glue inside the carton.)
6. Glue eight small eyes to the front of the egg carton, between the front sets of legs. A substitution for this can be dots of different colored paint.

Follow Up Questions:

- How is the Spider's body different than your original prediction?
- How many legs does it have? How many eyes?
- What does the shape of the Spider's body actually look like? Is it similar to your prediction?
- How does the Spider's body help it catch food?
- How does the Spider's body help it make its home?
- Why do you think the size of the Spider's body is important for the way it interacts with other animals?

Use the "After" box to illustrate the Spider body you just made. As a class, go through and label the parts of your illustration:

- Four pairs of legs
- Cephalothorax
- Abdomen

6: Map the Farm

Wilbur and all his friends live on owned by Homer Zuckerman. After reading the book or watching the play, make a list of all the places on Zuckerman's farm.

Next use your imagination to draw a map of the story in the space below.

Include:

Buildings like Zuckerman's home and the barn, the locations of each animal, roads, and fences

A label for each place on the map

Arrows to show where off map locations are like Fern's home and the county fair

A title for your map Share your map with your class

Share your map with your class.

How is your map similar to your classmate's maps? How is it different?

How is it different?

Did you forget any parts of the farm? If so, which ones?

MAP TITLE:
Draw Your Map:

7: Make A Friend

Make a friend like Fern. In this project students will create their own Wilbur.

Supplies Needed: pink , blue, yellow construction paper, scissors and glue

Step by Step Process:

Step 1- have the students cut out [pre-traced] circles on pink construction paper.

[Should be 3 different sizes for the body, head and nose]

Step 2- have students cut two small squares [pre-traced] for the feet

Step 3- have students cut two white ovals [pre-traced]

Step 4- then have them draw a black dot on each of the white ovals

Step 5- have students cut out a yellow circle for the sun [pre-traced]

Step 6- have students make their own shape of clouds out of blue construction paper

Step 7- glue the sun and the two blue cloud construction papers to a white paper

Step 8- glue the two squares at the bottom center of the construction paper

Step 9- who's the biggest pink circle right above them

Step 10- then glue the medium sized circle on top of that one

Step 11- then add the two white ovals the smallest Circle onto that medium size circle

Step 12- have the students add two black dots on the smallest Circle to make it the nose
right below the nose ask the children to draw a mouth



8: Exploring Music

The farm animals made up a song about Old Zuckerman.
Try and learn the animals mix ups. Does it make you move your feet and dance? Have you heard these songs before? How are they different now? Can you make up your own lyrics? Through the song have the kids act like the many different farm animals that are on Mr. Zuckerman farm.

Sung to the tune of Old McDonald Had A Farm

Old Zuckerman had a farm
E-I-E-I-O
And on his farm he had a cow
E-I-E-I-O
With a moo moo here
And a moo moo there
Here a moo, there a moo
Everywhere a moo moo
Old MacDonald had a farm
E-I-E-I-O

Old Zuckerman had a farm
E-I-E-I-O
And on his farm he had a pig
E-I-E-I-O
With a oink oink here
And a oink oink there
Here a oink, there a oink
Everywhere a oink oink
Old Zuckerman had a farm
E-I-E-I-O

Old Zuckerman had a farm
E-I-E-I-O
And on his farm he had a duck
E-I-E-I-O
With a quack quack here
And a quack quack there
Here a quack, there a quack
Everywhere a quack quack
Old MacDonald had a farm
E-I-E-I-O

Old Zuckerman had a farm
E-I-E-I-O
And on his farm he had a horse
E-I-E-I-O
With a neigh neigh here
And a neigh neigh there
Here a neigh, there a neigh
Everywhere a neigh neigh
Old MacDonald had a farm
E-I-E-I-O OOOOOO.....

TEXAS

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.4.b.5
2	ELA 110.11.b.5
3	ELA 110.11.b.13-14
4	Math 111.12.b.1, 3-4
5	Science 112.11.b.9
6	Soc Studies 113.11.b.6-7
7	Fine Arts 117.2.b.1-2, 4
8	Fine Arts 117.3.b.1-2, 4

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.7.b.5
2	ELA 110.12.b.6
3	ELA 110.12.b.17-18
4	Math 111.13.b.1-3
5	Science 112.12.b.9
6	Soc Studies 113.12.b.7, 9
7	Fine Arts 117.5.b.1-2, 4
8	Fine Arts 117.6.b.1-2, 4

COMMON CORE

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.K.1
3	ELA W.K.3
4	Math K.OA.1-2

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.1.1
3	ELA W.1.3
4	Math 1.OA.1-2, 5, 7-8