Charlotte's Web: To the Rescue

Unit Summary

In this unit, students read *Charlotte's Web* and then write a chapter that is set one year after the state fair (and beyond the end of E.B. White's book). Presented with the scenario that Zuckerman's farm is failing and Wilbur again faces the chopping block, students take Charlotte's place as master problem solver and devise a plan to make sure Wilbur survives this latest peril. In order to focus attention on elements of characterization and plot, students are limited to using established characters in their stories, and must stay true to the traits bestowed on them by the author.

Using *Seeing Reason*, students consider the original story and analyze how traits of the characters influence story action and plot. Then they imagine plausible new actions for the characters to take in a new situation, based on the characters' personalities. They use their maps as an outline as they write the additional chapter. In culminating activities, students write cinquain poems and develop a persuasive presentation that shows how their interpretation of character ties into plausible actions in the final "rescue" of Wilbur.

At a Glance
Grade Level: 3-5
Subject: Language Arts
Topics: Character Traits, Plot Development
Higher-Order Thinking Skills: Metacognition, Cause and Effect, Creativity
Key Learnings: Story Elements, Creative Writing, Poetry, Persuasive Speaking
Time Needed: 15 class periods, 90 minutes each

Curriculum-Framing Questions

- **Essential Question**
  Why do we do what we do?
- **Unit Questions**
  Why do the characters in *Charlotte's Web* seem so real?
  How do the personality traits of the characters in *Charlotte's Web* affect their actions and Wilbur's safety?
- **Sample Content Questions**
  How does Wilbur help or hurt his own safety?
  What motivates the characters Fern, Charlotte, and Templeton to help save Wilbur?

Things You Need
Assessment
Standards
Resources

Assessment Processes

View how a variety of student-centered assessments are used in the *Charlotte's Web* Unit Plan. These assessments help students and teachers set goals; monitor student progress; provide feedback; assess thinking, processes, performances, products; and reflect on learning throughout the learning cycle.

Instructional Procedures

Read the Story

Pose the Unit Question, *Why do the characters in Charlotte's Web seem so real?* Have students keep reading journals as they read *Charlotte's Web* by E.B. White as a class or in reading groups. As you read the book, discuss character development and ask students to make predictions about the character's actions. For example, when Templeton is introduced, his first few words are:

"I prefer to spend my time eating, gnawing, spying and hiding. I am a glutton but not a merry-maker. Right now I am on my way to your trough to eat your breakfast, since you haven't got sense enough to eat it yourself."

After reading a passage such as this, ask:

- *What words would you use to describe someone who acts like this?*
- *How do you think the other characters in the story feel about him?*

- *What words does the author use to establish Templeton's personality?*
- *What else might you expect Templeton to do as the story progresses?*

To check for reading comprehension and encourage literary discussion, have students meet in small discussion groups as they read the book. During each meeting, have students rotate through the roles of group leader, monitor, recorder, and reporter as they discuss and record responses in their journals to example questions such as:

Charlotte spins the words "Some Pig," "Terrific," and "Radiant" in her webs to describe Wilbur. *Do these accurately describe him? Why or why not? What words would you use to describe Wilbur?* Find actions in the book that show why your words fit.

Get to Know the Author
To find out more about author E.B. White and read about his inspiration for *Charlotte's Web*, have students visit E.B. White's Official Home Page* and his author page at Houghton Mifflin Reading Kids' Place*.

Expand Understanding of Character Traits
During a brainstorming discussion, ask students to think of as many character traits as they can. Write the traits they offer in a list on a chart or the blackboard. To keep ideas flowing, recall a variety of vivid story or movie characters students may know who have strong character traits. To expand on their efforts, post or distribute this list of character traits. Discuss how different terms might apply to people they know as well as to characters in stories. Show students how to find definitions of less common traits using Word Central's Student Dictionary*.

Introduce the Seeing Reason Tool
Use the brief guide to introduce *Seeing Reason* to your class. Before proceeding with the next activity, click here to set up the Charlotte's Web project in your workspace.To address the Unit Question: *How do the personality traits of the characters in Charlotte's Web affect their actions and Wilbur's safety?* have students use *Seeing Reason* to express how characters' traits influence their actions and the plot of the story. Before students begin the use of the tool, have them use a graphic organizer to organize their thinking and analyze character traits. Students could use a T-chart or storyboard planner to organize this information.

Establish Character Traits
Begin addressing the Unit and Content Questions:
- *Why do the characters in Charlotte's Web seem so real?*
- *How do the personality traits of the characters in Charlotte's Web affect their actions and Wilbur's safety?*
- *What motivates the characters Fern, Charlotte, and Templeton to help save Wilbur?*
- *How does Wilbur help or hurt his own safety?*

Assign students to teams of two or three, and have them log in to the student workspace. Direct their attention to the question above the mapping space: *How do the personality traits of the characters in Charlotte's Web affect their actions and Wilbur's safety?* Help students create factors for the main personality traits of each of the major characters (The posted class list and list of character traits are helpful prompts for getting started). For each trait, have students add a definition in their own words in the "describe this factor" field. They can check definitions using Word Central's Student Dictionary* if they are unsure.

Show Relationships Between Character and Plot
After adding traits to their maps, students add the plot factor: "Wilbur's safety" and then map the relationships between the characters' traits (for example, "Fern's compassion") and the action of the story ("Wilbur's safety").

Have them use the description fields to describe the relationships between characterization and plot ("Fern's compassion causes her to persuade her father not to kill the runt."). Encourage students to supply excerpts from the book to support the relationships they identify.

Examine the Seeing Reason Activity
The *Seeing Reason Tool* workspace below represents one team's investigation in this project. The map you see is functional. You can roll over the arrows to read relationships between factors, and double-click on factors and arrows to read the team's descriptions. In this example, students are creating a *Seeing Reason* map based on their own analysis of the character traits and using decision-making and critical thinking skills to explain why they chose these character traits.

Project Name: Charlotte's Web (Click here to set up this project in your workspace)
Question: How do the personality traits of the characters in Charlotte's Web affect their actions and Wilbur's safety?
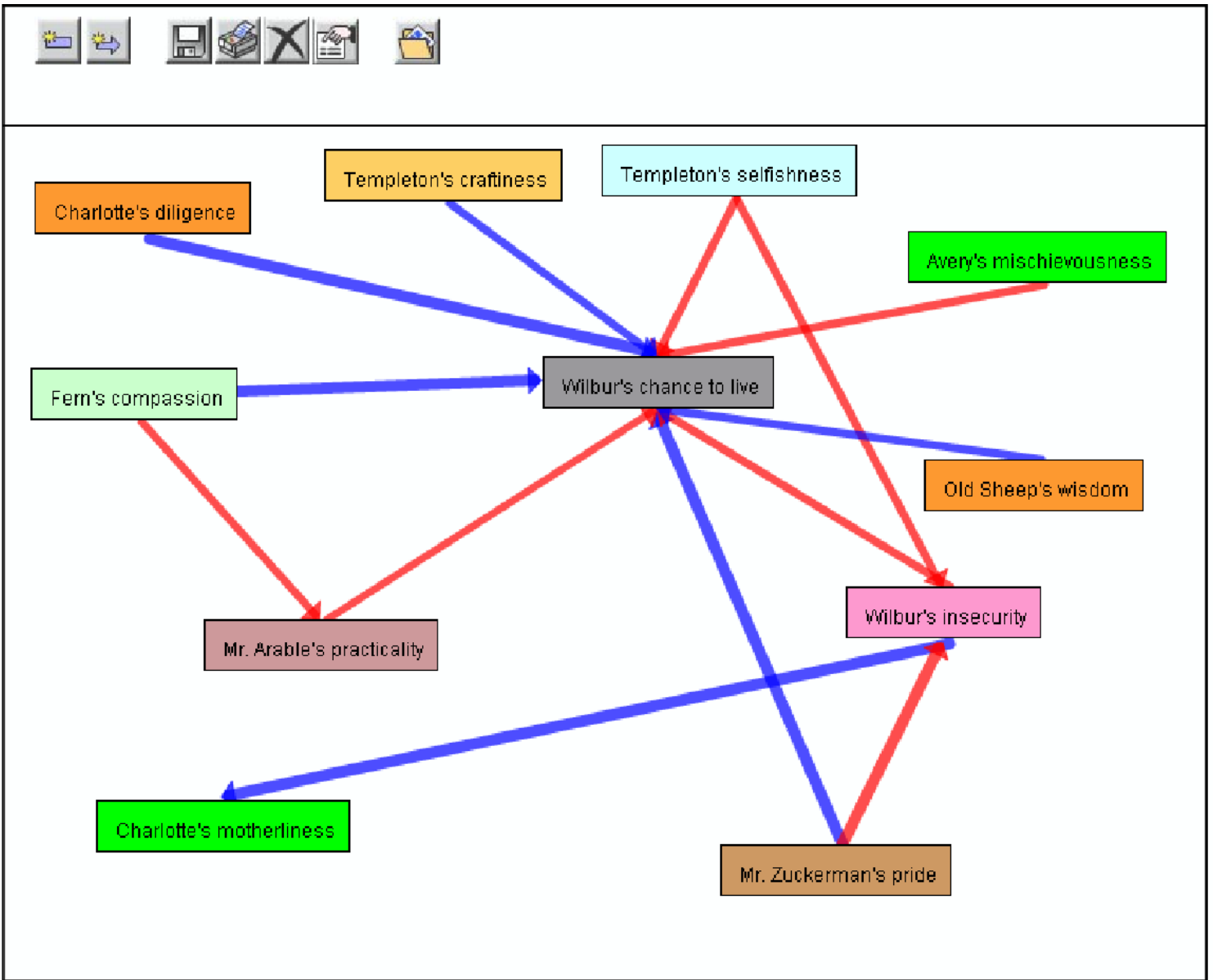
As students create their maps, look for opportunities to gauge understanding and guide learning. Look at maps, listen to conversations, and ask students to describe their maps. Prompt deeper metacognitive thinking about the intricacies of the topic. Choose one group to model a think aloud:

> "My team put Templeton's selfishness as a factor which decreased Wilbur's chance to live. We asked ourselves the questions, *How does Templeton's selfishness cause him to behave?* and *How does his selfishness affect Wilbur's survival?* We added this into the factor box after we discussed the questions to support our opinion with facts from the story."

As students continue to work on their maps, drive further study by asking students questions and encouraging them to ask their own questions as well. Use this opportunity as an informal assessment of student understanding of the text.

Discuss and Refine
Using a projector system and networked computer, display several team maps and discuss general themes that appear. Encourage teams to describe the thinking behind their maps. Outside of class time, review maps and use the teacher comment feature to probe student thinking and informally assess the cause-and-effect relationships on each map. Give each team time to go back to their causal maps and modify them based on what they learned from others.

Imagine a New Ending
In the next phase of instruction, have students apply their understanding of how characterization drove plot in the original story to plan a new ending for *Charlotte's Web*. Create an environment that fosters creative thinking by having students give and receive peer feedback. Invite local authors to share their process of writing story endings. Read this "lost chapter" story prompt to the class to set up the scenario (Wilbur is again in danger) and task (write a new ending and save his life, staying true to the characters). Brainstorm one solution with the class based on one character's predictable actions. You may want to read this sample final chapter to get the imagination going. Go over the following suggestions. Post them where students can refer to them often as they plan their new ending:

1. Decide on the character or characters you want to help Wilbur.
2. Write down many different ideas for how they might act in this new crisis. Talk through the different ideas and pick the best, most likely one.
3. Map out your plot ideas. Show characters' actions. Link characters' traits to their actions.

Plan by Brainstorming Ideas
Before students write their new endings, have them refer to their *Seeing Reason* map they created earlier. Using the character traits and actions from the map, students plan their new ending by using cluster maps to brainstorm and plan their new chapter ideas. Ask students as they plan:
- *How are your characters' actions true to the personalities developed by author E.B. White?*
- *Is your plan believable, based on what we know about these characters?*
- *Does the sequence of events make sense?*

Guide students as they develop their stories. Remind them to consider the following Unit Questions as they work: *Why do the characters in Charlotte's Web seem so real?* and *How do the personality traits of the characters in Charlotte's Web affect their actions and Wilbur's safety?*

Write a New Ending
Before teams begin writing, pass out a copy of the final chapter rewrite rubric and discuss the criteria for effective writing processes. Make sure students have a clear understanding of what is expected before they begin writing. Use the student example to model using the rubric correctly and effectively.

Once the team has agreed on a plot, the actual writing process begins. Have students use their map, cluster, and other notes as an outline for writing a final chapter. Guide students through the writing processes of drafting, revision, editing, and publishing as they develop their original ending to the story. Hold one on one teacher/student conferences to discuss and give feedback to student creativity and originality. Encourage students to hold peer conferences along the way to get feedback and make appropriate revisions.

Draft and Practice Oral Presentations
After teams have completed their chapters, have each team prepare to read its story aloud and present a short persuasive presentation that justifies the new ending based on understanding of character. Have students use multimedia slides as props to support their presentations. Go over the presentation scoring guide before students plan their presentations and create multimedia slides. You might want students to create a simple storyboard handout to guide their slideshow planning. Remind students that the presentation slides serve as visual cues for their speech and reinforce key points to the audience. Once students have completed their slideshow storyboards, they should meet with you to discuss their draft and get approval to move on to creating the actual slides and practicing their presentations.

Deliver the Presentations
Set aside a period for presentations. At the conclusion of each team's oral presentation, have presenters field questions from the audience. Ask the audience to assess each presentation using a peer review form.

Create Character Cinquain Poems
In addition to writing the final chapter, students have a second opportunity to hone their writing skills and focus on the relationship between characterization and plot through the genre of poetry. Have each student write a cinquain poem about a character he or she selected to make the hero or heroine of the *Charlotte's Web* final chapter. Explain the cinquain poetry form*, and share some examples. This sample cinquain poem includes an outline of one cinquain structure and does not follow any rules for syllabication. For guided practice, create a cinquain together using author, E. B. White's ending, and Charlotte the heroine of the story, as the poem's subject. Example:

Charlotte
Motherly, Diligent
Working, Writing, Saving
Creates Words in Her Web
Friend

Once students understand the form, they can create poems of their own. Encourage students to write and rewrite their poems. Remind them that the fewer words in a piece of writing, the more important it becomes to select the perfect ones. You may want to have students publish their poems and mount them in poetry frames for a pleasing bulletin board display and invite others to recognize students' hard work and learning.

Wrap up the Unit
Bring the unit to a close by asking the Essential Question: *Why do we do what we do?* Help students to draw conclusions about how character traits influence actions in real life as well as in story books.

Prerequisite Skills
None needed

Differentiated Instruction
Resource Student

- Provide modifications as prescribed on the student's IEP.
- Use written and oral instructions presented in a variety of ways.
- Provide checkpoints and positive reinforcement throughout the unit and assigned projects.
- Select a class partner who is best suited to work with this student and address his or her needs.
- Provide extra time to complete assignments.

Gifted Student
- Have them create, introduce, and fully develop a new character into their final chapter.
- Have them do background research on the author and illustrator and report back to the class and/or create a "meet the author and illustrator" Web page or bulletin board to share with the class and others.
- Have them create character or chapter summaries to add to a class Web page or bulletin board to share with the class and others.
- Have them compile a class generated list of character traits along with definitions and publish it for the class.
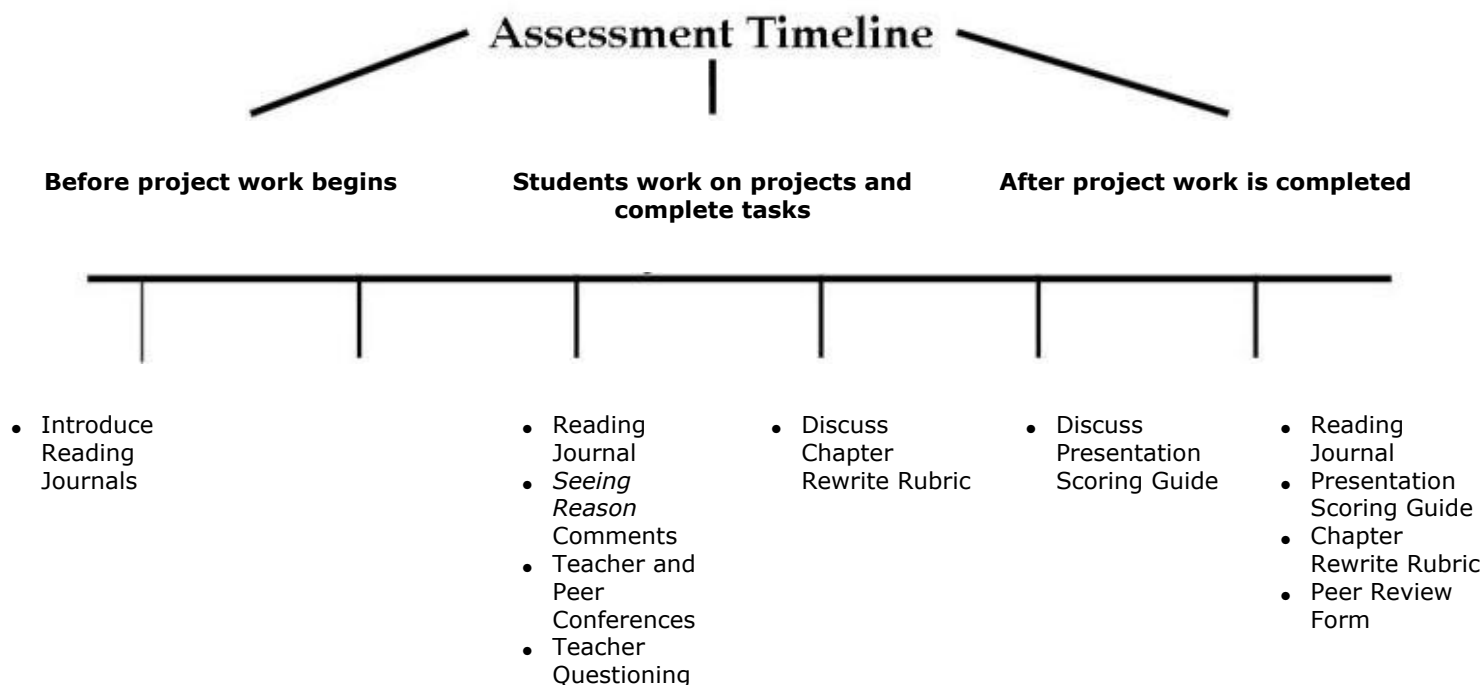
English Language Learner
- Provide more templates and graphic organizers for students to use.
- Provide visuals and illustrated text.
- If possible, provide students with an additional copy of the literature in their native language.
- Select class partner who is best suited to work with this student and address his or her language needs.

Credits

A classroom teacher participating in the Intel® Teach Program developed the idea for this Unit Plan. A team of teachers expanded the plan into the example you see here.

Assessment Plan

Assessment Plan

Assessment Timeline

Before project work begins	Students work on projects and complete tasks		After project work is completed	
• Introduce Reading Journals	• Reading Journal • *Seeing Reason* Comments • Teacher and Peer Conferences • Teacher Questioning	• Discuss Chapter Rewrite Rubric	• Discuss Presentation Scoring Guide	• Reading Journal • Presentation Scoring Guide • Chapter Rewrite Rubric • Peer Review Form

Reading journals will be used throughout the unit to record answers to questions and brainstorm ideas. It will be assessed throughout the unit to check for student understanding and guide teaching and learning. Teacher responses to individual student entries should be done periodically. Hold one-on-one teacher/student conferences to check on student progress and give feedback to students while they work on their projects. Allow time for students to meet with one another to give and receive peer feedback. Review *Seeing Reason* maps and use the teacher comment feature to probe student thinking and informally assess the cause-and-effect relationships on each map. Give each team time to go back to their causal maps and modify them based on what they learned from others. Discuss project expectations using the chapter rewrite rubric and use this to assess student products. Discuss oral presentation expectations and requirements with students. Share the oral presentation scoring guide with students before they begin work on their presentations and use it to assess each group's presentation. Have students assess each group's presentation by using the peer review form.

Seeing Reason Tool: Charlotte's Web
Content Standards and Objectives

Targeted Content Standards and Benchmarks
California Language Arts Standards for Grade 3

Content Standards:
Literary response and analysis
- Determine what characters are like by what they say or do and by how the author or illustrator portrays them

Writing
- Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose.
- Students progress through the stages of the writing process (prewriting, drafting, revising, editing successive versions)
- Write narratives: Include well-chosen details to develop the plot
- Vocabulary and concept development
- Use a dictionary to learn the meaning and other features of unknown words
- Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences
- Students write and speak with a command of standard English conventions appropriate to this grade level

Speaking
- Organization and delivery of oral communication
- Clarify and enhance oral presentations through the use of appropriate props (objects, pictures, charts)
- Make brief narrative presentations: Include well-chosen details to develop character, setting, and plot

Student Objectives
Students will be able to:
- Identify personality traits possessed by the characters in the story and show how traits directly influence a character's actions and drive the plot
- Use the *Seeing Reason Tool* to construct a cause-and-effect map
- Use imagination to write a second ending to the story that shows understanding of the relationship between characterization and plot
- Write creatively and apply character traits in a cinquain poem
- Persuade in a short oral presentation why a new ending is plausible, based on understanding of the characters' personalities

Resources

Materials and Resources
Printed Materials
- Class set of:
  White, E.B. (1952). *Charlotte's web*. New York: HarperCollins Publishers.

Supplies
- Construction Paper

Internet Resources
- Word Central's Student Dictionary
  www.wordcentral.com*
  Dictionary to look up meaning of character traits
- HarperCollins Children's Books: E.B. White Official Home Page
  www.harperchildrens.com/authorintro/index.asp?authorid=10499*
  Biography, books, features and news
- Houghton Mifflin Reading: Meet the Author – E.B. White
  www.eduplace.com/kids/hmr/mtai/white.html*
  Brief biography of E.B. White

Technology - Hardware
- Computer to use the *Seeing Reason Tool*
- Internet connection to view Web sites and use the online tool
- Projector to model student use of the tool and share student maps

Technology - Software
- Multimedia presentation software to develop presentation slides
- Word processing software to create cinquain poetry
- Internet browser to view E.B. White's Web site and work with the *Seeing Reason Tool*

Charlotte's Web
Chapter Rewrite Rubric

Assessment Criteria	4	3	2	1
Content Writes clear and coherent sentences and paragraphs that develop a central idea Includes well-chosen details to develop the plot	I include a detailed and logical sequence of events leading up to the rescue in my chapter. I organize my chapter very well. One idea or scene follows another with clear transitions in between. I include enough details so that the reader can easily follow the story from the planning of the rescue to the rescue itself.	I include a sequence of events leading up to the rescue in my chapter. I organize my chapter well. One idea or scene follows another with transitions in between. I include some details so that the reader can follow the story from the planning of the rescue to the rescue itself.	I include events leading up to the rescue but they are not in a logical order. I organize my chapter, but I'm missing key components. My ideas or scenes lack a consistent flow and are missing some transitions. I include a few details so that the reader can follow the story from the planning of the rescue to the rescue itself.	I have no logical sequence of events. I am unable to organize my chapter and am off topic. There are no transitions and my ideas do not flow. I include no details which makes it difficult for the reader to follow my story.
Characterization Writes descriptions that use concrete	My plan is possible and believable to the readers.	My plan could be possible and is believable to the readers.	My plan is somewhat believable to readers.	My plan is not believable to readers.

sensory details to present and support unified impressions of people, places, things, or experiences Determines what characters are like by what they say or do and by how the author or illustrator portrays them	I use dialogue, actions, and descriptive language to develop characters. I accurately match the characters' personalities to their actions to support the plot. I develop the characters' personalities fully and remain true to the story developed by the original author. I create an original, creative, and insightful plan.	I use some descriptive words, dialogue, and actions to develop characters. I match the characters' personalities to their actions to support the plot. I develop the characters' personalities and remain true to the story developed by the original author. I create an original and creative plan.	I use few descriptive words, dialogue, and actions to develop characters. The characters' personalities match their actions and support the plot in a limited way. I keep the characters' personalities true to the story developed by the original author. I create an original plan but it lacks insight or creativity.	I use little or no descriptive words, dialogue, and actions to develop characters. The characters' personalities do not match their actions and do not support the plot. I do not keep the characters' personalities true to the story as developed by the original author. I create a plan that is not original.
Word Choice Uses a dictionary to learn the meaning and other features of unknown words	I use vivid, interesting words to create pictures in the readers' minds.	I use interesting language in my chapter.	I try to use interesting language in my chapter, but some of it is predictable.	The language in my chapter is ordinary and predictable.

Voice Considers the audience and purpose in writing	I connect with the reader by imagining the readers and making the chapter interesting for them. I use my personal knowledge and experiences to make the chapter feel true. My chapter sounds like a person is speaking to the reader.	I make my chapter interesting. I use my personal knowledge and experiences in my chapter. My chapter sounds natural when it is read aloud.	I try to make my chapter interesting, but some parts are dull. I try to include my personal knowledge and experiences in the chapter, but sometimes they do not make sense the way I use them. My chapter sounds choppy when it is read aloud.	My chapter is generally predictable and ordinary. I do not usually include personal knowledge and experiences in the chapter, and when I do, they do not really make sense.
Sentence Fluency	I vary the length and structure of my sentences to make my writing more surprising and interesting. I begin my sentences in lots of different ways to engage my audience. I use different words and phrases to connect sentences and paragraphs so they flow.	My sentences are of different lengths and structures. I vary the ways I begin sentences. I connect my sentences and paragraphs with transitions.	I try to vary the length and structure of my sentences, but many of them are very similar. Some of my sentences begin in similar ways. I try to connect sentences and paragraphs, but my writing often sounds choppy and unconnected.	Many of my sentences have similar lengths and structures. A lot of my sentences begin in similar ways. My sentences and paragraphs do not connect to each other.

| Conventions

Writes with a command of standard English conventions	I make no errors in spelling, punctuation, capitalization, or Standard English.	I make no errors in spelling, punctuation, capitalization, or Standard English that detract from meaning.	I make some errors in spelling, punctuation, capitalization, or Standard English that detract from meaning.	I make so many errors in spelling, punctuation, capitalization, and Standard English that readers have trouble following my chapter.

Team Members _____

Date _____

Scoring Guide for Oral Presentation

	Absolutely (3 points)	Somewhat (2 points)	Not Really (1 points)
Your plan to save Wilbur is clearly explained.			
Your plan to save Wilbur is clearly explained to the audience.	☐	☐	☐
You are able to answer all of the audience's questions about your plan.	☐	☐	☐
You are prepared and have obviously rehearsed your presentation. You have a smooth, flawless delivery.	☐	☐	☐
Your plan to save Wilbur is plausible and supported by characterization.			
You are able to persuade the audience that your plan to save Wilbur will work and that it is a good one.	☐	☐	☐
You convey how the personality traits of the individual characters contribute to their actions and support your plot.	☐	☐	☐
Your multimedia slides support your oral presentation.			
Your multimedia slides support the oral presentation by outlining key points but do not give away the details.	☐	☐	☐
You have included your cluster map and discussed how you brainstormed ideas to write the new ending.	☐	☐	☐
You use the presentation slides as a visual cue only and explain characterization and your plot in more depth.	☐	☐	☐

Oral Presentation Score ___ / 24

Student Comments:

_____

_____

_____

Teacher Comments:

_____

_____

_____

Name _____

Peer Review Form

Team Members_____

> On a scale of 1-3 (3 representing "absolutely" and 1 "not at all") rate the team's oral presentation based on the following:

The team's plan to save Wilbur was believable. ____

The team's plan to save Wilbur was creative and original. ____

The team convinced me that their plan would work based on the personality traits of the characters. ____

Comments for the team: _____

_____

_____

_____

_____

- -

Name _____

Peer Review Form

Team Members_____

> On a scale of 1-3 (3 representing "absolutely" and 1 "not at all") rate the team's oral presentation based on the following:

The team's plan to save Wilbur was believable. ____

The team's plan to save Wilbur was creative and original. ____

The team convinced me that their plan would work based on the personality traits of the characters. ____

Comments for the team: _____

_____

_____

_____

_____

Character Traits

Use this list to supplement and expand students' ideas as they identify traits for the characters in *Charlotte's Web.* Before discussing the list, have students recall as many character traits as they can during a brainstorming session. To keep ideas flowing, call to mind a variety of vivid story or movie characters students may know.

adventurous	daring	humble	prepared
ambitious	demanding	humorous	proud
assertive	dependable	imaginative	quiet
bold	determined	independent	resourceful
bossy	diligent	intelligent	respectful
brave	disagreeable	inventive	responsible
busy	disciplined	joyful	rude
calm	dreamer	lazy	self-confident
carefree	energetic	leader	selfish
caring	fearful	lovable	serious
cautious	fighter	loving	shy
charismatic	friendly	loyal	solemn
cheerful	fun-loving	mannerly	stubborn
conceited	funny	mean	studious
considerate	generous	messy	successful
cooperative	gentle	mischievous	thoughtful
courageous	gullible	neat	timid
courteous	happy	observant	unselfish
creative	hard-working	organized	wild
curious	helpful	patient	wily
dainty	honest	patriotic	witty

Become Familiar with Seeing Reason

1. Examine the *Seeing Reason* Web site. Familiarize yourself with the tool and read associated resources such as, Walk Through an Example, Try Out the Tool, Classroom Strategies, Project Examples, and Benefits.
2. When you are ready to use the *Seeing Reason Tool* with your class, visit the Teacher Workspace to set up a project where students will save individual maps. In the teacher workspace, supply:
   - Project Title: *Charlotte's Web*
   - Fill in the Project Description section
   - Research Question: How do the personality traits of the characters in *Charlotte's Web* affect their actions and Wilbur's safety?
   - Teams: There is one mapping activity during the project, so each team will have one workspace assigned. Example team assignments: Team1.
3. Set up a test team and make practice maps to uncover potential directions student mapping might go, and to refine the investigation.

Introduce Students to Causal Mapping Using Seeing Reason

1. Using a projector system and networked computer introduce students to *Seeing Reason* and explore the Try the Tool demonstration space together. (Use a networked computer and presentation equipment to project the computer image.)
2. Start by discussing the sample map.
3. Next, clear the map (using button at bottom of page), and make a map of student thinking about a non-research-based question such as, "What makes a song popular?"
4. Show students how to read, construct, and describe factors and relationships. Demonstrate how chains of factors emerge as discussion goes deeper.
5. Show students how they can support their map models by including definitions, quotes, citations, or data in the factor and relationship description fields.
6. Explain that maps can show how thinking changes over time, and encourage students to engage in cycles of mapping, research, discussion, and re-mapping.
7. Tell students they will work in teams so they can discuss their developing ideas.
8. Explain that you plan to examine their developing maps, looking for opportunities to support and guide their learning. Discuss the comments feature, and agree on how you will use it.

Chapter XXII
The Story Continues Beyond the Book

Thanks to Charlotte and her clever plan, Wilbur's life was spared that first winter. Wilbur watched over Charlotte's egg sac as promised and was there for the birth of all five hundred and fourteen of her children the following spring. At last, life was good again, and Wilbur's future seemed secure.

However, this feeling of security was not to last. By late fall, the ribbon Wilbur had won the previous summer had begun to fade as did all of the excitement surrounding him. There was no more talk of Zuckerman's famous pig. With Charlotte gone, Wilbur's life was once again in jeopardy.

The Zuckermans and the rest of the farmers in the area had a poor harvest that fall and were short on money. In order to provide for their families and save their farms, they needed to sell off much of their livestock. That meant Wilbur might soon be sold for slaughter and become someone's breakfast bacon.

A new plan must be devised to save Wilbur, one that will ensure him a long and happy life, just as Charlotte intended. Who will come to Wilbur's rescue this time? Will others help? What will the plan be?

Chapter XXII

Back with Fern
By Keisha and Morgan

As soon as Fern found out that Wilbur's life was in trouble again, she knew she had to come up with a plan that would save him. Since money seemed to be the big issue, she decided that's what she needed to make sure Wilbur was safe for good. If she bought Wilbur with her own money from Mr. Zuckerman, Wilbur couldn't be sold for bacon.

Fern knew her first job would be to talk to her Uncle Homer and beg him to allow her to buy Wilbur instead of selling him to be butchered and then to talk her father into letting her keep Wilbur if she was able to get him back.

The very next morning she went to visit her Uncle Homer on his farm. With big tears in her eyes, she begged her uncle to sell Wilbur to her. He agreed because he could see how much Fern loved Wilbur and wanted to help him. However, because he really needed the money, he told Fern that he would have to ask a fair price for him. He told Fern that if she could come up with thirty dollars in two weeks Wilbur was hers.

Thirty dollars was a lot of money…way more than Fern had, but she knew she just had to get it somehow. She ran to the barn and told all of the animals what Uncle Homer had said and told them about her plan. Wilbur began crying when he heard the news. "We'll never be able to come up with the money in time! I am doomed!" he said.

"Stop that!" scolded Fern. "I will get the money somehow."

As soon as she got home, she begged her father to let her keep Wilbur if she could raise the money in time. Mr. Arable never could resist Fern when she was compassionate about someone or something and agreed. Then Fern ran into her bedroom and grabbed her piggy bank. She broke it open and counted her money. She had four dollars and twenty-three cents. She needed to raise a lot more and quickly, but how?

Soon it came to her. She would ask her teacher and the rest of her class to help her. Maybe they could hold a read-a-thon. If she could get all of the other nineteen kids in her class to raise a dollar each, she would have

almost enough money to buy Wilbur. She was sure they would help if she could convince them how important it was to spare Wilbur's life.

The next day during sharing time, Fern told her class all about her big problem and begged for their help. She was so convincing that they all agreed to help her. A read-a-thon was held that week and the class raised a total of $20.00 to help Fern save Wilbur.

Fern went back to see Wilbur and the other animals at the Zuckerman farm to tell them all about the money that she and the other children in her class had raised. "That's wonderful," said Wilbur, "but we still need more than five dollars and we have less than a week to get it."

"Don't worry," said the other animals, "we came up with a plan that just might work!"

As usual, the bossy goose took over and explained their plan to Fern. "We think you should make a bet, bet, bet with your brother Avery. Tell him that you bet writing will appear in a web above Wilbur's pen tomorrow," she said. "If he loses he has to chip in the last $5.77 cents to help you buy back Wilbur. We've heard him say a thousand times, times, times how the writing in the web over Wilbur's pen was just a coincidence and that it could never happen again."

"It's a great idea, but how can it work now that Charlotte is gone?" replied Fern.

"That's where we come in," replied Charlotte's three daughters: Joy, Aranea, and Nellie. "We have been practicing and we will each weave a special web tonight - carrying on where our mother left off."

Fern agreed to the plan, and made the bet with her brother, who gladly accepted. Charlotte's daughters worked all night long until they were exhausted.

In the morning above Wilbur's pen were 3 webs. "Long, Live, Wilbur," they read. Avery was shocked when he saw them but of course paid up. Fern then handed over the $30.00 to Mr. Zuckerman. With a smile, he let Wilbur out from his pen and sent him home with Fern.

Wilbur lived a long and happy life at the Arable's home and never forgot all that his friends had done for him, especially Fern, Charlotte, and her three daughters: Joy, Aranea, and Nellie.
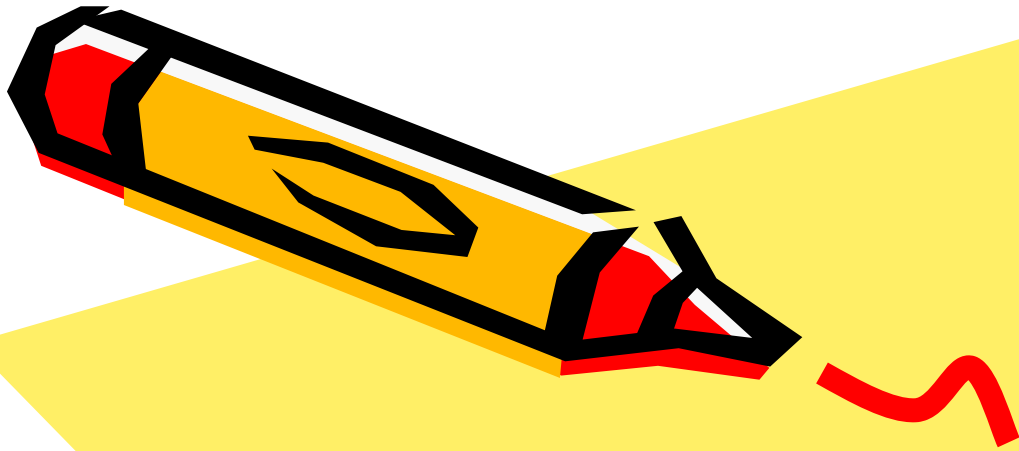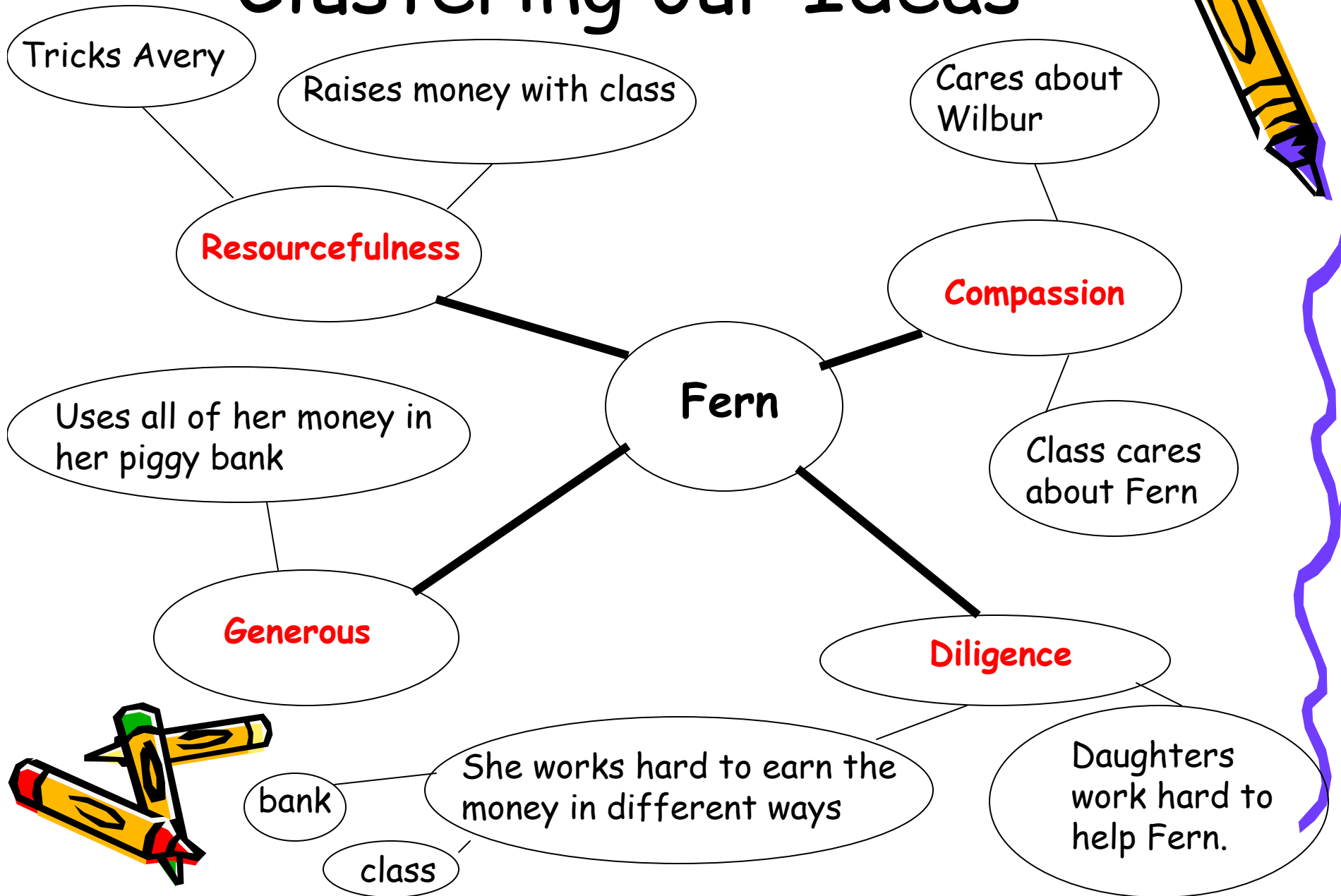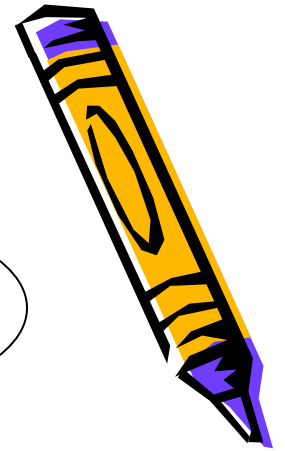
Back with Fern

## By Keisha and Morgan

Clustering our Ideas

Tricks Avery

Raises money with class

Cares about Wilbur

Resourcefulness

Compassion

Uses all of her money in her piggy bank

Fern

Class cares about Fern

Generous

Diligence

bank

She works hard to earn the money in different ways

Daughters work hard to help Fern.
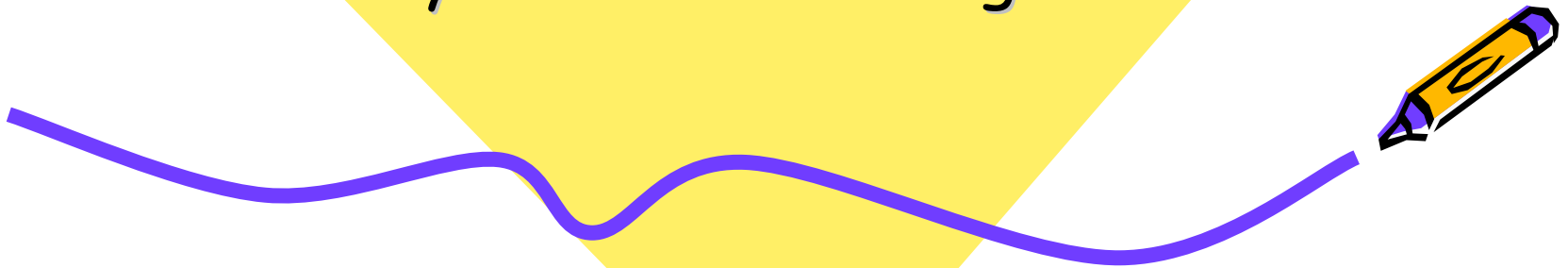
class

RESOURCEFULNESS

RESOURCEFUL means *being able to deal with new or difficult situations.*

- Because <u>Fern</u> is resourceful she is able to think of a way to get her class to help her raise money to save Wilbur.

- Because <u>the animals</u> are resourceful they are able to think of a way to trick Avery into giving money to Fern.
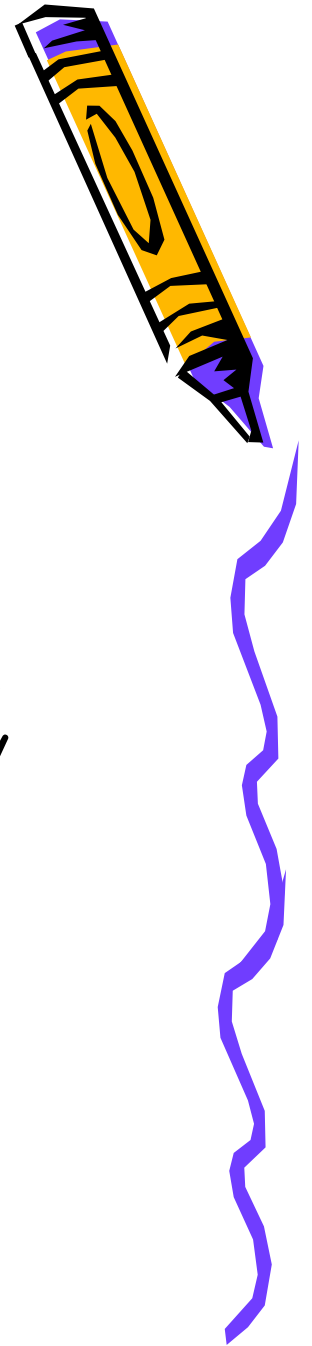
COMPASSION

COMPASSION means *feeling sorry for someone's bad luck and wanting to help them*.

- Because of Fern's compassion for Wilbur, she begs her Uncle, her Dad and her class for help.

- Because of Uncle Homer, Mr. Arable, and the kids in Fern's class compassion for Fern, they all help her.
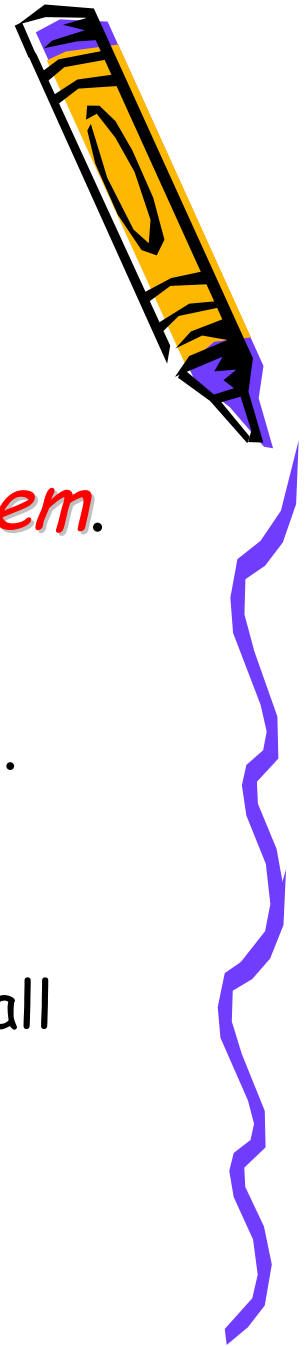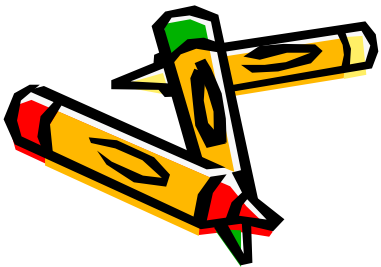
GENEROUS

Generous means willing to give or share.

Because <u>Fern</u> is generous she uses all of the money in her piggy bank to save Wilbur.

DILIGENCE

DILIGENCE means *never stopping until you reach your goal - no matter what.*

- Because of her diligence, <u>Fern</u> never gives up and reaches her goal. With the $30.00 she raises she is able to buy Wilbur back.

- Because of their diligence, <u>Charlotte's daughters</u> work all night long to create word webs to help Fern win the bet with her brother Avery.
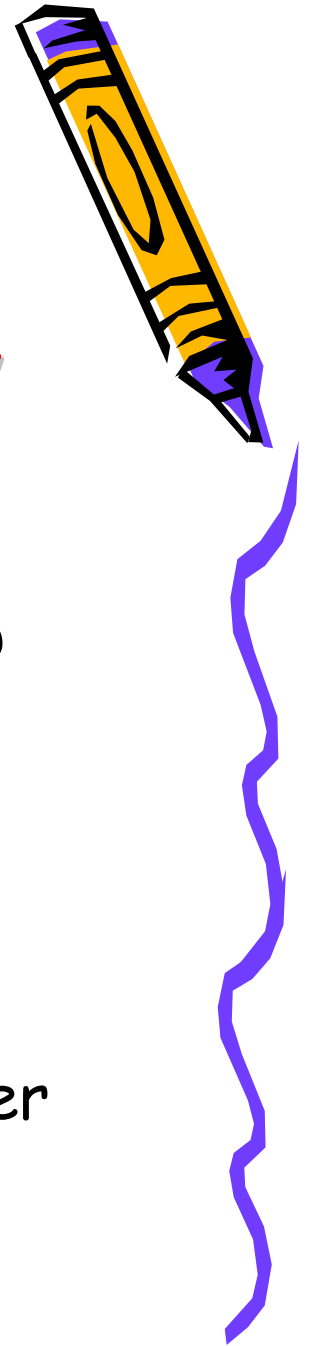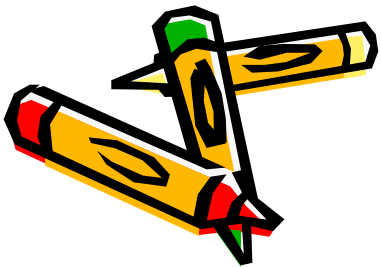
Happily Ever After

Because of the RESOURCEFULNESS, COMPASSION, GENEROSITY, and DILIGENCE of Fern and her friends:

Fern is able to accomplish her goal and save Wilbur.

Wilbur is able to live a long and happy life.
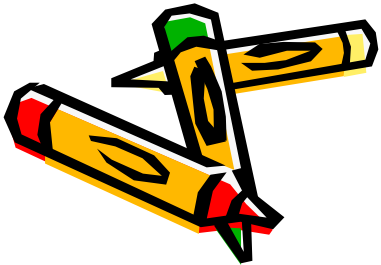
Fern
Character's name

Compassionate, Diligent
2 words for personality traits describing the character

Pleading, Giving, Convincing
3 words ending in "ing" that describe the character's actions
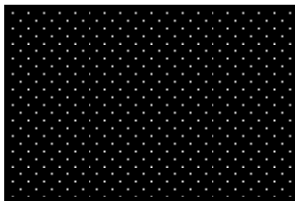
Raises Money to Save Wilbur
4- or 5-word phrase describing what the character does to help save Wilbur

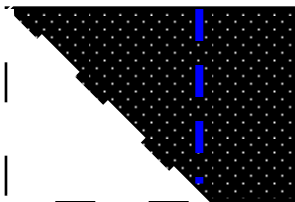# Friend
1 word synonym for the character

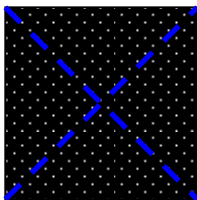# Character Cinquain

Poetry Frames

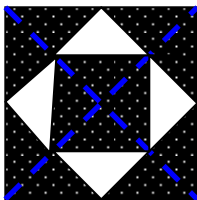1. Begin with a 9″X12″ piece of construction paper laying horizontally.

2. Take the bottom left corner and fold diagonally to meet the top edge.

3. Cut at edge of newly formed triangle (figure 2) to form a square.

4. Open the square and fold all four corners into the center.

5. Fold each point back to edge.