

A movie poster for the film "Charlotte's Web". The background is a deep blue night sky with a large, bright yellow full moon on the left. A complex spider web is spread across the sky, with small, glowing orange lights strung along its threads. In the foreground, a white pig is seen from behind, looking up at the web. In the distance, a white two-story house with a red roof sits on a grassy hill. The entire scene is framed by a rustic wooden border.

Charlotte's Web

This
Christmas,
Help Is
Coming
From
Above

EDUCATOR'S GUIDE

A Message from Walden Media

Always a man ahead of his time, E.B. White knew upon the publication of *Charlotte's Web* in 1952 that someday Hollywood would knock on the wooden door of his Maine farmhouse, asking if Charlotte and Wilbur could come to Los Angeles. By the time a letter of inquiry arrived, White had long considered the subject. "It has occurred to me," White wrote, "that the book, if handled with imagination, might make a motion picture in live action—real girl, real barn, real creatures. A good deal of the action in the book would present no problem whatsoever to the camera...and then there are the parts that would be out of the question for the camera and would need an assist from the drawing board. The critical problem would be to arrive at a smooth transition between live scenes and animated scenes..." White envisioned a decidedly un-cartoonish style of animation that would allow *Charlotte's Web* that smooth transition. "The thing that would make the real spider interchangeable with the drawing board spider," White said, would be the voice, "always the same, and unmistakable..." When White proposed what he called "this live-action method of filming," he also offered sage advice about its best use: "I think a film maker might have...good results by sticking with nature and the barn... I saw a spider spin the egg sac described in the story, and I wouldn't trade the sight for all the animated chipmunks in film land." Today, the technology exists to animate *Charlotte's Web* as White prefigured, and along with Paramount Pictures and Nickelodeon Movies, we believe our production of *Charlotte's Web* offers both the animation and "unmistakable" voices White saw as befitting—and true. "Be true to animals," E. B. White wryly advised, "and you will live forever. When you enter the barn cellar, remove your hat." To all the creatures of *Charlotte's Web* and to E.B. White, we at Walden Media tip our hats.

Cary Granat & Micheal Flaherty
Co-Founders
Walden Media

"White's Web: An Appreciation" by Leonard S. Marcus

E. B. White made his reputation during the 1920s as a lead writer for a smart new magazine called *The New Yorker*. Impelled by the moral gravity of World War II, White altered his focus as a writer during the 1940s in a series of *New Yorker* editorials urging the creation of "government on a higher level." In April 1945, as preparations continued for the publication that fall of his first book for children, *Stuart Little*, White covered the founding of the United Nations for the magazine and reported on the UN's early and distressingly fractious deliberations.

Humbled by the momentousness of his new theme and none too sure of his ability to do it justice, White in the fall of 1947 returned to writing about personal matters, chronicling, in a tragicomic essay called "*The Death of a Pig*," his failed attempt to keep alive an ailing farm animal in his care in Maine. Left unstated was a question that must have haunted the writer just then: how could a man incapable of saving a pig presume to know much about saving the world? Not long afterward, he turned his thoughts to the writing of a second story addressed primarily to children.

In writing *Charlotte's Web*, White deliberately set out to accomplish in fiction what he had not been able to do a few years earlier in fact: save the life of an innocent animal. But he also fashioned a larger story about life, death, friendship, the power of language, and "the glory of everything." Its subtlest turn of events comes in Chapter XII, "The Meeting," when Charlotte calls the barnyard together for suggestions for new words to write in the web. Why, a reader might ask, would a verbal wonder such as that spider possibly need the other animals' help? The most plausible answer is that she doesn't, really, but that, looking ahead, Charlotte realizes the need for the animals to learn to plan for their common survival. If quarreling diplomats could not see the sense in this, White may have thought, perhaps children would do better.

Meanwhile, what better image than a web to stand for both life's resilience and its fragility, the natural world's uncanny knack for hanging on, at times, by a single thread? In *Charlotte's Web*, language itself becomes a life form as web thread doubles as a line of urgent, clear, life-saving communication.

From the moment Fern reminds her mom that to "do away with a pig" means to kill it, White's story unfolds as a case study in the uses and abuses of language. Euphemisms, inflammatory rhetoric, and false advertising all figure in the joining of the drama of *Charlotte's Web*. So too do examples of characters really connecting with one another by means of an honest and friendly exchange of words. Did White believe that words alone could save the world? Hardly. But he did see language as a uniquely powerful tool that could just as easily be put to use malevolently or as a binding and healing force. In *Charlotte's Web*, White reminds us that the choice in language, as in life, is ours to make, and that with every choice comes a web of consequences.



Charlotte's Web

Educator's Guide

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HOW TO USE THIS GUIDE

Activities in this guide target grades K–4, are interdisciplinary, and comply with national content and education standards for Language Arts, Science, Visual Arts, Theater, and Character Education. Each activity features adaptations for younger children, students who require additional literacy support, and/or those for whom English is a second language. For additional lessons and activities, please visit www.walden.com.

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Acknowledgements & Credits

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Read the book from HarperCollins Children's Books

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PARAMOUNT PICTURES AND WALDEN MEDIA PRESENT A KERNER ENTERTAINMENT COMPANY/NICKELODEON MOVIES PRODUCTION "CHARLOTTE'S WEB" JULIA ROBERTS DAKOTA FANNING KEVIN ANDERSON BEAU BRIDGES ELLEN BURSTYN
MUSIC BY DANNY ELFMAN COSTUME DESIGNER TITA RYACK FILM EDITORS SUSAN LITTENBERG SADRINA PLISCO, A.C.E. PRODUCTION DESIGNER STUART WURTZEL DIRECTOR OF PHOTOGRAPHY SEAMUS MCGARVEY, B.S.C. EXECUTIVE PRODUCERS EDGAR M. BRONFMAN PAUL NEESAN JULIA PISTOR BERNIE WILLIAMS
BY WALDEN MEDIA THE ENTERTAINMENT COMPANY CHARLOTTE'S WEB MOVIE.COM PRODUCED BY JORDAN KERNER BASED ON THE BOOK BY E.B. WHITE SCREENPLAY BY SUSANNAH GRANT AND KAREY KIRKPATRICK DIRECTED BY GARY WINCK

Spinning Charlotte's Web: A Four-Week Plan

Before heading to the theaters to watch *Charlotte's Web*, get your students familiar with the beloved classic by following this four-week read aloud and activity plan. As you read the book, have students keep a writing journal using these suggested topics or others. Younger children can dictate journal entries. The worksheets listed below complement the four-week language arts program.

WEEK 1: Read Aloud: Chapters 1–5 Worksheet: Who Is a Friend? Writing Journal: Describe new characters	NATIONAL STANDARDS Language Arts: NCTE/IRA Standard 2: Communication Strategies Character Education: Chicago Public Schools Character Education Standard 1: Caring; Standard 7: Kindness and Helpfulness; Standard 9: Responsibility
WEEK 2: Read Aloud: Chapters 6–12 Worksheets: Lights! Camera! Action! Writing Journal: Write down new words	Language Arts: NCTE/IRA Writing Standard 6: Applying Knowledge Visual Arts: CNAE Standard 2: Using Knowledge of Structures and Functions Theater: CNAE Theater Standard 1: Scriptwriting; Standard 6: Comparing Art Forms
WEEK 3: Read Aloud: Chapters 13–18 Worksheet: A Friend Like Fern Writing Journal: Predict the ending	Science: NSES Standard C: Characteristics of organisms; life cycles of organisms; organisms and environments Character Education: Standard 1: Caring; Standard 8: Responsibility
WEEK 4: Read Aloud: Chapters 19–22 Worksheet: Templeton's Crossword Puzzle	Language Arts: NCTE/IRA Standard 5: Communication Strategies
WRITING WEEK: Choose any week above to focus on writing. Use these worksheets to help you. Worksheets: Wilbur's Pen Pals & <i>Charlotte's Web</i> -of-True-Friends Essay Contest* Writing Journal: What Is Friendship?	Language Arts: NCTE/IRA Standard 5 Communication Strategies Character Education: Standard 1: Caring

*All rules of the contest apply. For complete contest rules, go to www.walden.com/charlottecontest.



Templeton's Word-of-the-Week

Because *Charlotte's Web* is often read aloud to younger children, they can build vocabulary—an important component in learning to read—by looking for unfamiliar words in their surroundings (e.g., billboards, street signs, magazines, etc.), writing them down or asking an adult to do so, and bringing the new words to class. The class can create its own “web” of new vocabulary words. Use yarn to create a web on your classroom wall. Have students write out their words and attach them to the “word wall web.” Classes can submit new words to www.walden.com/templetonswords. Each week, new words chosen from those submitted will be highlighted.

Web of Resources

Walden Media is proud to work with organizations that care as much about children's education as we do. Here are some of Walden Media's "true friends." We encourage you to learn more about them.



Reading Is Fundamental, Inc., prepares and motivates children to read by delivering free books and literacy resources to those children and families who need them most. For more information, see www.rif.org.

RIF Read Aloud Tips

- Look over a book before you read it aloud. Make sure it is the right book for your audience.
- It takes time to learn how to take pleasure in reading aloud. And children need time, too, to learn how to listen.
- Read slowly and with expression. Don't be afraid to ham it up!
- Make sure children sit where they can see the book clearly, especially if it is a picture book. Of course, some children just don't like to sit still and listen and may prefer to draw or play quietly while you read.
- Allow time for a child to settle in to a story, and allow time after reading aloud to talk about the story.
- As you read aloud, encourage children to get into the act. Invite them to describe pictures, read bits of text, or guess what will happen next. Dramatize roles in the story with them.
- Expect lots of questions, especially from young children. Take time to answer these as you go along.



4-H is a community of young people across America learning leadership, citizenship, and life skills. To become part of the 4-H adventure, check out www.4husa.org. *Lesson 3: A Friend Like Fern* has been adapted and reprinted with permission from the National 4-H Cooperative Curriculum System, Inc. This organization offers a series of rich curricular materials in the "Skills for Life" Animal Series, which provides youth with in-depth information and fun, hands-on activities to learn about care, handling, health, and careers involving animals including cats, dogs, rabbits, horses, and livestock. See the National 4-H Cooperative Curriculum System, Inc., at www.n4hccs.org.



The National Association for Humane and Environmental Education aims to instill good character in children with a strong emphasis on the humane treatment of animals and respect for natural habitats. For more information, see www.nahee.org.



**UNITED STATES
POSTAL SERVICE®**

The United States Postal Service® fuels the nation's economy and delivers hundreds of millions of messages and billions of dollars in financial transactions each day to eight million businesses and 250 million Americans. To find out more about stamps and stamp collecting, and to learn interesting facts about the history of the USPS®, see www.usps.com.



WALDEN MEDIA™

Register at www.walden.com to get the latest news about Walden Media movies, educational materials, free educator screenings, and events. By becoming a member, you can participate on our web boards to discuss and share tips and lesson plans on how you use films in your classroom. Walden Media loves to hear from our teachers. Please log on now and join us!

*Additional *Charlotte's Web* lessons are available online at www.walden.com.



Who Is a Friend?

NAME: _____

DATE: _____

Directions: Look through the book *Charlotte's Web*. Find examples of people or animals being good friends to others, and fill them in on this sheet. The first one has been done for you.

1. The Goose is a friend to Templeton when she lets Templeton have the rotten egg.

2. _____ is a friend to _____ when _____
_____.

3. _____ is a friend to _____ when _____
_____.

4. _____ is a friend to _____ when _____
_____.

5. _____ is a friend to _____ when _____
_____.





Lights! Camera! Action!: The Production

NAME: _____

DATE: _____

Directions: With a partner, cut out the *Charlotte's Web* cast of characters and sets from the Lights! Camera! Action!: The Cast & The Sets worksheets. Then use the cutouts to help you act out your favorite scene from the book. Here's how:

TAKE 1: CASTING CALL!

1. Partner up with someone from your class.
2. Glue the card stock or construction paper to The Cast worksheet.
3. Cut out The Cast. Follow the dotted black lines as you cut with your scissors.
4. Fold the tabs back along the marked lines away from you so that the tabs help the characters stand.

TAKE 2: ROLL IN THE SETS!

1. Glue the card stock or construction paper to The Sets worksheet.
2. Cut out The Sets.
3. Follow the dotted black lines as you cut with your scissors.
4. Fold the barn piece along the marked lines towards you to make a three-sided box.
5. For the other set pieces, fold the tabs away from you.

TAKE 3: ACTION!

1. Choose your favorite scene in *Charlotte's Web*. For example: the first time Wilbur meets Charlotte.
2. Take notes! On a piece of paper, write down which characters are in the scene. Then write the three most important things that happen in the scene.
3. Use the cutout characters and the sets to plan your scene together. Use your notes to help you remember what happens during your scene.

TAKE 4: YOU'RE THE ACTORS!

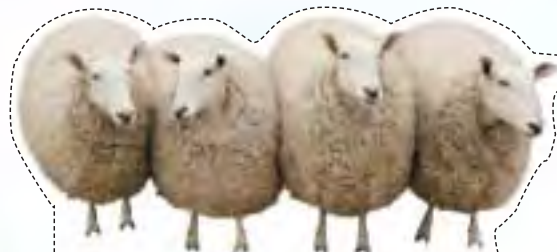
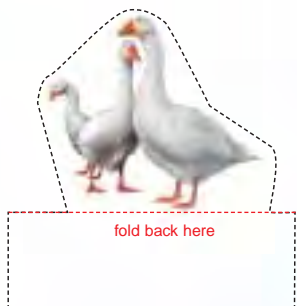
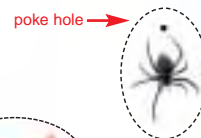
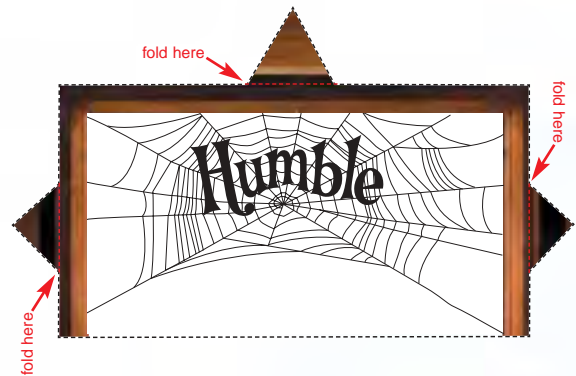
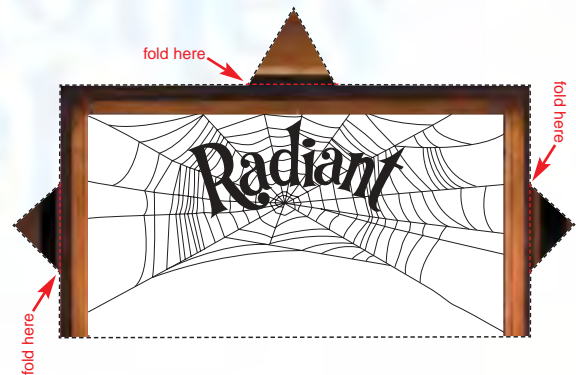
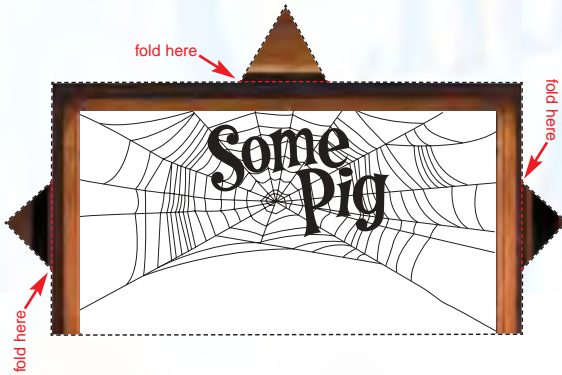
1. Work in groups of up to 5.
2. Decide who will play each character.
3. Pick a scene to act out from the book.
4. Make up lines for each character to say and give each barnyard animal a special animal voice.
5. Ask your teacher if you can use furniture for sets.
6. Begin and end your scene with a freeze. Then people will know when the scene begins and when it is over. Practice it several times.
7. Ask your classmates to watch and review the scene. Share with your classmates how planning the scene with the cutouts helped you to do the scene with live actors.





Lights! Camera! Action!: The Cast

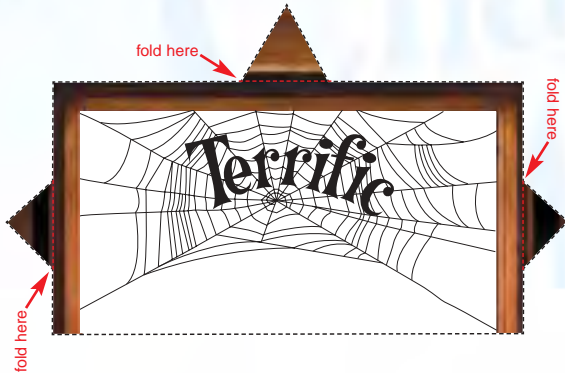
Directions: Follow the steps in TAKE 1: CASTING CALL! of the Lights! Camera! Action!: The Production worksheet to help you act out scenes from *Charlotte's Web*.





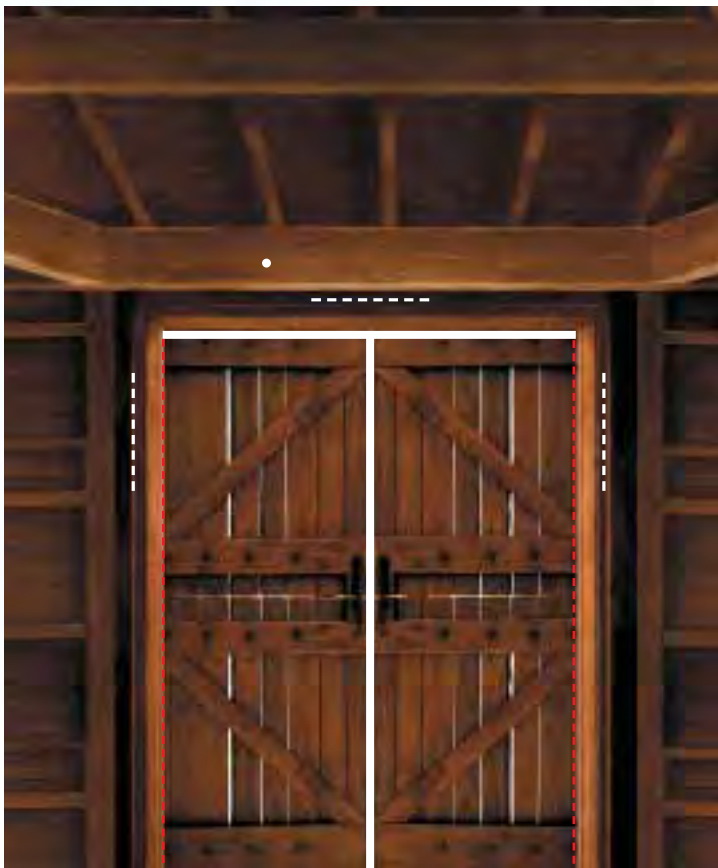
Lights! Camera! Action!: The Sets

Directions: Follow the steps in TAKE 2: ROLL IN THE SETS! and TAKE 3: ACTION! of the Lights! Camera! Action!: The Production worksheet to help you act out scenes from *Charlotte's Web*.



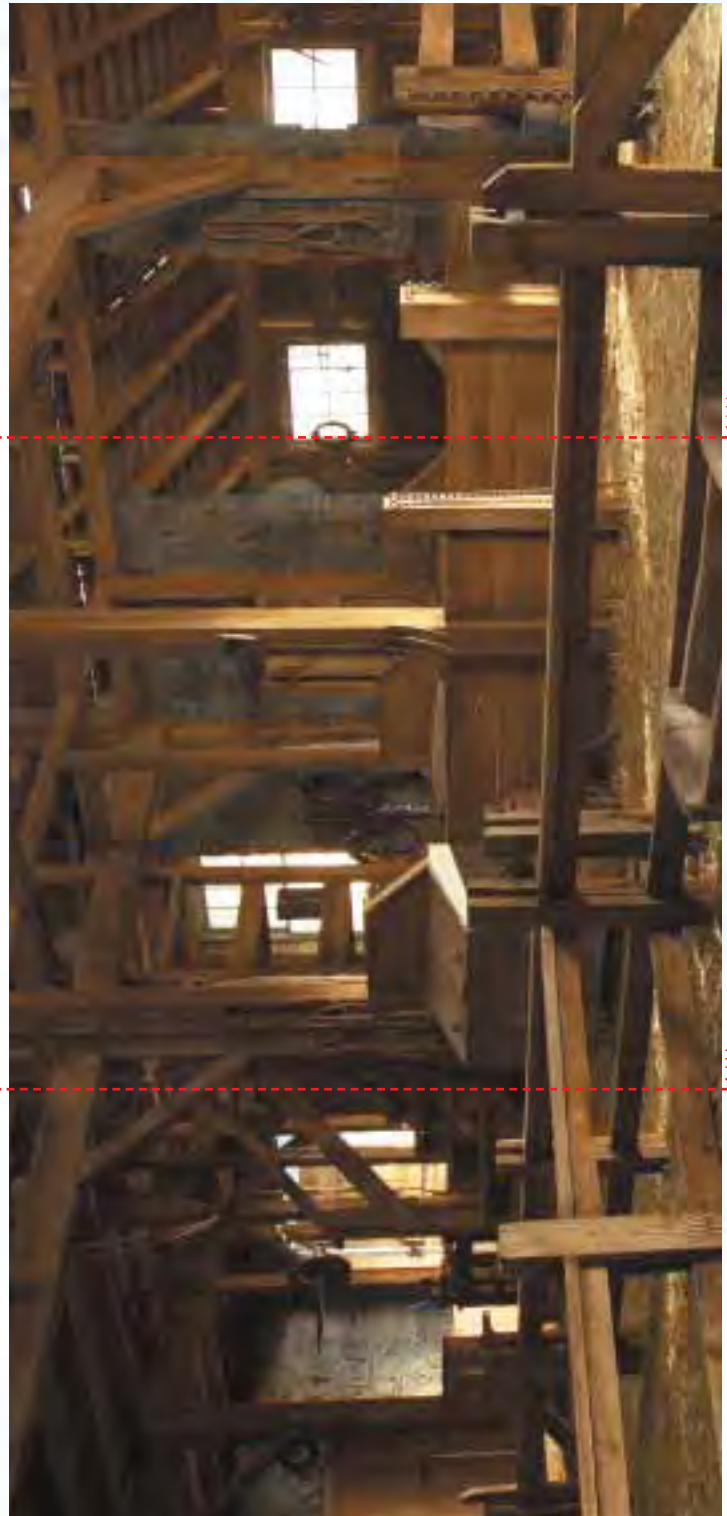
INSTRUCTIONS FOR BARN DOORS

- Poke a hole where the white dot is above the barn doors and in the art for Charlotte. Attach Charlotte with a piece of string.
- Cut slots on white dashed lines to insert tabs from the webs.
- Cut out barn door around edges of art.
- Cut open the barn doors along the center and top. Open the doors outward and use them to prop up the scene.



fold door here

fold door here



fold here

fold here



A Friend Like Fern

NAME: _____

DATE: _____

Directions: Do you have a pet at home or do you have a friend or neighbor who has a pet? Be a true friend to that animal. Learn how to take care of that animal the same way Fern cared for Wilbur—with good food, water, shelter, exercise, grooming, and attention. For one week, keep a record of how you care for the animal. Record each task as you complete it using this chart.



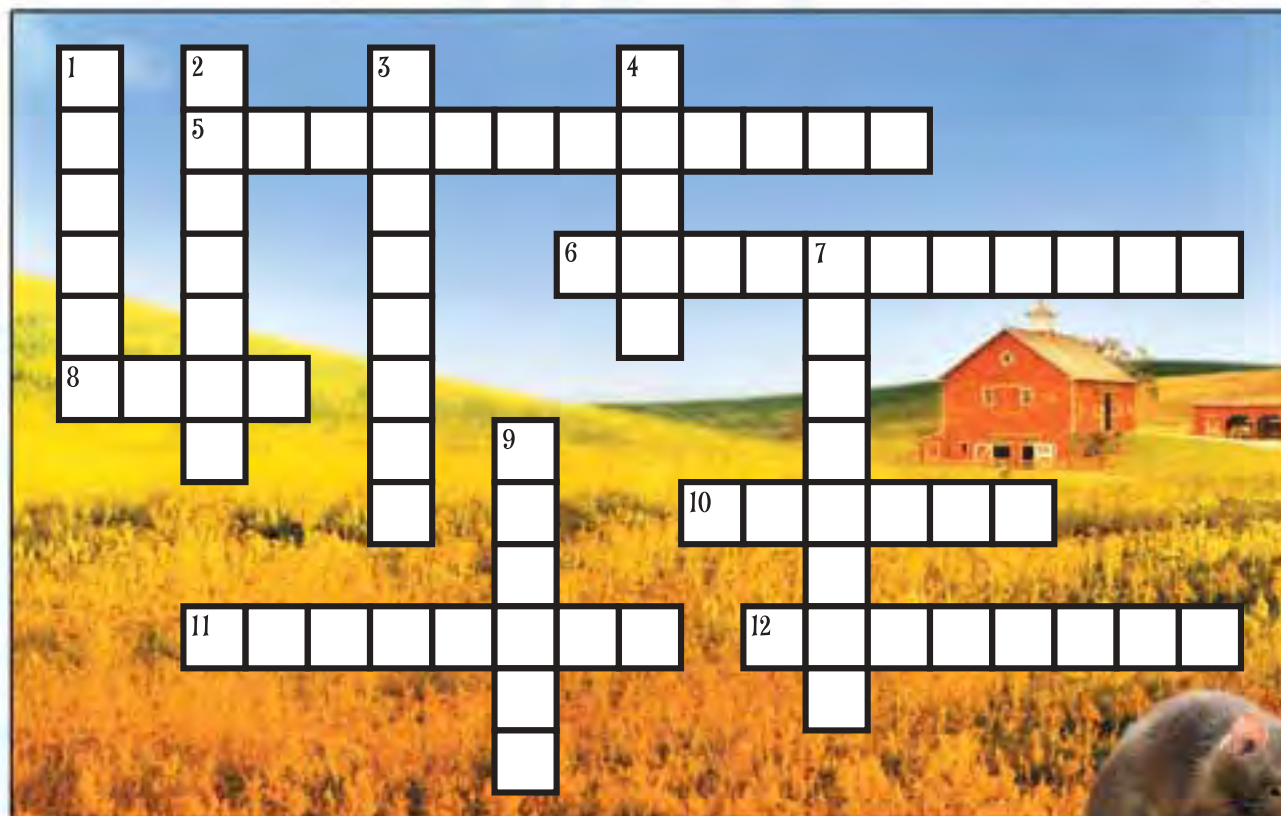
	Food	Water	Clean Home	Exercise	Grooming	Attention
Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

Templeton's Crossword Puzzle

NAME: _____

DATE: _____

Directions: Using the clues listed and the words at the bottom of the page, fill in Templeton's crossword puzzle.



ACROSS

5. Showing love or care toward someone or something.
6. A work that shows great skill or talent.
8. The smallest pig in a litter.
10. Modest, not bold or proud.
11. Very good at doing something.
12. Easily fooled or tricked.

DOWN

1. Showing wit or imagination, having a quick mind.
2. Glowing with love, joy, or confidence.
3. Wonderful or extraordinary.
4. True to, faithful.
7. Huge, gigantic.
9. Able to easily fool others, sneaky, tricky.



Use these words found in *Charlotte's Web* to solve the crossword puzzle:
runt, clever, skillful, radiant, crafty, affectionate, humble, gullible, loyal, terrific, masterpiece, enormous

Wilbur's Pen Pals



NAME: _____

DATE: _____

Directions: Learn about the parts of a letter.
Then make a new friend by writing
a letter to a pen pal.

I. HOW TO WRITE A LETTER TO A PEN PAL

- 1) **The Heading** – Your address and the date
- 2) **The Salutation** – It begins with Dear_____,
The blank is for the name of the person you are
writing to. After the person's name, you put a
comma (,).
- 3) **The Body** – This is where you write what you
want to say to the person.
- 4) **The Closing** – This is where you show that
your letter is ending. Some closings you can use are:
 - Your friend,
 - Sincerely,
 - Yours truly,
- 5) **Sign or write your name.**

II. WHAT TO WRITE ABOUT

Here are some questions to ask yourself as you
write to your pen pal:

Who's your favorite character in *Charlotte's Web*?

What has happened so far in the book?

Where do you like to read?

When did you read the book or see the movie
Charlotte's Web?

Why did you decide to get a pen pal
and to be one?

III. HOW TO ADDRESS AN ENVELOPE TO YOUR PEN PAL

Your first and last name
Your street address
Your city, state zip code

Put a cool
stamp from
the USPS
right here!

Pen Pal's name
Street address
City, State Zip Code

1) The Heading

2) The Salutation
Dear _____,

3) The Body

4) The Closing,

5) Sign or write your name

IV. HOW TO BECOME A STAMP COLLECTOR

- Get some stamps at any post office or order them from the United States Postal Service website at www.usps.com. Trade stamps with your friends or family.
- Get organized. Display your stamps by putting them on StamperSaver Cards.
- Like what you collect and collect what you like. Your stamp collection should tell the world who you are. Collect stamps from all over the world or from just one country. You can collect animal stamps, sports stamps, stamps about history, etc.

Charlotte's Web-of-True-Friends Essay Contest

"It is not often that someone comes along who is a true friend and a good writer. Charlotte was both."

– *Charlotte's Web*, Chapter XXI

Do you have a true friend? In the space below, write a one-page essay on why your friend is a true friend. Tell us about a time when you knew your friend was a "true friend."

Fill in the information below. Then go to www.walden.com/charlottecontest to learn how to submit your essay. Walden Media, one of the companies who made the movie *Charlotte's Web* will post online at www.walden.com essays that best describe "true friends." Walden Media will choose one winning essay based on creativity, description, and understanding of a "true friend," and that writer will win a trip with his/her "true friend" and two adults to the world premiere of the *Charlotte's Web* movie. Good luck!

Name: _____ Grade: _____

School Name & Address: _____

Teacher: _____ School Phone Number: _____

All rules of the contest apply. For complete contest rules, go to www.walden.com/charlottecontest.

Educator's Instructions

Lesson Plans for Grades K–4. Go to www.walden.com for additional downloadable *Charlotte's Web* lessons and activities.

LESSON 1: WHO IS A FRIEND?

Use this lesson to help students deepen their understanding of Charlotte's Web's central theme of friendship by asking students to locate and discuss instances when people and animals displayed friendship toward one another in the book.

Duration: One 45-minute class period

Materials: Copies of the book *Charlotte's Web*, student worksheets, and writing materials

Procedures: Invite students to give examples of the things friends do for one another. Distribute copies of the novel and student worksheets, asking students to find instances of people and animals doing things for one another as friends.

Ask students to reflect on why friendship is so important to the characters in *Charlotte's Web*—and to us.

Adaptations: Younger children can dictate one or two examples to older children, a classroom aide, or to you to be transcribed onto the student worksheet. Students for whom English is a second language may benefit from having several examples elicited from the class written down on the chalkboard. Other students may benefit from completing the exercise in pairs, taking turns locating examples and summarizing them on the worksheet.

Assessment: Assess students on their ability to locate and summarize in writing examples of friendship found in *Charlotte's Web*.

LESSON 2: LIGHTS! CAMERA! ACTION!

Use this lesson to help students improvise scenes from Charlotte's Web, first in miniature, using the cutout characters and artwork, and then as group skits.

Duration: Two 45-minute class periods

Materials: Copies of the book *Charlotte's Web*, student worksheets, 8.5 x 11 inch sheets of card stock or construction paper, writing paper, glue sticks, and scissors

Procedures: Pair up students. Give each pair one copy of the book, one set of three student worksheets, two pairs of scissors, paper to write notes on, two glue sticks, and two pieces of card stock or construction paper.

Ask students to glue the two pages of cutouts onto the two sheets of construction paper or card stock so that the cutout pages are firmly backed. While the backed worksheets are drying, review the directions on Page 7 carefully with students.

Review the directions for TAKE 1: CASTING CALL! Invite students to cut out characters. Help students fold tabs inward so that the cutouts stand up. Review the directions for TAKE 2: ROLL IN THE SETS! Invite students to cut out the artwork. Help students assemble, fold, and lay out the artwork. Review the directions for TAKE 3: ACTION!

Encourage students to list the three most important events of their chosen scene and to write down which characters are involved. Challenge pairs of students to present their scenes for the class. Critique scene presentations by encouraging the audience to complete these two sentence stems: "What I liked about your scene was..." and "What I think you could work more on is..." Encourage interested pairs of students to practice again, incorporating the comments of classmates into their scene revisions. Arrange students into groups of five and go over TAKE 4: YOU'RE THE ACTORS! Challenge students to perform a scene presented in class again, this time as a group without using cutouts. Use the index cards already written to help plan the scene. Reflect with students on the two different methods of presentation required of them, which they preferred, and why. Challenge them to reflect on how faithful they thought their scenes were to the book and why.

Adaptations: Some students may benefit from working in pairs and performing their scenes first with nonsense language or without dialogue in order to focus on presenting the action of a given scene. Younger children may find it beneficial to work in pairs to do a variety of scenes from *Charlotte's Web*. Encourage them to act out scenes.

Assessment: Assess younger children on their ability to tell a story with cutouts. Assess older students on their reflections about why faithfulness might be an important quality in an adaptation.

LESSON 3: A FRIEND LIKE FERN*

Use this lesson to help students understand, through experience, what it means and what it takes to care for an animal, the way Fern cared for Wilbur.

Duration: Two 45-minute class periods

Materials: Student worksheet, access to pets, and writing materials

Procedures: Summarize with students how Fern cared for Wilbur when he was young, how Fern showed respect for the animals at her Uncle Homer's farm, and how the Zuckermans cared for Wilbur as he got older. Invite students to decide on an animal or pet they would like to take care of for one week. Define and discuss each item on the student worksheet, as a class and in small groups. *Make sure students receive parental approval and supervision of students' care for the animals.* Encourage students to mark with a check what they do each day for their animals. Each day, encourage students to discuss what they are doing. Once the week is over, use a second period to invite students to discuss their experiences, to share their worksheets, and to define how care and responsibility go together.

Adaptations: Students who do not have pets or access to animals, as well as younger children, may partner with other students or neighbors who do. Students for whom English is a second language may benefit from assembling a collage of magazine pictures of the words: FOOD, WATER, CLEAN HOME, EXERCISE, GROOMING, and ATTENTION on the back of their checklists before the week begins.

Assessment: Assess students on the completeness of their charts and reflections on care and responsibility.

*This lesson has been adapted with permission from The National 4-H Cooperative Curriculum System, Inc.

Please refer to the *Web of Resources* page for more information about this organization.

LESSON 4: TEMPLETON'S CROSSWORD PUZZLE

Use this lesson to help students build vocabulary and identify the correct spellings of challenging words found in Charlotte's Web.

Duration: One 45-minute class period

Materials: Student worksheet and writing materials

Procedures: Distribute student worksheets and challenge them to complete the puzzle.

NOTE: Answers to the crossword puzzle: Across: 5) affectionate; 6) masterpiece; 8) runt; 10) humble; 11) skillful; 12) gullible.

Down: 1) clever; 2) radiant; 3) terrific; 4) loyal; 7) enormous; 9) crafty.

Adaptations: For younger children, make a simpler crossword puzzle at the chalkboard using the words: *runt*, *crafty*, and *terrific*. Students for whom English is a second language may wish to work together in pairs to solve the crossword puzzle.

Assessment: Assess students on their ability to complete the crossword puzzle and correctly use its words in sentences.

LESSON 5: WILBUR'S PEN PALS

Use this lesson to help students deepen their understanding of Charlotte's Web's themes of friendship and loyalty by writing to a pal.

Duration: Two 45-minute class periods

Materials: Student worksheets, writing materials, envelopes, and postage stamps

Procedures: Distribute worksheets to students. Discuss with students the idea of having and being a pen pal. Read aloud with students *Wilbur's Pen Pals* worksheet, giving students time to fill it in afterward. Distribute envelopes to students and encourage them to address them using the model on the worksheet. Students can bring envelopes up to you when finished so you can check and give out postage stamps.

Adaptations: Younger children may enjoy writing a letter as a class and going to the post office to mail it.

Assessment: Assess students on the form and content of letters.

LESSON 6: CHARLOTTE'S WEB-OF-TRUE-FRIENDS ESSAY CONTEST

Use this lesson and contest to help students deepen their understanding of Charlotte's Web's themes of friendship and loyalty by writing an essay about a true friend.

Duration: Two 45-minute class periods

Materials: Student worksheets and writing materials

Procedures: Distribute worksheets to students. Discuss with students the idea of having a "true friend." Have students define a "true friend" in their own words. Read aloud with students the *Charlotte's Web-of-True-Friends Essay Contest* worksheet, giving students time to fill it in afterward. Once you have collected all the essays please follow submission guidelines at www.walden.com/charlottecontest. Please be sure that all students' information has been filled out on each entry. All rules of the contest apply. For complete contest rules, go to www.walden.com/charlottecontest.

Adaptations: Younger children may want to dictate their stories to an adult to write down and submit.

Assessment: Assess students on the form and content of the essays.



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Only in theaters December 2006!

Cast:

Julia Roberts, Dakota Fanning, Steve Buscemi,
John Cleese, Oprah Winfrey, Cedric the Entertainer,
André Benjamin, Thomas Haden Church,
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