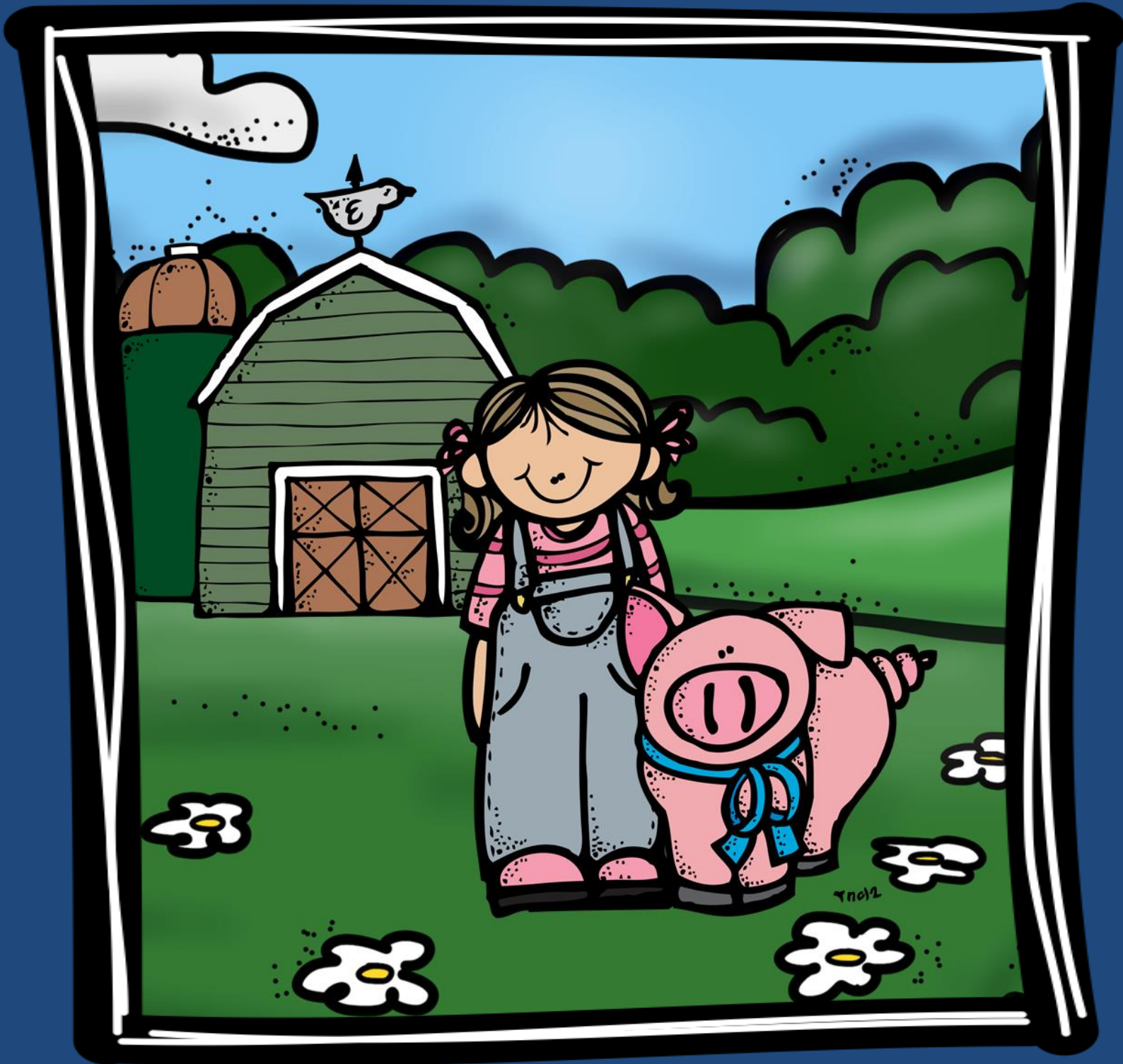


# Charlotte's Web

## Printable Book Unit



Created by Gay Miller

Thank you for downloading this preview of Charlotte's Web Interactive Notebook & Activity Unit. Other products in this series may be found at

<http://www.teacherspayteachers.com/Store/Gay-Miller>

This packet contains graphic organizers for an interactive notebook and game activities covering vocabulary, constructed response writing, and skill practice. I hope your students enjoy a book study using the engaging method of using interactive notebooks.

# Charlotte's Web

Classics

Interest Level ~ Grades 3 – 6 (Age 9-12)

Grade level Equivalent: 4.9

Lexile Measure<sup>®</sup>: 680L



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# Lesson Plans at a Glance

Read	Vocabulary	Vocabulary Practice Book	Comprehension	Constructed Response Question	Skill Practice
Chapter 1	injustice	Page 1		Characters	Prefix/Suffix Cards
Chapter 2	enchanted	Page 2	Chapters 1-2	Problem and Solution Chain	Prefix/Suffix Practice
Chapter 3	commotion	Page 3		Setting	Root Word Organizer
Chapter 4	dreary	Page 4	Chapters 3-4	Characters ~ Barnyard Animals	Prefix/Suffix/Root Word Dominoes
Chapter 5	salutations	Page 5		Characters ~ Charlotte	Figurative Language Response Cards
Chapter 6	appalled	Page 6	Chapters 5-6	Point of View	Figurative Language Organizer
Chapter 7	conspiracy	Page 7		Responding to Text	Simile Memory
Chapter 8	rambled	Page 8	Chapters 7-8	Mr. and Mrs. Arables's Viewpoints	Context Clues Organizer
Chapter 9	embarrassment	Page 9		Queensboro Bridge Summarizing	Context Clues Task Cards
Chapter 10	gullible	Page 10	Chapters 9-10	Cause and Effect	Capitalization Organizer
Chapter 11	admiring	Page 11			Capitalization Task Cards
Chapter 12	sensational	Pages 12-13	Chapters 11-12	Pros and Cons about Charlotte's Web Writing Figurative Language	Relative Pronouns Organizer
Chapter 13	radiant	Page 14		Inference	Relative Pronouns Organizer
Chapter 14	sternly	Page 15	Chapters 13-14	Character's Role ~ Dr. Dorian Course of Action	Relative Pronouns Task Cards
Chapter 15	reputation	Page 16		Charlotte's Web ~ Radiant	Spelling Rules Organizer
Chapter 16	veritable	Page 17	Chapters 15-16	Mood	Spelling Rules Card Activity
Chapter 17	listless	Page 18		Comparing Wilbur to Uncle	Synonyms and Antonyms Organizer
Chapter 18	humble	Page 19	Chapters 17-18	Figurative Language	Synonyms and Antonyms Organizer
Chapter 19	languishing	Page 20		Comparing Characters ~ Fern to Charlotte	Synonyms and Antonyms Card Activity
Chapter 20	appreciation	Page 21	Chapters 19-20	Comparing Characters ~ Avery to Templeton Theme	
Chapter 21	desolation	Page 22		Timeline of Charlotte and Wilbur's Friendship	
Chapter 22	glory	Pages 23-24	Chapters 21-22	Plot Development Chart	
		Vocabulary Test		Symbolism ~ Time	
				Comparing the Book to the Movie	

# Vocabulary List

Note: Different versions of this book may have sentences on different pages.

## Chapter 1 BEFORE BREAKFAST

**injustice** (noun) – an unjust act or occurrence; unfairness, wrong, unjustness, cruelty

"I see no difference," replied Fern, still hanging on to the ax. "This is the most terrible case of **injustice** I ever heard of." (pg. 3)

"Fern was up at daylight, trying to rid the world of **injustice**." (pg. 7)



## Chapter 2 WILBUR

**enchanted** (adjective) – utterly delighted or captivated; fascinated; charmed, attract; captivated, enraptured, enthralled, entranced, bewitched

Fern was **enchanted**. It relieved her mind to know that her baby would sleep covered up, and would stay warm. (pg. 10)



## Chapter 3 ESCAPE

**commotion** (noun) – a state of confused and noisy disturbance; tumult, uproar, turmoil, hubbub, disorder, upheaval, hullabaloo, fuss, din, stir, disturbance

The cocker spaniel heard the **commotion** and he ran out from the barn to join the chase. (pg. 16)

Templeton, asleep in the straw, heard the **commotion** and awoke. (pg. 131)

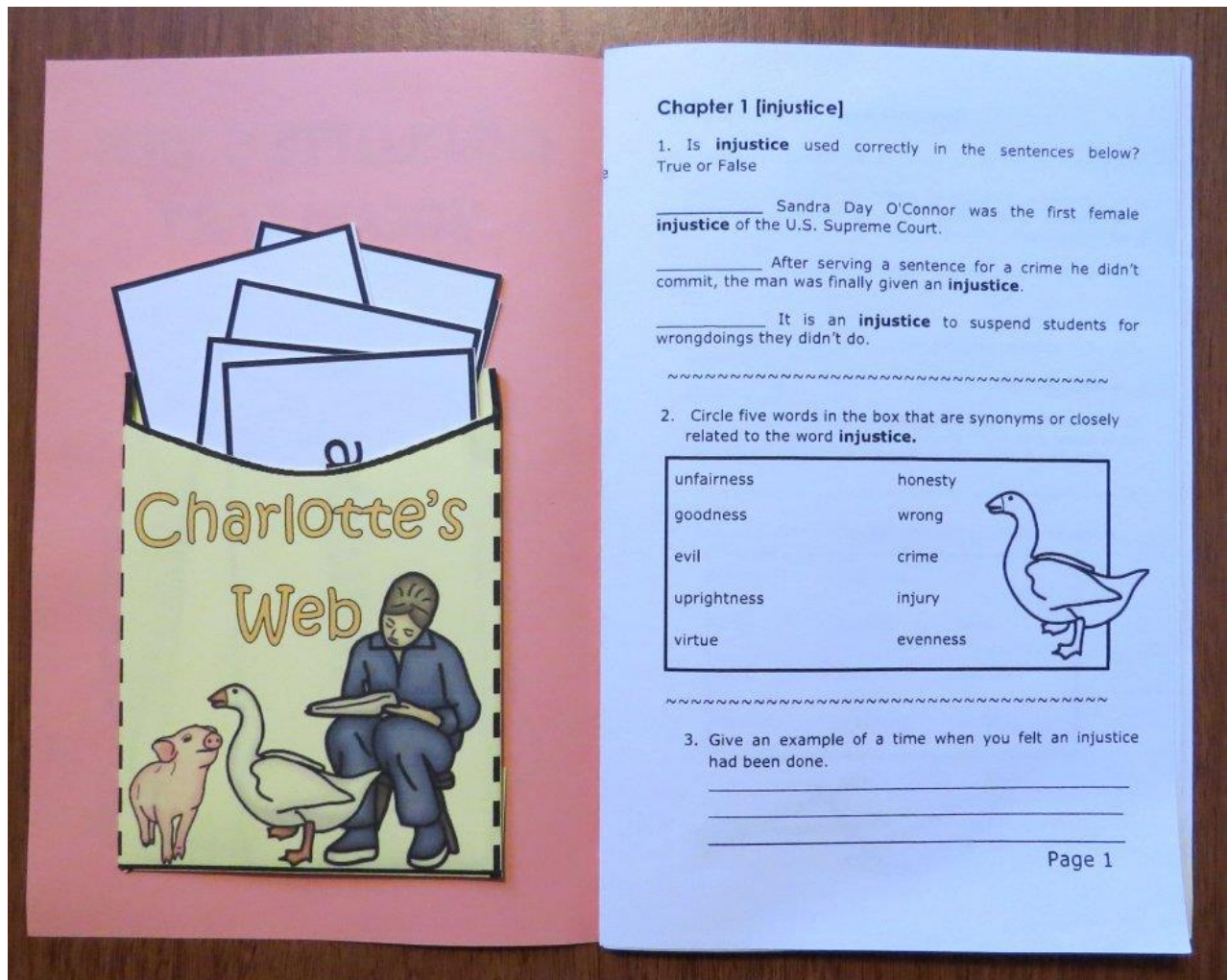
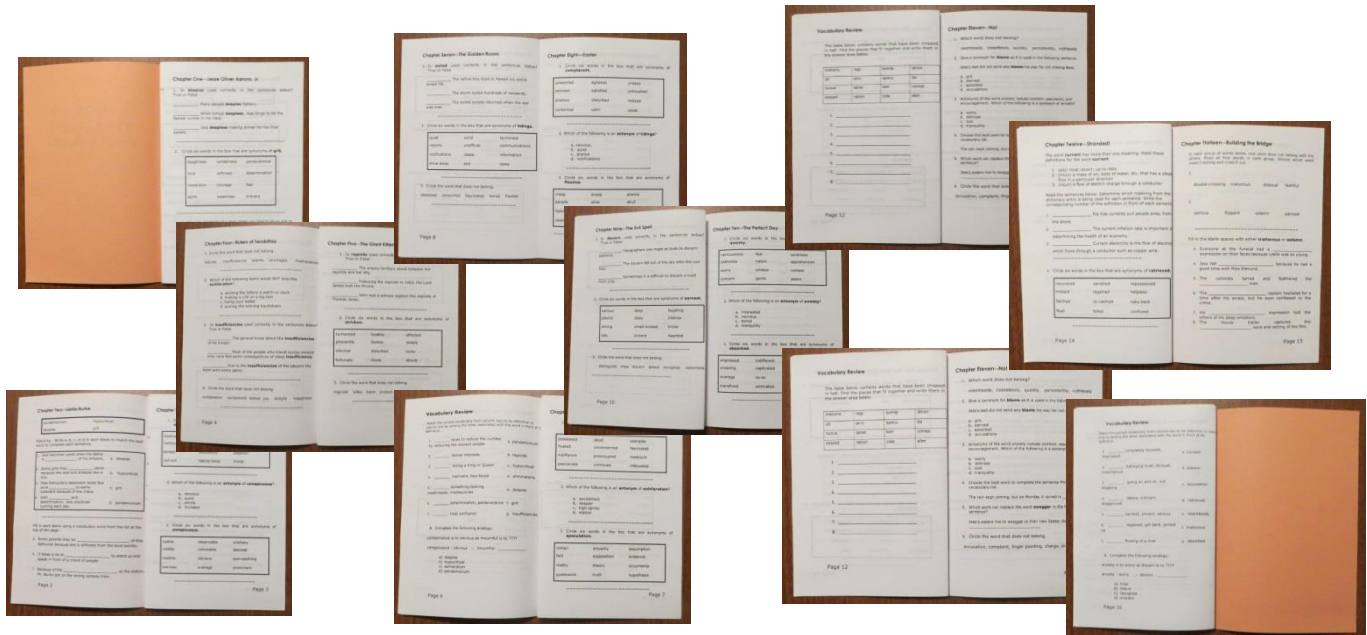


## Chapter 4 LONELINESS

**dreary** (adjective) – dull, dismal, miserable, bleak, cheerless, grim, gray, depressing, drab

This was almost more than Wilbur could stand: on this **dreary**, rainy day to see his breakfast being eaten by somebody else. (pg. 26)

The vocabulary practice booklet contains one practice page for each chapter.



**Chapter 1 [injustice]**

1. Is **injustice** used correctly in the sentences below? True or False

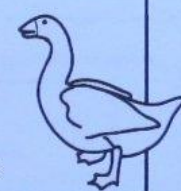
\_\_\_\_\_ Sandra Day O'Connor was the first female **injustice** of the U.S. Supreme Court.

\_\_\_\_\_ After serving a sentence for a crime he didn't commit, the man was finally given an **injustice**.

\_\_\_\_\_ It is an **injustice** to suspend students for wrongdoings they didn't do.

2. Circle five words in the box that are synonyms or closely related to the word **injustice**.

unfairness	honesty
goodness	wrong
evil	crime
uprightness	injury
virtue	evenness



3. Give an example of a time when you felt an injustice had been done.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Chapter 12 [sensational]

1. Circle five words in the box that are synonyms or closely related to the word **sensational**.

excellent	boring
spectacular	dreary
dull	terrific
weary	superb
wonderful	tiresome

~~~~~

2. Which of the following items would NOT describe **sensational**?

- a. winning the spelling bee
- b. a birthday party with friends and family
- c. falling in the mud
- d. scoring the winning touchdown
- e. finding a lost pet

~~~~~

3. Describe a time when you had a **sensational** time.

---

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---

## Vocabulary Review

Match the correct vocabulary word from column two to its definition in column one by writing the letter associated with the word in front of its definition.

- |   |                |
|---|----------------|
| 1. _____ <b>f</b> _____ greatly dismayed or horrified; shocked  | a. enchanted   |
| 2. _____ <b>a</b> _____ utterly delighted or captivated; fascinated   | b. salutations |
| 3. _____ <b>g</b> _____ state of confused and noisy disturbance   | c. injustice   |
| 4. _____ <b>h</b> _____ talk or write at length in a confused or inconsequential way                                  | d. conspiracy  |
| 5. _____ <b>b</b> _____ a gesture or utterance made as a greeting or acknowledgment of another's arrival or departure | e. dreary      |
| 6. _____ <b>c</b> _____ an unjust act or occurrence; unfairness   | f. appalled    |
| 7. _____ <b>e</b> _____ dull, dismal, miserable, bleak  | g. commotion   |
| 8. _____ <b>d</b> _____ a secret plan by a group to do something unlawful or harmful                                  | h. rambled     |



# How to Use this Resource for Writing

This section contains practice with the Common Core State Standards Literature Standards. On the following pages, you will find charts which show how each question is aligned to the Common Core State Standards.

Authors: National Governors Association Center for Best Practices, Council of Chief State School Officers

Title: Common Core State Standards (insert specific content area if you are using only one)

Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C.

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In this section, you will find graphic organizers which help students plan a writing response. Each graphic organizer is followed by the same organizer with possible answers completed to use as an answer key. Note that with these types of questions there may be a variety of correct answers. The answer keys are to be used only as a guide.

## Instructions

1. Print the graphic organizers.
2. So the pages will fit into interactive notebooks, trim the four edges. [I usually do this before class using the paper cutter. A class set may be trimmed down in just a matter of seconds.
3. Have students complete the organizer.
4. Glue the organizer pages to the left side of their interactive notebooks.
5. On the right side of the notebooks, have students use the information from the organizer to write out a response in paragraph form.

**See the following page for two different writing options for the organizers.**

## Option 1

Have students use the graphic organizer for notes. Notice the notes are not in complete sentences. Glue the organizer to the left side of the notebook page. On the right side of the notebook, students use the notes to write the details in paragraph form.

**Chapter 17 - Constructive Response - Comparing Wilbur to Uncle**  
 Compare the Wilbur to Uncle by listing five traits of each.

**WILBUR**

- big pig
- has many friends
- emotional
- does humorous things
- given the name Wilbur by Fern

**UNCLE**

- much bigger pig
- unattractive personality
- big hearty voice too noisy
- cracks weak jokes
- doesn't have a name - called Uncle

~ Page 100 © Gay Miller ~

Wilbur and Uncle are about as different as two pigs can be. Wilbur is a large pig, but uncle is tremendous. This only begins their differences. Their personalities are where the reader can really see differences. Wilbur has been loved by Fern, Charlotte, and the other barn animals. It was Fern that gave him the name Wilbur when he was just a babe. Because of this love, Wilbur is confident. He does humorous things like trying to build a spider web. Wilbur is extremely emotional at the idea of becoming the Zuckenman's Christmas dinner, but his friends rally behind him to help. Uncle, on the other hand, doesn't even have a "real" name. He says to just call him uncle. He has a big hearty voice that is a turn off. His personality is described as unattractive by Charlotte. She doesn't care for his weak jokes. Uncle, unlike Wilbur, doesn't seem to have any friends because of these personality traits.

**Chapter 20 - Constructive Response - Comparing Characters**  
 Compare Avery to Templeton. How are their personalities and treatment of Wilbur alike and different? Complete the diagram to compare the two characters.

**Templeton**

- Templeton did the right thing to help Wilbur when he passed out.
- Templeton is selfish.
- Templeton only fetches Charlotte's egg sac on the promise he will be given first choice of Wilbur's food.

**Avery**

- When Wilbur passed out, Avery seemed concerned.
- Avery enjoys the attention he receives from Wilbur's fame.

How are Templeton and Avery alike?  
 Both Avery and Templeton seem a little self-centered. They both try to see how Wilbur's fame will benefit them.

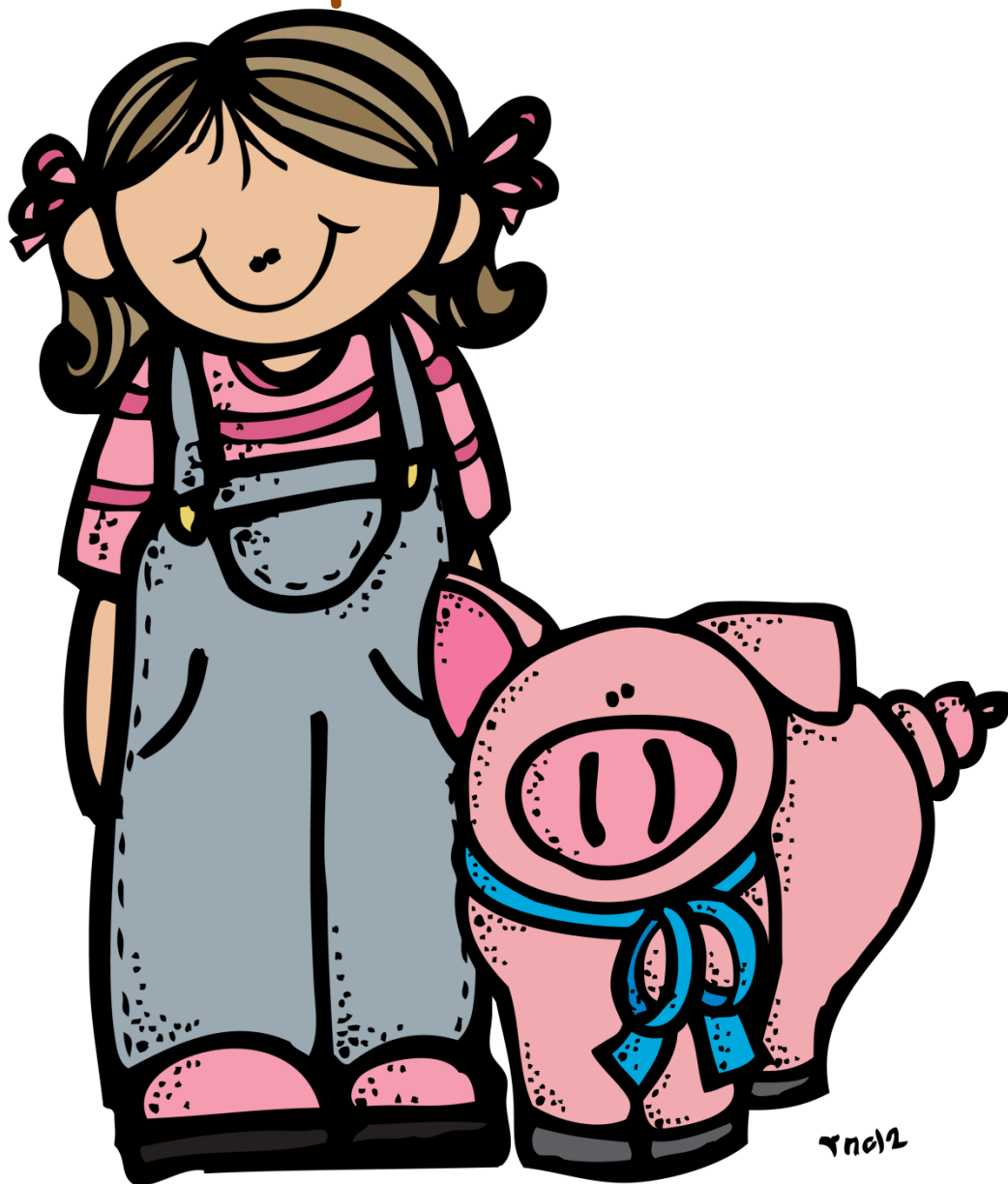
How are Templeton and Avery different?  
 Avery is destructive. He wants to rip down Charlotte's web. At the fair he wants to ride the jets, so he can bump into other. Templeton is more about feed. He is a gumball and sees Wilbur as a meal ticket.

~ Page 107 © Gay Miller ~

## Option 2

Students complete the organizer by writing complete sentences.

# Sample Pages for Chapters 1-2



# Charlotte's Web ~ Chapters 1-2

1. The main idea of Chapters 1-2 is ---.
- a. Wilbur is too expensive.
  - b. Fern and Wilbur become best friends.
  - c. Avery is too grown up to be excited about a litter of pigs.
  - d. Father wants to kill the runt pig.

2. How does the reader know that *Charlotte's Web* is told in 3<sup>rd</sup> person point of view?
- a. The narrator uses pronouns like I, me, and my.
  - b. Only the thoughts of Fern are told.
  - c. The narrator uses pronouns like he, she, it, and they.
  - d. The narrator tells the story to another character using the word 'you.'

3. Which word best describes Fern?
- a. selfish
  - b. genius
  - c. creative
  - d. determined

4. Which relationship best describes Fern and Wilbur?
- a. buddies
  - b. best friends
  - c. mother and baby
  - d. owner and pal

5. Read this line from Chapter 1.

"This is the most terrible **case of injustice** I ever heard of."

What does **case of injustice** most likely mean?

- a. bit of unfairness
- b. fair and sensible
- c. being truthful
- d. agreeing with what is right or good

6. Read this line from Chapter 1.

That's a fine specimen of a pig - it's no bigger than a white rat.

Which type of figurative language is used?

- a. metaphor
- b. simile
- c. alliteration
- d. personification

7. Name two ways that Fern and Wilbur are different and two ways they are alike.

Different	Alike



# Charlotte's Web ~ Chapters 1-2

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That's a fine specimen of a pig - it's no bigger than a white rat.

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- simile
- alliteration
- personification

7. Name two ways that Fern and Wilbur are different and two ways they are alike.

Different	Alike
Fern likes to swim in the brook. Wilbur finds the brook too cold, so he plays in the mud where it is warm. He likes the sticky and oozy mud.	Wilbur did just about everything Fern did. When she went in the house, he went too.
Fern has to go to school each day. Wilbur spends his days hanging out at the farm.	Wilbur and Fern are both smart. Wilbur buried himself in the straw to stay warm. Fern figured out a way to keep her father from killing Wilbur.

## Chapter 1 ~ Constructed Response – Characters

Describe ways that Avery is like his father and ways he is like his sister.

Avery Compared to Mr. Arable

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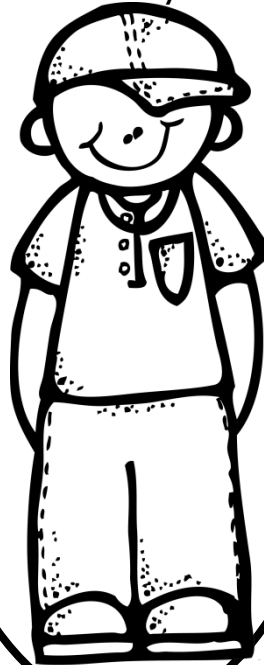
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Avery



Avery Compared to Fern

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[CCSS.ELA-Literacy.RL.3.3](#)

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

[CCSS.ELA-Literacy.RL.4.3](#) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

[CCSS.ELA-Literacy.RL.5.3](#) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

## Chapter 1 ~ Constructed Response – Characters

Describe ways that Avery is like his father and ways he is like his sister.

### Avery Compared to Mr. Arable

Avery comes to the kitchen for breakfast with weapons (an air rifle and a wooden dagger) and his father is heading out to the barn with an ax.

Avery considers the runt as unimportant and describes him as "no bigger than a white rat." Avery, like his father, thinks the pig isn't worth much as a runt.

Avery



### Avery Compared to Fern

Once Avery learns that Fern is going to take the piglet on as a pet, he asks his dad if he can have one too. His father tells him no with an excuse that only early risers get pigs.

#### [CCSS.ELA-Literacy.RL.3.3](#)

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

[CCSS.ELA-Literacy.RL.4.3](#) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

[CCSS.ELA-Literacy.RL.5.3](#) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

## Chapter 2 ~ Constructed Response – Problem and Solution Chain

Fill in each solution in the problem and solution chain. Use this to summarize Chapter 2.

problem

Mrs. Arable doesn't want Wilbur in the kitchen.

solution

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

solution

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

problem

As it starts growing cold, Wilbur's home is outside under the apple tree.

problem

Mr. Arable says Wilbur must be sold.

solution

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

effects

[CCSS.ELA-Literacy.RL.3.2](#) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

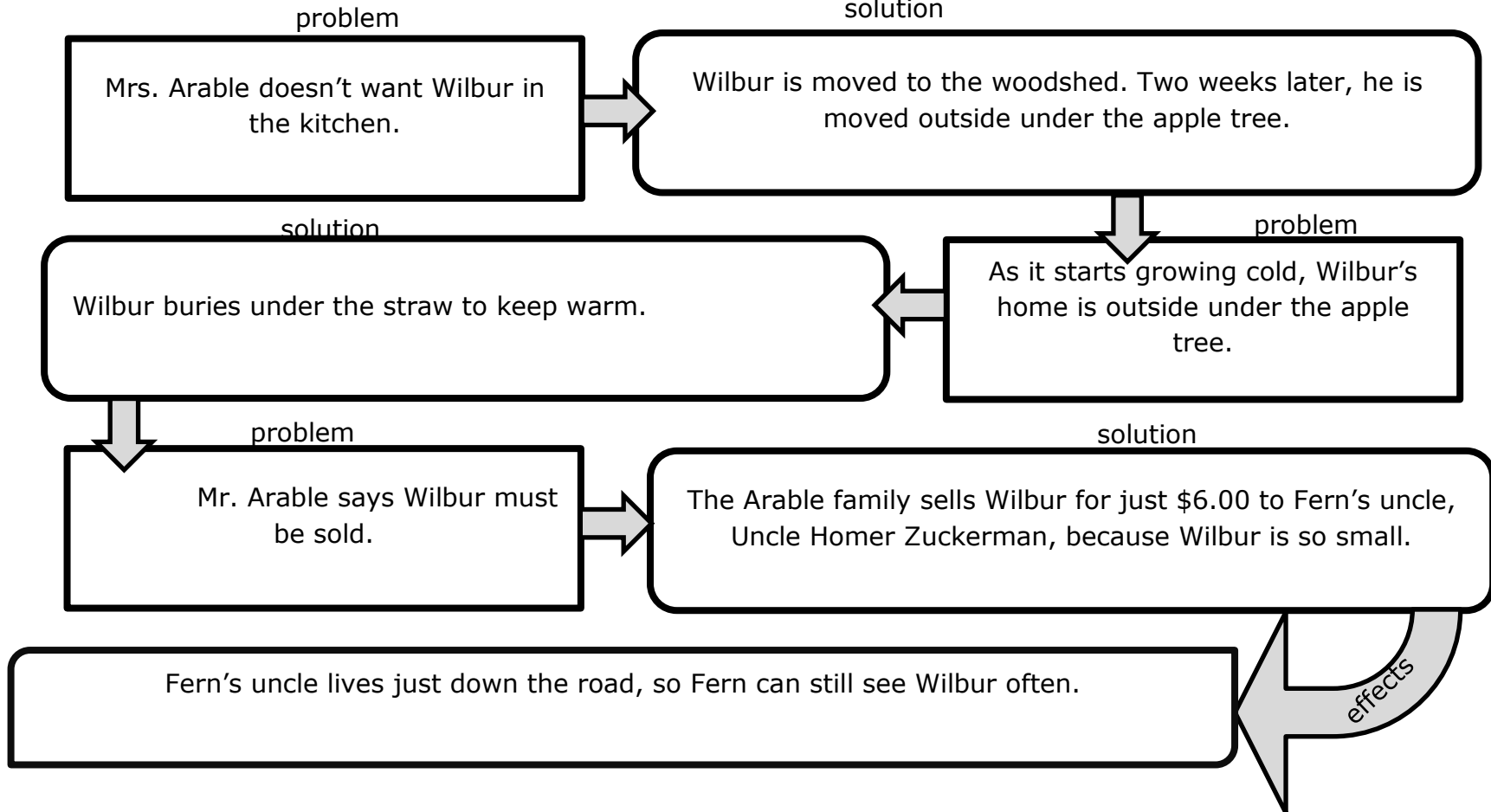
[CCSS.ELA-Literacy.RL.4.2](#) Determine a theme of a story, drama, or poem from details in the text; summarize the text.

[CCSS.ELA-Literacy.RL.5.2](#) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.



## Chapter 2 ~ Constructed Response – Problem and Solution Chain

Fill in each solution in the problem and solution chain. Use this to summarize Chapter 2.



[CCSS.ELA-Literacy.RL.3.2](#) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

[CCSS.ELA-Literacy.RL.4.2](#) Determine a theme of a story, drama, or poem from details in the text; summarize the text.

[CCSS.ELA-Literacy.RL.5.2](#) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

# Skill Practice [Language Skills]

In this **Book Unit Interactive Notebook Series** [Note: This series is set up differently from my products that simply say Book Units.] each unit will have seven sets of skill practice. Each practice will include one or more graphic organizers and an activity. The activities will not be worksheets as most of us have plenty of those, but will instead be a hands-on type of activity. Here is how it works:

- 1) Each unit will focus on **two prefixes, two suffixes, and one Greek or Latin root word**. Both graphic organizers and a practice activity will be provided. The affixes selected will repeat once in another book unit. Root words will appear only once in the series. A total of 9 prefixes, 9 suffixes, and 9 roots will be covered.
- 2) Each unit will practice with one or more of the following: **figurative language, idioms, proverbs, and/or adages**. Each unit will include a set of response cards, graphic organizers going over definitions, and a practice activity. Activities will be based on the writing style of the book's author.
- 3) Each unit from this series will contain practice using **context clues**. An organizer explaining six types of context clues -- definition, synonym, antonym, example, cause/effect, comparison, lists/series and description – plus task cards will be provided.

The task cards contain multiple choice questions based on the book with a selection of game activities to use with the cards. The cards will change for each unit; however, the games will remain the same.

- 4) Each unit will contain an organizer going over **capitalization and/or punctuation rules**.

The task cards contain multiple choice questions based on the book with a selection of game activities to use with the cards. The cards will change for each unit; however, the games will remain the same.

- 5) Each unit will contain an organizer going over rules and a practice activity with a **grammar** practice.
- 6) Each unit will contain an organizer going over rules and a practice activity practicing **spelling rules**.
- 7) Each unit will contain an organizer going over rules and a game-like practice with **synonyms, antonyms, confusing set of words, and/or homophones/homographs**.

# Common Core State Standards Reading: Language

3rd  
Grade

	<a href="#">CCSS.ELA-Literacy.L.3.1</a>	<a href="#">CCSS.ELA-Literacy.L.3.1.a</a>	<a href="#">CCSS.ELA-Literacy.L.3.1.b</a>	<a href="#">CCSS.ELA-Literacy.L.3.1.c</a>	<a href="#">CCSS.ELA-Literacy.L.3.1.d</a>	<a href="#">CCSS.ELA-Literacy.L.3.1.e</a>	<a href="#">CCSS.ELA-Literacy.L.3.1.f</a>	<a href="#">CCSS.ELA-Literacy.L.3.1.g</a>	<a href="#">CCSS.ELA-Literacy.L.3.1.h</a>	<a href="#">CCSS.ELA-Literacy.L.3.1.i</a>	<a href="#">CCSS.ELA-Literacy.L.3.2</a>	<a href="#">CCSS.ELA-Literacy.L.3.2.a</a>	<a href="#">CCSS.ELA-Literacy.L.3.2.b</a>	<a href="#">CCSS.ELA-Literacy.L.3.2.c</a>	<a href="#">CCSS.ELA-Literacy.L.3.2.d</a>	<a href="#">CCSS.ELA-Literacy.L.3.2.e</a>	<a href="#">CCSS.ELA-Literacy.L.3.2.f</a>	<a href="#">CCSS.ELA-Literacy.L.3.2.g</a>	<a href="#">CCSS.ELA-Literacy.L.3.3</a>	<a href="#">CCSS.ELA-Literacy.L.3.3.a</a>	<a href="#">CCSS.ELA-Literacy.L.3.3.b</a>	<a href="#">CCSS.ELA-Literacy.L.3.4</a>	<a href="#">CCSS.ELA-Literacy.L.3.4.a</a>	<a href="#">CCSS.ELA-Literacy.L.3.4.b</a>	<a href="#">CCSS.ELA-Literacy.L.3.4.c</a>	<a href="#">CCSS.ELA-Literacy.L.3.4.d</a>	<a href="#">CCSS.ELA-Literacy.L.3.5</a>	<a href="#">CCSS.ELA-Literacy.L.3.5.a</a>	<a href="#">CCSS.ELA-Literacy.L.3.5.b</a>	<a href="#">CCSS.ELA-Literacy.L.3.5.c</a>	<a href="#">CCSS.ELA-Literacy.L.3.6</a>		
Prefixes																						*		*									
Suffixes																						*		*									
Root Word																						*			*								
Figurative Language																											*	*					
Context Clues																						*	*										
Capitalization											*																						
Relative Pronouns	*	*																															
Spelling Rules			*												*	*																	
Synonyms/Antonyms																												*					

# Common Core State Standards Reading: Language

4<sup>th</sup>  
Grade

	<a href="#">CCSS.ELA-Literacy.L.4.1</a>	<a href="#">CCSS.ELA-Literacy.L.4.1.a</a>	<a href="#">CCSS.ELA-Literacy.L.4.1.a</a>	<a href="#">CCSS.ELA-Literacy.L.4.1.c</a>	<a href="#">CCSS.ELA-Literacy.L.4.1.d</a>	<a href="#">CCSS.ELA-Literacy.L.4.1.e</a>	<a href="#">CCSS.ELA-Literacy.L.4.1.f</a>	<a href="#">CCSS.ELA-Literacy.L.4.1.g</a>	<a href="#">CCSS.ELA-Literacy.L.4.2</a>	<a href="#">CCSS.ELA-Literacy.L.4.2.a</a>	<a href="#">CCSS.ELA-Literacy.L.4.2.b</a>	<a href="#">CCSS.ELA-Literacy.L.4.2.c</a>	<a href="#">CCSS.ELA-Literacy.L.4.2.d</a>	<a href="#">CCSS.ELA-Literacy.L.4.3</a>	<a href="#">CCSS.ELA-Literacy.L.4.3.a</a>	<a href="#">CCSS.ELA-Literacy.L.4.3.b</a>	<a href="#">CCSS.ELA-Literacy.L.4.3.c</a>	<a href="#">CCSS.ELA-Literacy.L.4.4</a>	<a href="#">CCSS.ELA-Literacy.L.4.4.a</a>	<a href="#">CCSS.ELA-Literacy.L.4.4.b</a>	<a href="#">CCSS.ELA-Literacy.L.4.4.c</a>	<a href="#">CCSS.ELA-Literacy.L.4.5</a>	<a href="#">CCSS.ELA-Literacy.L.4.5.a</a>	<a href="#">CCSS.ELA-Literacy.L.4.5.b</a>	<a href="#">CCSS.ELA-Literacy.L.4.5.c</a>	<a href="#">CCSS.ELA-Literacy.L.4.6</a>
Prefixes																		*		*						
Suffixes																		*		*						
Root Word																		*		*	*					
Figurative Language																						*	*			
Context Clues																		*	*							
Capitalization									*	*																
Relative Pronouns	*	*																								
Spelling Rules									*				*													
Synonyms/Antonyms																		*			*	*			*	

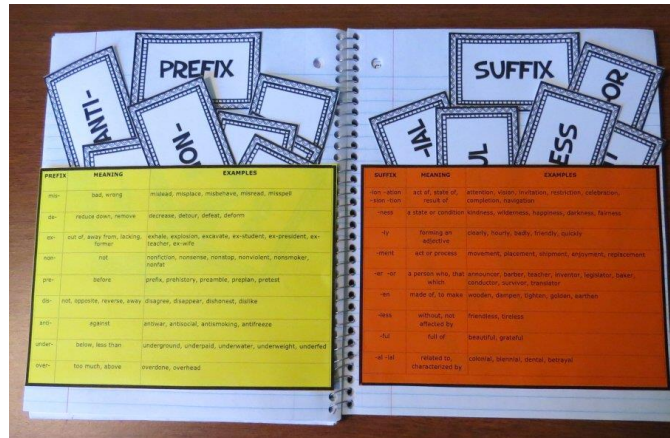


# Common Core State Standards Reading: Language

5<sup>th</sup>  
Grade

	<a href="#">CCSS.ELA-Literacy.L.5.1</a>	<a href="#">CCSS.ELA-Literacy.L.5.1.a</a>	<a href="#">CCSS.ELA-Literacy.L.5.1.b</a>	<a href="#">CCSS.ELA-Literacy.L.5.1.c</a>	<a href="#">CCSS.ELA-Literacy.L.5.1.d</a>	<a href="#">CCSS.ELA-Literacy.L.5.1.e</a>	<a href="#">CCSS.ELA-Literacy.L.5.2</a>	<a href="#">CCSS.ELA-Literacy.L.5.2.a</a>	<a href="#">CCSS.ELA-Literacy.L.5.2.b</a>	<a href="#">CCSS.ELA-Literacy.L.5.2.c</a>	<a href="#">CCSS.ELA-Literacy.L.5.2.d</a>	<a href="#">CCSS.ELA-Literacy.L.5.2.e</a>	<a href="#">CCSS.ELA-Literacy.L.5.3</a>	<a href="#">CCSS.ELA-Literacy.L.5.3.a</a>	<a href="#">CCSS.ELA-Literacy.L.5.3.b</a>	<a href="#">CCSS.ELA-Literacy.L.5.4</a>	<a href="#">CCSS.ELA-Literacy.L.5.4.a</a>	<a href="#">CCSS.ELA-Literacy.L.5.4.b</a>	<a href="#">CCSS.ELA-Literacy.L.5.4.c</a>	<a href="#">CCSS.ELA-Literacy.L.5.5</a>	<a href="#">CCSS.ELA-Literacy.L.5.5.a</a>	<a href="#">CCSS.ELA-Literacy.L.5.5.b</a>	<a href="#">CCSS.ELA-Literacy.L.5.5.c</a>	<a href="#">CCSS.ELA-Literacy.L.5.6</a>
Prefixes																*		*						
Suffixes																*		*						
Root Word																*		*	*					
Figurative Language																				*	*			
Context Clues																*	*							
Capitalization							*																	
Relative Pronouns																								
Spelling Rules						*						*												
Synonyms/Antonyms																			*				*	

Cards may be used for a variety of games. Students draw a card and must name a word that contains the prefix or suffix before taking a turn.

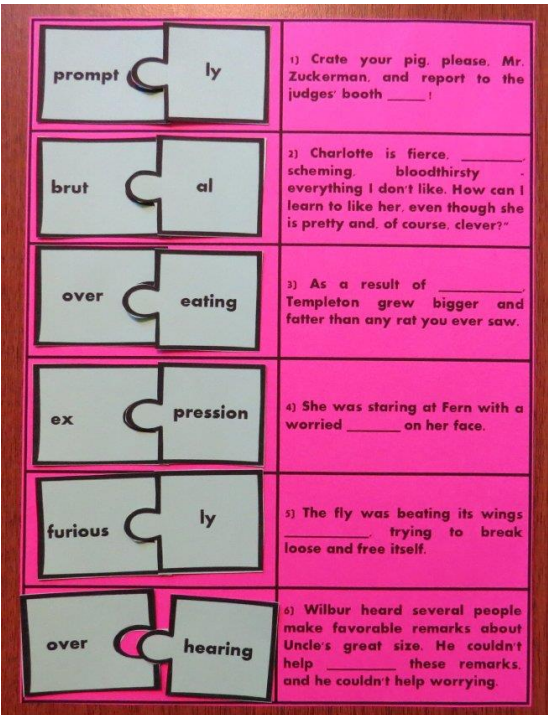


### Using the Puzzles:

Students match up two puzzle pieces to form words. Students then read the sentences. They select the best word that will fit into the blank space of the sentence from the words that were made by joining together the puzzle pieces.

A "Student Response Sheet" has also been provided for students to write answers if you would like to use the repeated use version in a learning center, for morning review, or for differentiated instruction.

This set practices with the prefixes **over-** and **ex-** and the suffixes **-ly** and **al/ial**. Different books in this series will focus on different prefixes and suffixes.



# Prefix & Suffix Practice Student Response Sheet Answer Key

1) promptly	2) brutal
3) overeating	4) expression
5) furiously	6) overhearing
7) usually	8) normal
9) explosion	10) excited
11) gloomily	12) sensational
13) excellent	14) overlooked
15) occasional	16) overheated
17) exterior	18) certainly
19) exploring	20) overhead
21) delightfully	22) natural
23) approximately	24) musical

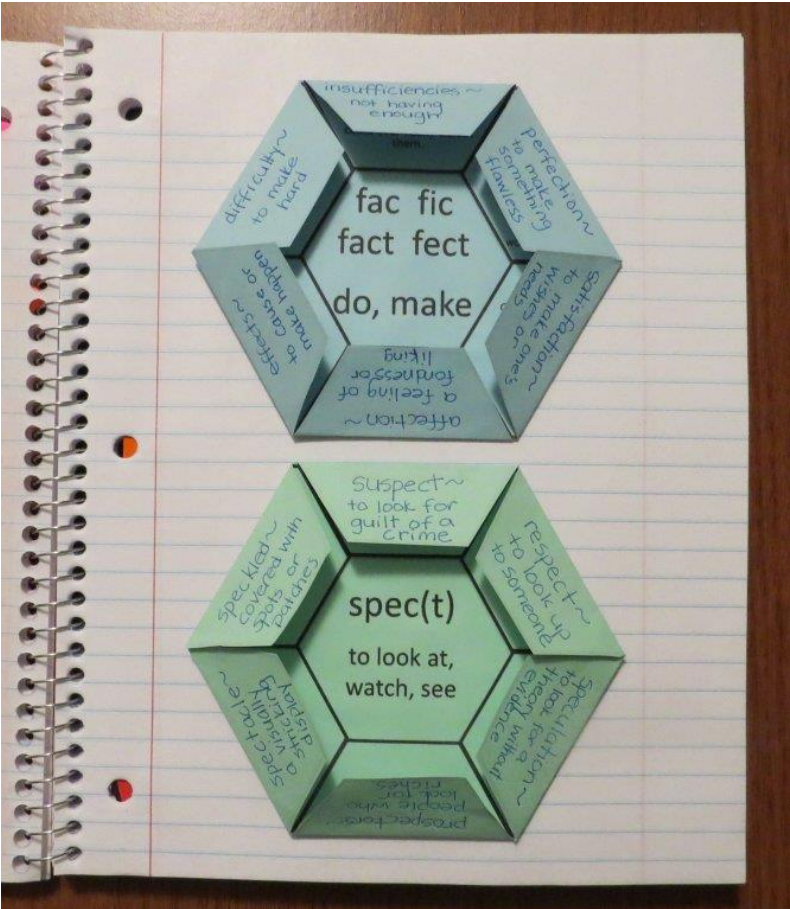
# Root Word Organizer Hexagon Fold

## Instructions

- Print organizers onto colored paper.
- Have students cut the organizer out on the lines indicated.
- After filling in the missing information, students will fold each hexagon in half.
- Students may label the outside of each flap with the word and its definition.

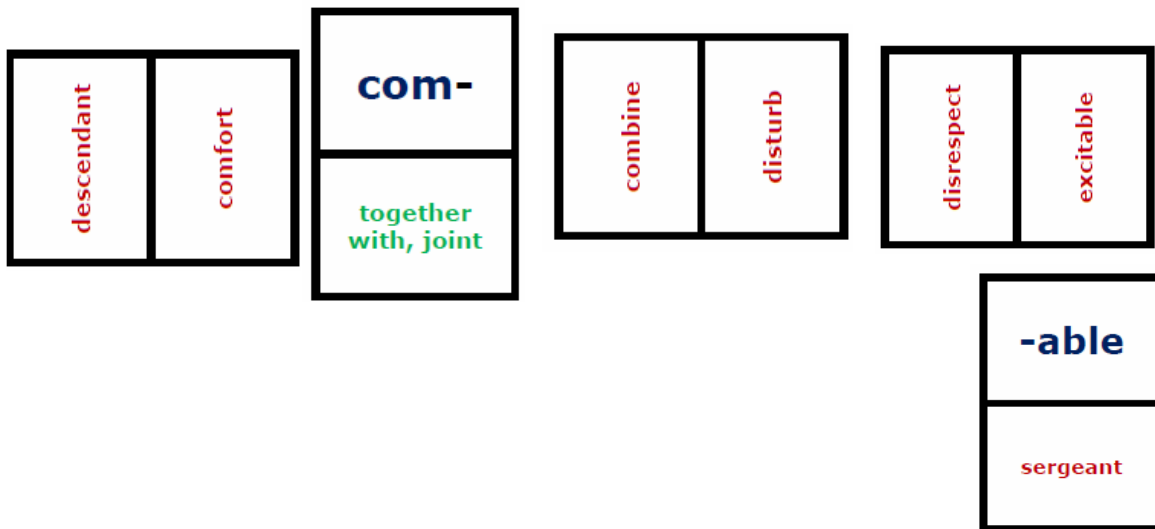


Root words may be different from those pictured here.

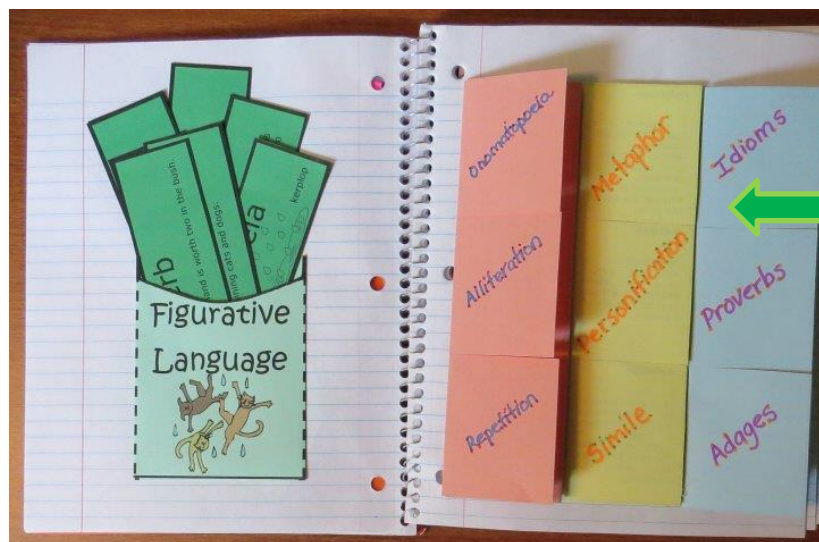
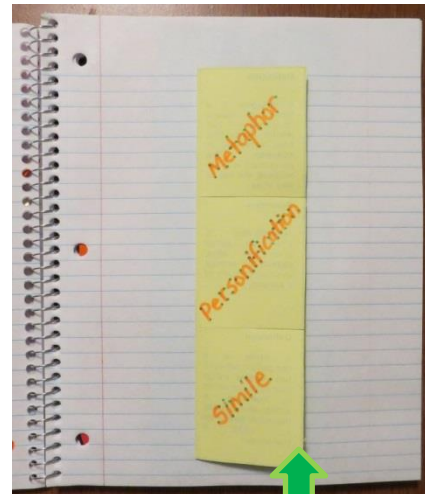




# Prefix/Suffix/Root Game – Dominoes

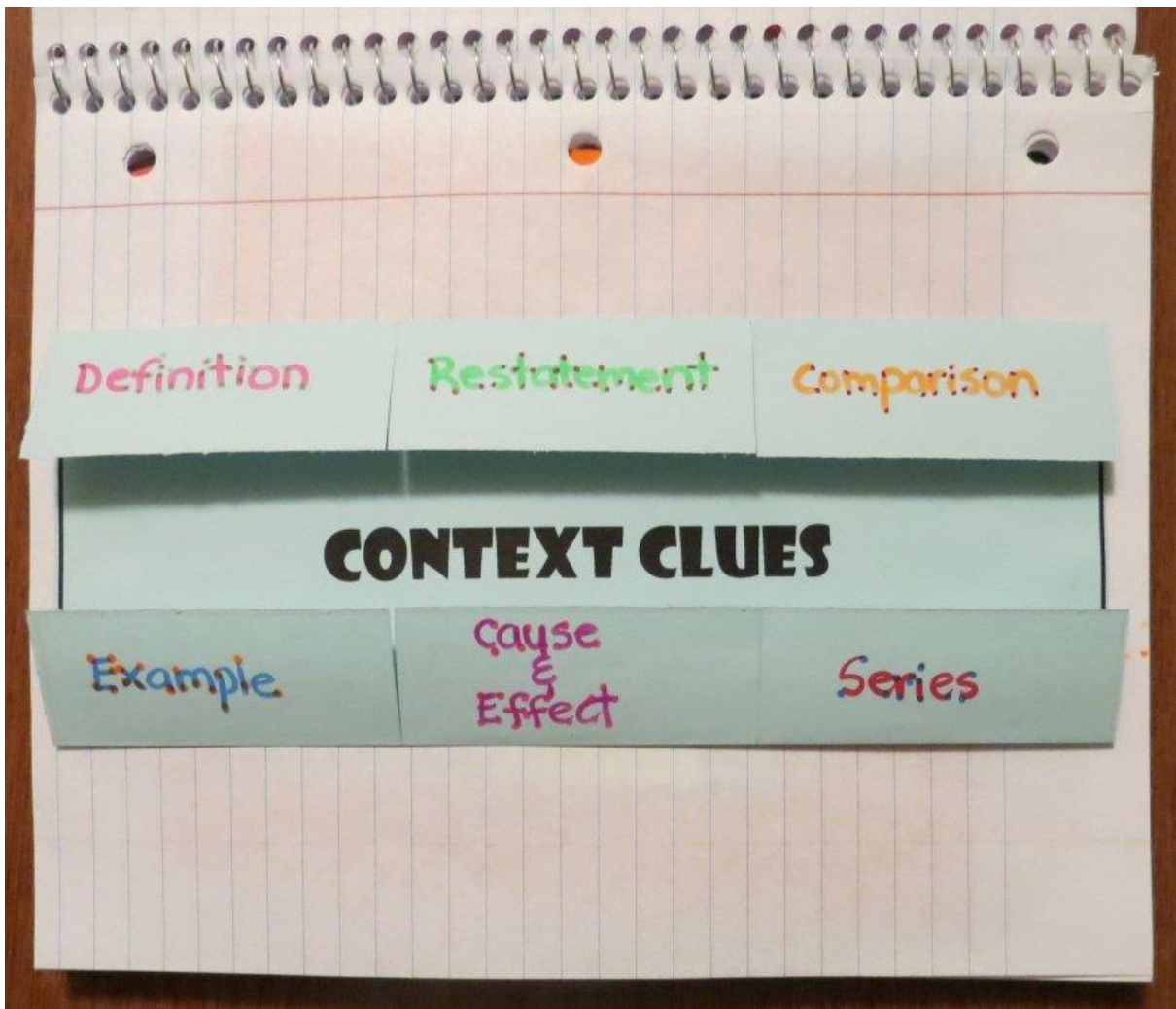


# Figurative Language Response Cards & Organizer



Although this page looks empty now, it will fill up if you decide to use additional units in this series as further organizers will be provided to include all those pictured.

# Context Clues Organizer



# Context Clues Task Cards

## Answer Key

1. a) in the air
2. d) strips
3. c) fell
4. a) crumb
5. d) someone who eats too much
6. a) covering
7. c) comforted
8. a) ice box
9. b) rushed
10. a) move
11. d) overfed
12. a) shames
13. a) adaptable
14. b) inventing
15. b) knick-knack
16. a) celebration
17. d) miserable
18. a) dashed
19. b) bitten
20. a) disappointed
21. c) rest
22. d) trapped
23. b) slept
24. c) threads





Charlotte has another cousin who is a balloonist. She stands on her head, lets out a lot of line, and is carried **aloft** on the wind.

**Aloft** most likely means

- a) underneath
- b) in the air
- c) beyond
- d) resting on

All morning you could hear the rattle of the machine as it went round and round, while the tall grass fell down behind the cutter bar in long green **swathes**.

**Swathes** most likely means

- a) envelops
- b) wrappers
- c) covers
- d) strips

# Context Clues

#1

#2

He was just about to raise his stick to hit Charlotte when he lost his balance. He swayed and **topped** and landed on the edge of Wilbur's trough.

**Topped** most likely means

- a) created
- b) supplied
- c) fell
- d) offered

#3

Skin, milk provender, leftover sandwich from Lurvy's lunchbox, prune skins, a **morsel** of this, a bit of that, fried potatoes, marmalade drippings, a little more of this, a little more of that, a piece of baked apple, a scrap of upsidedown cake.

**Morsel** most likely means

- a) crumb
- b) break apart
- c) crowd
- d) mound

#4

I prefer to spend my time eating, gnaw-ing, spying, and hiding. I am a **glutton** but not a merry-maker.

**Glutton** most likely means

- a) Someone who is hungry
- b) chopper
- c) diner
- d) someone who eats too much

#5

It was a sort of sac, or **cocoon**.

**Cocoon** most likely means

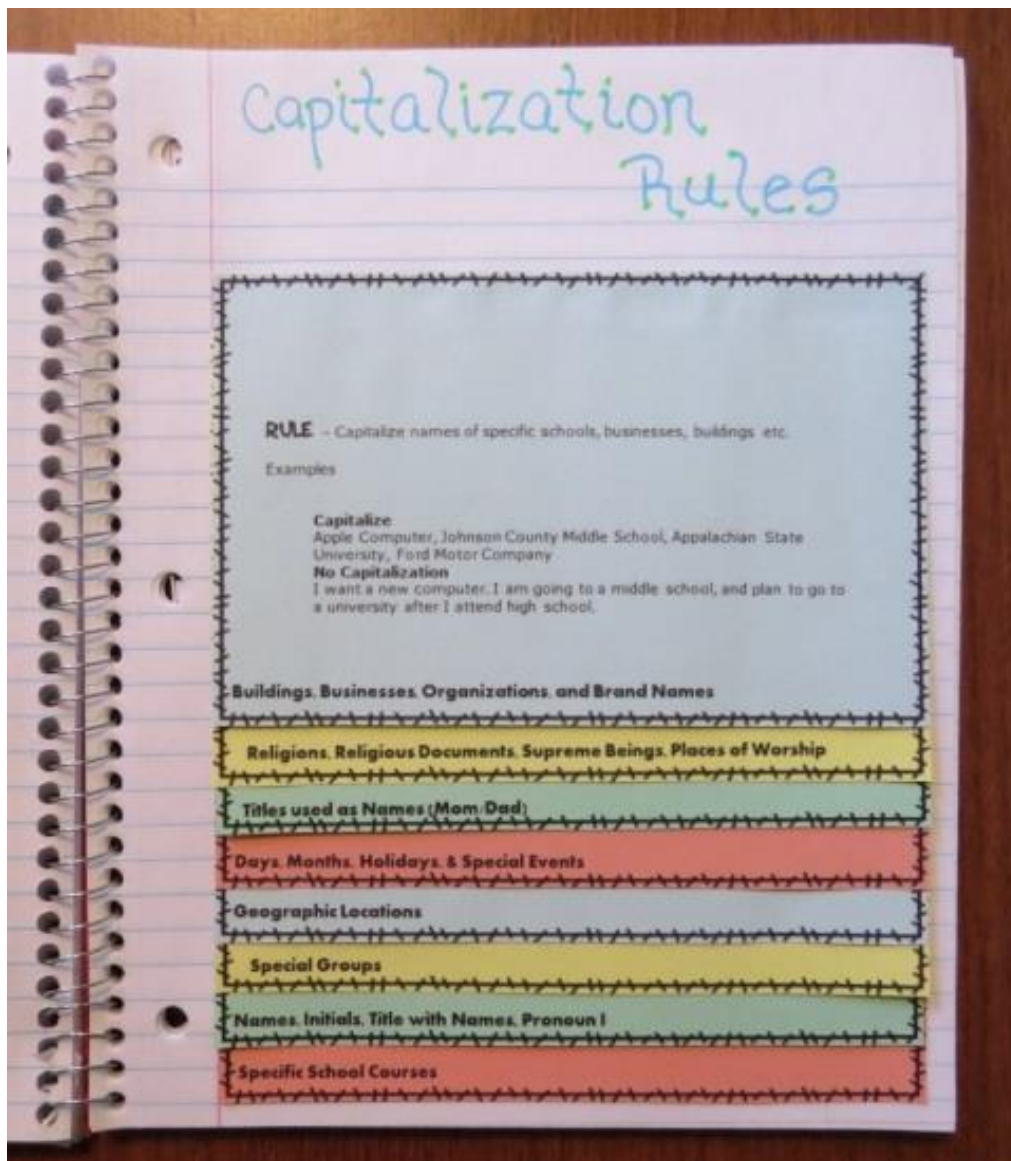
- a) covering
- b) reveal
- c) endanger
- d) picture

#6



# Capitalization Organizer

Three versions of the organizer rule cards are offered: one with blanks for students to write the rule and example sentences; one with the rule provided but with blank spaces for students to write in key words; and one with the answers provided. The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have cards already completed.



"My name," said the **SPIDER**, "is Charlotte."

"Charlotte what?" asked Wilbur, eagerly.

"**CHARLOTTE A CAVATICA**. But just call me Charlotte."

# Capitalization Task Cards

#1

A look of complete bewilderment came over **MRS ZUCKERMAN'S** face.

"**HOMER ZUCKERMAN**, what in the world are you talking about?" she said.

#2

When Fern told her **MOTHER** that Avery had tried to hit the **ZUCKERMANS'** spider with a stick, Mrs. Arable was so shocked that she sent Avery to bed without any supper, as punishment.

#3

"Well," said **DR. DORIAN**, "I think she will always love animals. But I doubt that she spends her entire life in **HOMER ZUCKERMAN'S** barn cellar.

How about boys - does she know any boys?"

"She knows **HENRY FUSSY**," said Mrs. Arable brightly.

Dr. Dorian closed his eyes again and went into deep thought.

#4

Wilbur tagged along at Fern's heels. When she waded into the brook, Wilbur waded in with her. He found the water quite cold - too cold for his liking. So while the **CHILDREN** swam and played and splashed water at each other, **WILBUR** amused himself in the mud along the edge of the brook, where it was warm and moist and delightfully sticky and oozy.

#5

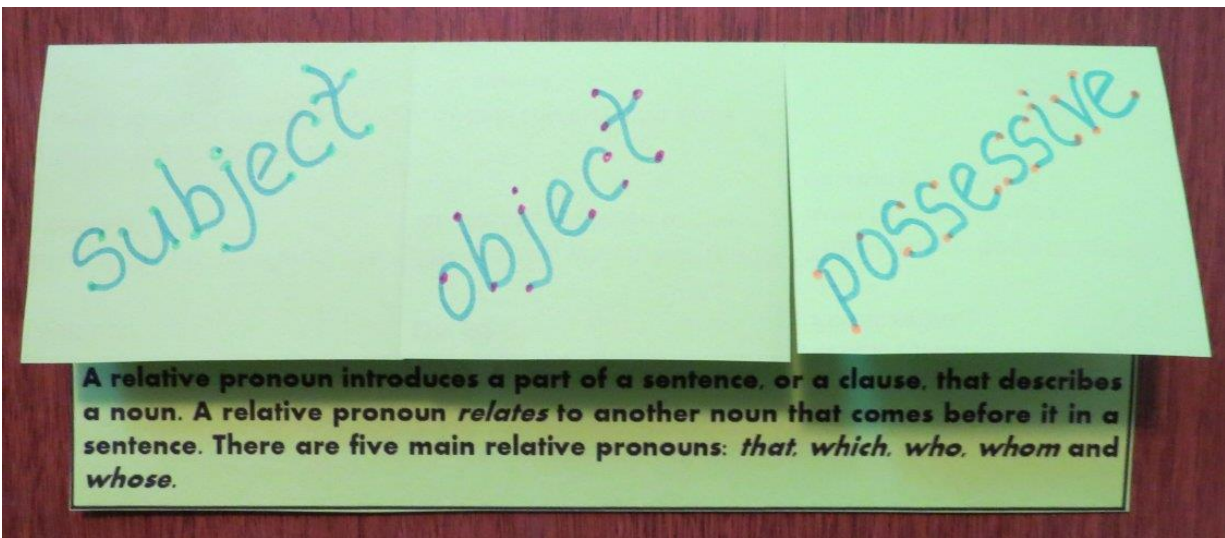
"Yes," said **MRS. ARABLE**. "But it all started with that pig we let Fern raise on a bottle. She calls him Wilbur. Homer bought the pig, and ever since it left our place Fern has been going to her **UNCLE'S** to be near it."

#6

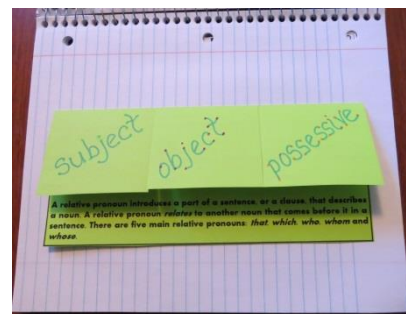
# Relative Pronouns Organizer

Three versions of this organizer are provided depending on the needs of your students.

- ❖ Students will write the definition of a relative pronoun, list relative pronouns, and write example sentences for subject, object and possessive pronouns.
- ❖ Students will write the fill in key words in the definition of a relative pronoun, list relative pronouns, and write example sentences for subject, object and possessive pronouns.
- ❖ The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the sentences already completed.



This organizer will fit into a notebook.

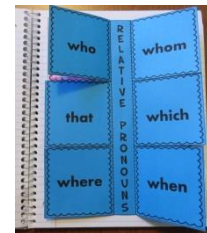
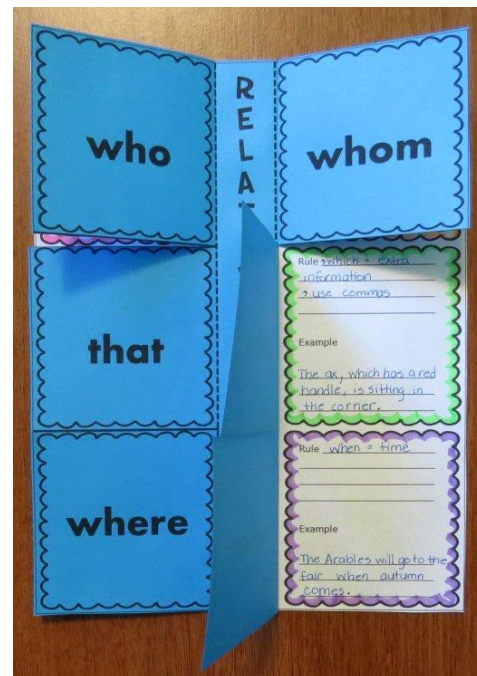
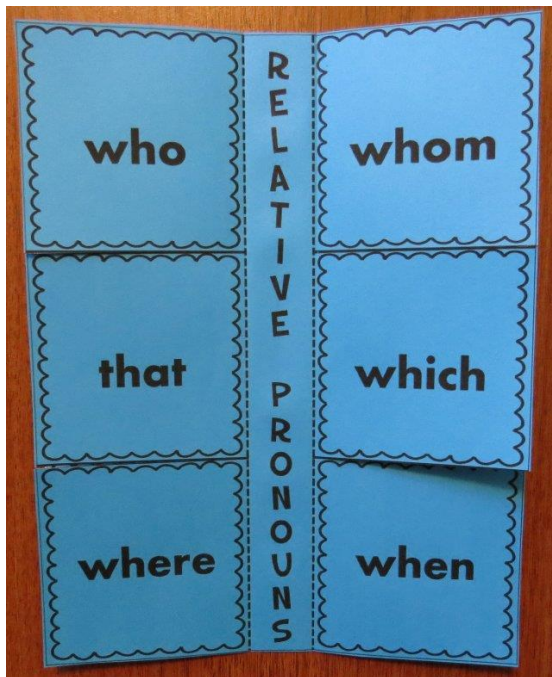




# Relative Pronouns Organizer

Three versions of this organizer are provided depending on the needs of your students.

- ❖ Students will write definitions and examples.
- ❖ Students write examples.
- ❖ The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the sentences already completed.



This organizer will fit into a notebook.




# Relative Pronouns Task Cards

On the following pages, you will find cards with sentences from *Charlotte's Web*. Students must combine the two sentences using a relative pronoun.

For Example:

Wilbur lives on a farm. He loves the cozy barn.

Wilbur lives on a farm where there is a cozy barn.

<p>Wilbur was what farmers call a spring pig. This means he was born in springtime.</p>  <p>#1</p>	<p>"How are you going to save me?" asked Wilbur. His curiosity was very strong on this point.</p> <p>#2</p>
<p>Wilbur has no idea. This idea is Mr. Zuckerman and Lurvy are plotting to kill him.</p> <p>#3</p>	<p>"What finally happened?" asked her mother. Her curiosity began to get the better of her.</p>  <p>#4</p>
<p>Templeton scuttled away into the barn. He had been resting in his home,</p>  <p>#5</p>	<p>The straw seemed scratchy - not as comfortable as the cow manure. It was always delightfully soft to lie in.</p> <p>#6</p>

# Spelling Rules Organizer

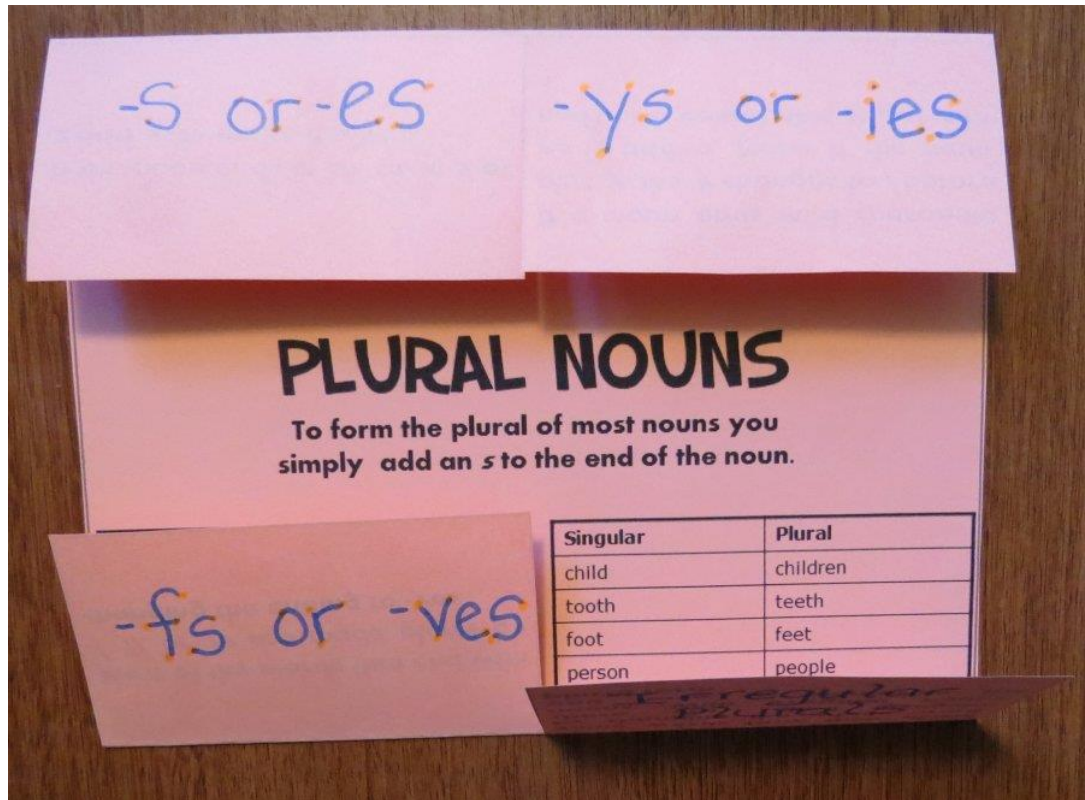
This graphic organizer and activity cover the following Common Core Standard:

[CCSS.ELA-Literacy.L.4.2.d](#)

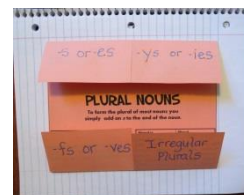
Spell grade-appropriate words correctly, consulting references as needed.

Three versions of this organizer are provided depending on the needs of your students.

- ❖ Students will write definitions and examples.
- ❖ Students write key words in the definitions and examples.
- ❖ The third copy of the organizer may be used as an answer key, for differentiated instruction, for students who were absent during instruction, or if you wish for the students to have the sentences already completed.



This organizer will fit into a notebook.





# Spelling Plural Nouns Card Activity

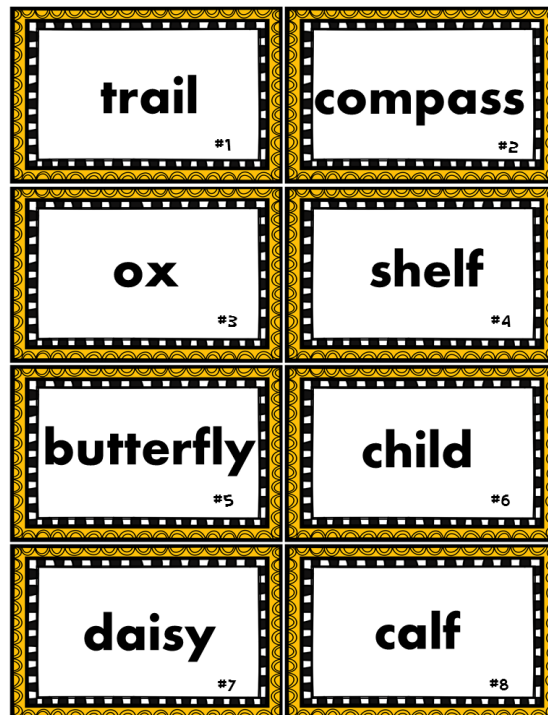
## Ways to Use the Cards

The following cards have singular nouns. To complete a turn, students must correctly spell the plural form of the word.

I like to place one card at a time under the document camera for viewing on the SmartBoard. If you do not have a document camera, you can achieve this same result opening this file on your computer and enlarging the screen size so that one card fills the screen at a time. Students take correcting the sentences. This can be made into a game activity by simply dividing the class into teams and awarding points for correct answers.

I like to use a soft ball. Students pitch the ball from one to another. The person holding the ball must answer the question (correct the sentence) before tossing the ball to a student who has not had a turn. The ball rotates until all cards have been used or all students have had a turn.

The cards may be used with the game activities listed beginning on page 172.



# Spelling Plural Nouns Practice

## Student Response Sheet

### Answer Key

1) trails	2) compasses
3) oxen	4) shelves
5) butterflies	6) children
7) daisies	8) calves
9) valleys	10) marshes
11) cabins	12) thieves
13) mice	14) toolboxes
15) weapons	16) women
17) lives	18) wives
19) branches	20) doors
21) dairies	22) valleys
23) matches	24) pioneers
25) strangers	26) axes
27) feet	28) wolves
29) foxes	30) sketches
31) trays	32) men
33) deer	34) geese
35) selves	36) lockets
37) berries	38) sheep
39) dishes	40) chimneys

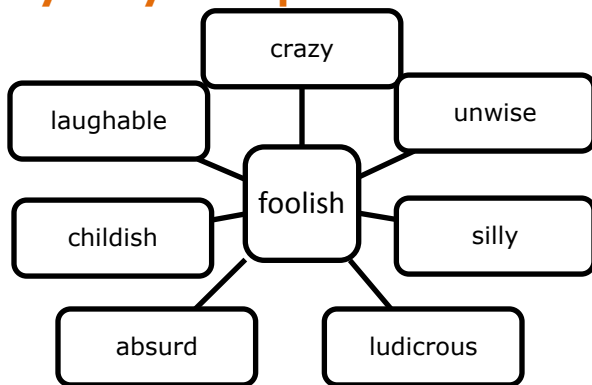
# Synonyms & Antonyms

## Graphic Organizers

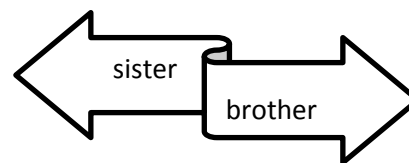
### Word Maps

- 1) These pages have been provided for additional practice.
- 2) Print the pages.
- 3) Cut on the lines indicated.
- 4) These have been left open so that you can supply the words you wish your class to practice. Have students use a thesaurus to complete the word webs.

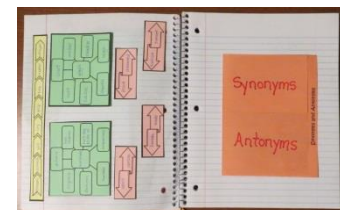
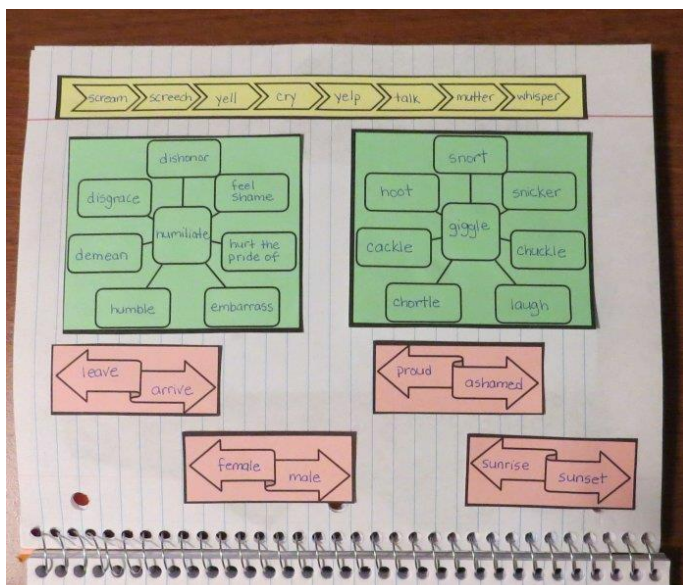
### Synonym Map



### Relational or Complementary Antonyms



### Graded Antonym Map



# Synonyms & Antonyms

## Card Activity

### How to Use the Cards

Students should separate the cards that contain pictures of animals. The remaining cards contain one synonym and one antonym for each word that appears on a card with an animal.

The cards may be used as a simple sorting activity by matching the word with the animal to the synonym and antonym cards.

The cards may be used for playing memory by removing all the synonyms or antonyms so that cards are in pairs.



A "Student Response Page" as well as an "Answer Key" follows the cards.

The cards may also be used to play card games in which sets of three cards are needed.



# Synonym and Antonym

## Answer Key

		<b>Synonym</b>	<b>Antonym</b>
	<b>frequent</b>	<b>common</b>	<b>rare</b>
	<b>hardship</b>	<b>difficulty</b>	<b>comfort</b>
	<b>coax</b>	<b>sweet-talk</b>	<b>force</b>
	<b>shallow</b>	<b>low</b>	<b>deep</b>
	<b>sturdy</b>	<b>solid</b>	<b>weak</b>
	<b>arrest</b>	<b>capture</b>	<b>release</b>
	<b>increase</b>	<b>multiply</b>	<b>decrease</b>
	<b>invisible</b>	<b>hidden</b>	<b>noticeable</b>
	<b>attractive</b>	<b>nice-looking</b>	<b>ugly</b>
	<b>blend</b>	<b>combine</b>	<b>separate</b>
	<b>heroic</b>	<b>brave</b>	<b>coward</b>
	<b>recent</b>	<b>fresh</b>	<b>old</b>
	<b>complete</b>	<b>whole</b>	<b>partial</b>
	<b>concentrate</b>	<b>think</b>	<b>daydream</b>
	<b>inspire</b>	<b>encourage</b>	<b>bore</b>
	<b>jagged</b>	<b>sharp</b>	<b>smooth</b>



# Credits

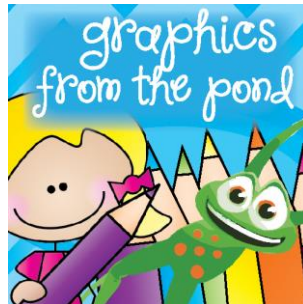
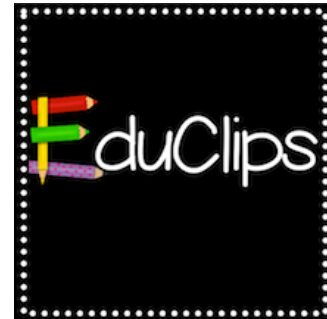
## Font

[Walk in the Park Dotty Font](#)

## Clipart



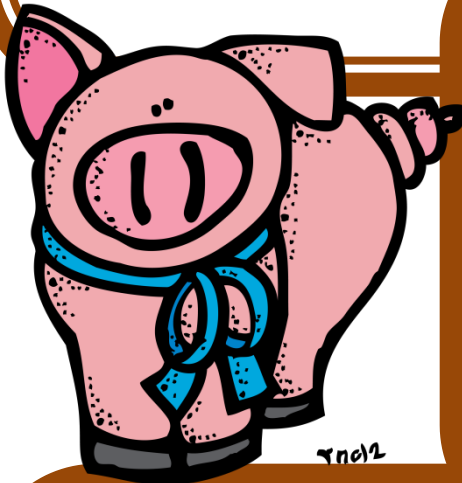
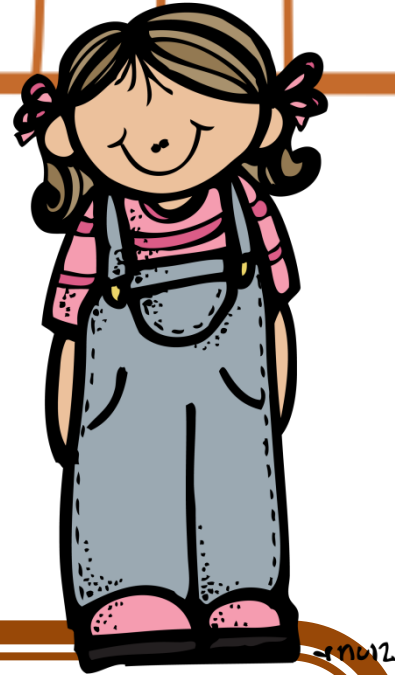
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