**Essential Questions**
- WHICH CHARACTERS ARE SAYING THAT IN THE STORY?
- WHO IS ACTING THAT WAY?
- WHY DO CHARACTERS REACT IN A STORY?

**Learning Intention / Overview**
This activity will allow students to develop an understanding of characters in a more comprehensive manner. When students know which characters are important to the plot and climax in a story it helps to build the readers understanding of the text. This also allows students to make real world connections and relate to the characters in a book much like they would in a movie. Mental images can be used by the reader to comprehend character(S) thoughts, moods, intentions, and feelings.

**Methods / Teaching Strategies**
- Group Discussion
- Independent Work
- Real-World Connections

**Assessment of Learning**
- Participation in Discussion
- Completion of Lights, Camera, Actions... Skill sheet (provided)

**How might you customize or alter this lesson?**

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**Activity 1:** Have students reread chapter 1 of Charlotte’s Web orally. Then discuss Fern’s actions in saving Wilbur and that if she had not REACTED in the way in which she did in this chapter, that the rest of the story would not have unfolded. This chapter 1 creates the mood and feelings of Fern which leads to the development of the main idea and conflict, saving Wilbur’s life.

Discuss with students how one’s reactions guide the story in a progression of actions, thoughts, feelings, conflict, and ultimately a solution. The plot strengthens and changes as the characters in a story do. This is why it is very important for the reader to make logical connections between what a character is saying, doing, and feeling in order to better understand the plot.

Once the students seem to understand how a character directly affects the plot, distribute the “LIGHTS, CAMERA, ACTIONS...”

**Activity 2:** Allow students to get into small groups and discuss the characters from the book that are listed in the SCROLL at the top of the skill sheet. Remind them to talk about how each specific character contributed to the plot in the story. Once they are finished, have the students work independently on “LIGHTS, CAMERA, ACTIONS...”
LIGHTS, CAMERA, ACTIONS...
CHARLOTTE’S WEB CHARACTERS

Read each thought, feeling, action, or dialogue that occurred in Charlotte’s Web. Then choose the correct character from the box responsible for each one.

1. “Do away with it?” shrieked ___________. “You mean kill it?

2. _____________ had his wife call the reporter from the newspaper.

3. When Fern told her mother that _____________ had tried to hit the Zuckerman’s spider with a stick, Mrs. Arable sent him to bed without supper.

4. “Charlotte?” he said, softly. “I don’t want to die.” ________

5. Wilbur wanted _____________ to come with him to the fair.

6. This character wanted to give Wilbur a buttermilk bath. _________

7. _____________ had to be bribed with food in order to get him to help find words for Charlotte’s web.

8. This character announced to Fern that her father was going to kill the runt in the litter of pigs. ________________

9. ________________ chuckled. “Maybe they (animals) do talk.”

10. This animal told Wilbur he was being fattened up to be killed and turned into bacon and ham. ________________
# Lights, Camera, Actions...

## Charlotte's Web Characters

### Answer Key

<table>
<thead>
<tr>
<th>Character</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Zuckerman</td>
<td>Wilbur</td>
</tr>
<tr>
<td>Templeton</td>
<td>Fern</td>
</tr>
<tr>
<td>Mr. Arable</td>
<td>Mrs. Arable</td>
</tr>
<tr>
<td>Mrs. Zuckerman</td>
<td>Charlotte</td>
</tr>
<tr>
<td></td>
<td>Avery</td>
</tr>
<tr>
<td></td>
<td>Sheep</td>
</tr>
</tbody>
</table>

1. Fern
2. Mr. Zuckerman
3. Avery
4. Wilbur
5. Charlotte
6. Mrs. Zuckerman
7. Templeton
8. Mrs. Arable
9. Mr. Arable
10. Sheep

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