

Fortunately For You Books presents:



**Within
the
Web**

**A Unit Study based on
Charlotte's Web©
by E.B. White**

Written by: Kelly Ayersman
Shannon Coe
Heidi Miller-Ford



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art work, design and production
by

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Fortunately For You Books
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Introduction

Within The Web is a unit study based on Charlotte's Web © by E.B. White. This is a full sized curriculum that is meant to be balanced in the standard school subjects. Math and grammar are not taught in this curriculum, although grammar is applied with activities such as essay writing, reports, journal writings and list making. We suggest you supplement this history program with a steady series of your own as the history covered in this study cannot be considered American, ancient, or world history on its own. This curriculum was written with the 1-6th grader in mind, although we ourselves have used it with independent middle/high school aged students. The portfolio your child will present at the end of this study will cover a myriad of subjects and information. The gathering and gleaning that is used as a foundation of this unit study is most beneficial and practical in daily living. That was our purpose. To teach the child how to read, research an interest and glean helpful and practical information that can be referenced repeatedly, not merely memorized to pass a test. We understand that learning to take a test is important and beneficial in older children, so we have included chapter tests for comprehension on our web site for the children who purposely are learning accountability for their work. We have designed these to be free so that all are not paying for a product that may not be needed. While we ourselves understand limited budgets, we use our local libraries to give us the support books we need for activities. Not every book may be available to you so please substitute anything that gives you the desired knowledge. The references were meant to be a guide, not a mandatory requirement. Learn more about this curriculum in the How To Use This Curriculum section.

About the Authors

Kelly Ayersman has been homeschooling her two children for five years. In addition, she has taught ten year's of Sunday School and children's church at all grade levels and is the director of the children's program at Beth Haven Baptist Church.

Shannon Coe has been homeschooling her sons for fifteen years. Two of them are graduated and pursuing their careers. She has also taught 20 years of Sunday School at the elementary levels.

Heidi Miller-Ford has been homeschooling her son for two years. She has a bachelor's degree in elementary education from The Pennsylvania State University and a master's degree in special education from Marshall Graduate College. She has also taught third through ninth grade for eight years at both private and public elementary/middle schools in West Virginia and Pennsylvania.

Thank you for your interest and/or purchase of Within the Web. May you use this curriculum to the glory of God.

How To Use This Curriculum

This unit study was written with the homeschooler in mind. Our goal is to give you tools to help you with your child's education. By no means do we want you to become a servant to this curriculum, but rather let this book become a servant to your family and their needs. Every child has been blessed with different strengths, different styles of learning and needs. As you use this manual, you will find some children favor the discussion approach over the notebook approach or vice versa. You will want to encourage these strengths, but gradually introduce the other styles and formats as this will diversify their learning styles. Here is an overview of the different approaches given to an activity:

Notebook Approach – these types of activities use paper to fulfill the assignment given, whether by a worksheet provided, information written or drawings by the student. There will be something recorded after this activity. These are to be included in the student's portfolio for an end of book presentation.

Discussion Approach - these activities use oral discussion as a means of learning. The ability to put thoughts and ideas into spoken words are a deliberate training of this study. Make sure thoughts are formed and spoken with proper English and complete sentences.

Experience Approach– this type of work involves movement and making a memory. Cooking and art projects are an example of this work. Attending plays and watching related movies are some more ideas of how this style works. To capture and remember this moment for reviewing, be sure to take pictures and print out on paper to add to your notebook. While some children favor other styles and planning, this activity often times takes more effort yet this aspect of learning is vitally important to younger students.

Investigative Approach– this style of learning teaches a student to dig deeper into a thought process, reference different types of works, and record information. It is meant to be a more involved process than the basic notebook approach. Sometimes these activities will take several days to develop and present. Time is meant to be increased and the learning process slowed to grasp a more thorough approach.

We have included a cd in this curriculum to find the web sites quickly. We have also provided you with a printable checklist for the student to keep track of the web sites needed for that activity so you are not flipping/scrolling back

and forth through the lesson. Print off chapter and appendix indexes, web site check lists and worksheets needed for the day. There are no times tables given as this curriculum is created to be used as Friday enrichments, summer school, daily curriculum or even to just change the pace and give the child some creative and independent work. Any of these purposes will be beneficial to your child.

Here are some things that are unique to our curriculum:

Copy work– This is meant for the younger student who is learning to write or who can write by themselves but have a hard time picking out small groups of words from a full text page. Tracer sheets are provided in some activities, and online references can be copied and pasted with larger letters to copy from. Bible references can be used repetitively for memorization purposes. The benefits of using sentences from literature to copy are that students are reading and writing groups of words with correct grammar. Becoming familiar with proper grammar will benefit the student’s own vocabulary.

List making– how many of us depend and even survive because we have learned to make lists? We have frequently used activities in Language/ Writing to develop this skill. While there may be some moaning and groaning in the beginning of the book, by the end the student will easily be able to write a list. Having the ability to read something and then make a list from it is a necessary skill in high school for note taking.

Whether you read each chapter to your child daily, or let the child learn to do independent work for themselves, this curriculum package is structured enough to bring accountability to a student while still letting them be creative. If using one chapter per day, pick which activities (one or two from each subject) is all that is needed. Telling a child to pick at least one activity from each style given (discussion, experience, notebook approach, investigative) will help round out the students learning abilities. Enjoy this study as we go *Within the Web!*

Here is a quick tutorial of how to use a chapter in this book:

1. Look over the chapter activities and decide which would be beneficial for you child (style or activity).

2. Read the chapter aloud to your child or take turns reading paragraphs with the student who can read at this level. Older students can read on their own.
3. When a subject comes up that is a discussion activity, stop then and discuss while it is still a fresh topic.
4. Do the review questions orally. Accept any answers that are close and have the same meaning. For written grammar purposes, use our website to print tests.
5. The symbol ☐ means there is a worksheet provided in the appendix.
6. Enjoy the activities!

You will notice as you go through the pages that the vocabulary words and activities are not referenced by page number for the book *Charlotte's Web*. There reason for this is the different printed versions of the same book would have different reference numbers. To not confuse anyone or limit the type of book you have, we decided to not make page references, but rather chapter references. Our apologies for this inconvenience!

Disclaimer: As we researched books and certain online sites, we found many useful resources. Within some of these resources we would find certain items or messages that we do not endorse nor support. As is your parental right and privilege, please look over all the web sites and books before placing them into your child's hands. Some of the science sites and perhaps some of the books will make mention of evolutionary beliefs or humanistic philosophy. Please disregard the parts that conflict with the Biblical view and glean what you can from these sources. Any links that carry you away from a site we referenced have not been checked or recommended by us. As of our printing dates, all sites were up and running correctly. On our web site : www.fortunatelyforyoubooks.com we have a page that gives replacement links for the sites that are not functional anymore. These are checked and replaced periodically.

It is our prayer that we have supplied you with a curriculum that will give your family pleasure in a school year and still intrigue your child's mind to use thought and research to learn about our incredible world and our part in it.

Recommendations:

We recommend a subscription to the Enchanted Learning site as their printable worksheets are ad free with a yearly membership plan. www.enchantedlearning.com

Charlotte's Web[©]

Chapter 1

Vocabulary

injustice - unfair and unjust act

runt - an unusually small person or animal

plaster - a paste that hardens when dry and is used on walls and ceilings

untimely - before the proper time, premature

miserable - shabby in condition or quality

specimen - a sample or part of the real thing

promptly - ready and quick to act, punctual

appetite - a natural desire especially for food

blissful - complete happiness and joy

pupils - a student/child in the care of a teacher

blushed - to become red in the face

Art

Experience Approach

Here is an AWESOME pig craft to make. What a way to start out the art in this unit study. You will need 8 paper plates and lots of pink paint. If you do not have pink paint, make your own by mixing red and white. Make sure you take pictures of your craft!

References:

Online: <http://www.dltk-kids.com/animals/mplatepig.htm> (directions for paper plate pig craft)

Bible

Notebook Approach

Rising early, like Fern did, is a good thing to do. It helps you get lots of work done. Copy the Scripture that deals with this subject into your notebook. A copywork sheet is provided for the younger children in *Appendix B*.

References:

Books: Ecclesiastes 11:6

Discussion Approach

Fern had a hard time controlling herself! As Christians, we must practice restraining ourselves when angered or frustrated. We have a member of our body that especially gets us into trouble when we get mad or flustered. It is our tongue. Read these verses about your tongue and remember to control this “fire” in our mouth.

References:

Books: 1 Peter 3:10
James 3:5-8
Proverbs 21:23
Proverbs 15:4

Discussion Approach

Fern had a tender heart to one of God’s creatures. This is a wonderful trait to have in our hearts. We know that this person is tender and cares for all that God has created. However, there are many people that get very extreme about this subject. While bunnies, deer, squirrels, and countless other animals are cute and cuddly looking, they were put on this earth for a purpose. In the garden of Eden, God gave us one example of how animals can be used: for their fur as clothing. He also gave us animals so we would not go hungry. They can be used for food. He put man over the animal kingdom to help us survive. Read the verses below.

Genesis 1:26

Genesis 1:28

With that being said, there can be an abuse of this dominion. Animals should not be killed for fun, but for purpose. If food or clothing is needed, then use what God has given. God gave Adam charge in the Garden to care for everything therein (Genesis 2:15). God extends to us, as human beings to not abuse this dominion but to help preserve and care for the world He created for us.



Language/Writing

Notebook Approach □

It smelled of spring in the Arable household. What does springtime smell like to you? What are some of your favorite spring smells? Record this information about you on your journal page (see *Appendix B*).

Notebook Approach □

Begin the Cast of Characters Wheel found in *Appendix A*. In this first chapter we are introduced to five characters in this story. Put the characters name on the bottom wheel. Put interesting things about the character on the top wheel. Color a character wedge and then color the description wedge to match.
Cast of Characters- Fern, Mrs. Arable, Mr. Arable, Avery, Wilbur

Notebook/Discussion Approach □

Fern thought of the most “beautiful” name she could think of for her new pet pig. Wilbur. What would you name a little pig if you were given one as a pet? (see *Appendix B*)

Experience Approach

Mrs. Arable was making a big breakfast. Use this week’s grocery ads to cut out pictures of what you would like to eat at a big breakfast. Paste the pictures onto a page and put into your notebook.

Experience/Notebook Approach □

When Mr. Arable came back from the barn, the kitchen smelled of different things. Walk through your

home and record the smells you smell in each room. Use the worksheet in *Appendix B*.

Life Skills

Notebook Approach

Do you know what cream is? Cream is a dairy product. That means it comes from cows. The fat that rises to the top of the pail after a cow is milked is the cream. There are different types of cream and different uses. Write down the names of the creams, and see if you can find uses of the cream.

References:

Books: From Cow To Ice Cream by Bertram Knight

Cows (True Books) by Sara Swan Miller

What Happens At a Dairy Farm by Kathleen Pohl

Online: [http://en.wikipedia.org/wiki/Cream_\(food\)](http://en.wikipedia.org/wiki/Cream_(food)) (table with types of creams)

Experience Approach

Fern showed thankfulness to her parents by jumping up and kissing them both. What a nice way to say thank you! Remember to give a big kiss for your next thank you.

Experience Approach

Fern had to help set the table for breakfast. Be a blessing to your family one morning by helping set up the table for breakfast. If it is the season for such a thing, find some pretty flowers to put in the middle of the table to help send everyone happily to their jobs that day!

Experience Approach

Fern did not just rise up from bed early, she also got up promptly or quickly. How many times do you have to be called to get up? It should be that once you are called, you start to get up. If it is hard for you to do that, try to be like Fern this week. Think of what she would have missed if she had been the type of person who took a long time to get up in the morning.

Experience Approach

There were delicious breakfast smells in Fern's family kitchen on this morning. Here is an awesome recipe to make that will make your house smell wonderful!

VANISHING BREAKFAST ROLLS

10 refrigerator biscuits

1 tablespoon butter

2 tablespoons sugar

1/2 teaspoon cinnamon

5 large marshmallows, cut in half

Preheat oven to 375°.

Melt butter in microwave for 20 seconds.

Mix cinnamon and sugar. Cut marshmallows in half and roll in melted butter, then cinnamon-sugar mixture.

Pat each biscuit flat. Wrap the marshmallows in biscuit.
Seal the edges of the biscuit. Do not get sugar on edges of biscuit or it will not seal.
Place in oven for 11-13 minutes or until lightly browned.



Science

Notebook Approach

Spring is the first full season of the year. It is a time of new growth, warmth and new life. Write down what months are considered spring by our calendar. For extra learning, learn when spring comes in the southern hemisphere.

References:

Books: Spring by Jill Kalz
What Happens In Spring by Sara Latta
Exploring Spring by Sandra Markle
Spring: Seasons of the Year by JoAnn Macken

Online: http://en.wikipedia.org/wiki/Spring_%28season%29 (times given for spring season)

Investigative/Notebook Approach

The group of pigs that were born was called a litter. Do you know what names are given to other animals when they are born? Research and find out the names of the groups. On your notebook paper, record the name of the animal and the name of the group of babies it comes from.

References:

Books: What Are Baby Koalas Called by Kathy Feeny
A Pinky is a Baby Mouse: And Other Baby Animal Names by Pam Ryan
Whose Baby is This by Wayne Lynch
Animal Babies by Bobbie Hamsa

Online: <http://www.enchantedlearning.com/subjects/animals/Animalbabies.shtml> (very nice template to show names of animal family)
<http://www.indianchild.com/babyanimalnames.htm> (excellent collective list)
<http://biology.about.com/b/a/257287.htm> (name games)

Investigative/Notebook Approach

Mrs. Arable told Avery to go wash up. That means to wash his hands so that when he eats, the germs do not go into his mouth. We touch a lot of things with our hands, and we get germs all over them and from them. There are three main types of germs: viruses, bacteria and fungi. Use the web sites to learn all about germs. I know you will wash your hands more often after this study!

References:

Books: Achoo: The Most Interesting Book You Will Read About Germs by Trudee Romanek
Germs by Don Nardo
Germs Make Me Sick by Melvin Berger
The Magic School Bus and the Giant Germ by Anne Capeci
Bill Nye the Science Guy: Germs by Bill Nye

Online: <http://knowitall.org/kidswork/hospital/jobplay/lab/index.html> (be a lab technician who views the bacteria and viruses)

<http://www.kidshealth.org/kid/talk/qa/germs.html> (tells what types of germs there are, what they do, how you can protect yourself from them)

Investigative Approach

There is a certain way to wash hands that will kill the germs. It is not just getting your hands wet. Use this site to learn what to do when you are washing your hands.

References:

Books: Germs on Their Fingers by Wendy Ferrin
Why Must I Wash My Hands by Jackie Gaff
Wash Up by Gwentyth Swain

Online: http://www.kidshealth.org/kid/talk/qa/wash_hands.html (how to wash your hands correctly)

Notebook Approach

If copy work is needed, use this site to copy the poems about germs into your notebook.

References:

Online: <http://library.thinkquest.org/J002353/> (great site about germs, includes info and poems)

Notebook Approach ☐

Our bodies were made to fight and resist germs. Using the worksheet in *Appendix B*, match the body part with the action it takes to fight germs.

References:

Books: Pocket Scientist (The Blue Book) pg. 79

Investigative Approach

A specific illness that can be studied is the flu. Here is a reference with great visuals and easy reading.

References:

Books: Flu (First Facts) by Jason Glaser
Flu: It's Catching by Elizabeth Laskey
The Common Cold and the Flu by Nathan Aaseng
The Flu by Gretchen Hoffman

Online: http://www.kidshealth.org/kid/ill_injure/flu/flu.html (virus picture, how to treat)



Social Studies

Investigative/Notebook Approach

Avery was carrying an air rifle. For a history lesson, we will look at rifles in general. Draw or copy and paste any interesting information about rifles. The diagrams are wonderful to print out and paste to paper to show how intricate these machines are. Some things to record are the names of who invented a type of rifle, what year and what company manufactured it.

References:

- Books: Rifles of the World by John Walter
 Military Rifles by Garry Souter
 The Great Book of Guns by Chris McNab
- Online: <http://en.wikipedia.org/wiki/Rifle> (kinds of rifles)
<http://www.researchpress.co.uk/firearms/usa/jennings/jennings.htm> (diagrams)
<http://www.cimarron-firearms.com/Parts/parts-and-diagrams.htm> (precise drawings of older rifles)
http://hunter-ed.com/mi/course/ch2_parts_bolt_action_rifle_flash.htm (interactive site, parts of a rifle)
www.m1911.org/full_browning.htm (biography of James Browning)

Investigative Approach

Of course the capital of Pennsylvania is not Wilbur! Do you know what it is? Begin memorizing the capitals of the states in your region, then when you have mastered that area, start with another region. It is important to not only be able to name the capital, but to know where that city is in the state. Color the states on the worksheet that you find at this website. The states are divided into regions to help you learn in smaller increments.

References:

- Books: Kids Learn America by Patricia Gordon
- Online: <http://www.infoplease.com/statemaps.html> (state regional maps, free printables)

Investigative/Notebook Approach

We are going to study another famous Wilbur in our American history. This Wilbur is one of two brothers who was a great inventor. His name is Wilbur Wright. Use these resources to learn as much as you can about him. There is a biography worksheet in *Appendix A* for this subject.

References:

- Books: The Wright Brothers by Quentin Reynolds
 Wilbur and Orville Wright: Taking Flight by Stephanie Summartino
 The Wright Brothers by Ginger Wadsworth
 The Wright Brothers: Heroes of Flight by Carin Ford
- Online: <http://www.first-to-fly.com/History/Wright%20Story/wright%20story.htm> (tremendous site with information broken into small readings, filled with facts)
<http://wright.nasa.gov/wilbur.htm> (printable page with biographical information)
http://en.wikipedia.org/wiki/Wright_brothers (nice easy biographies on the right side)
<http://gardenofpraise.com/ibdwrigh.htm> (easy read site with large letters)

End of Chapter Discussion Questions

1. What does “do away with” mean? (to kill)
2. What season is it in Chapter 1? (springtime)
3. What did Fern say this was a matter of? (life and death)
4. Where did Mr. Arable set the carton down? (on Fern’s seat)
5. Why were Fern’s eyes red? (she had been crying)
6. How did Fern show her thankfulness to her parents? (she kissed them)
7. How old are Fern and Avery? (Fern is 8, Avery is 10)
8. Why did Fern get the pig and not Avery? (Fern got up earlier and quicker)
9. How and what did they feed the runt? (with a bottle and warm milk)

10. What name did Fern choose for the pig? (Wilbur)