



Charlotte's Web Activity Pack

Dear Teacher/Parent

We do hope you enjoyed the show! Here are a few activities for you to do with your children after you have seen the performance. Most of these exercises are drama based and are good for developing speaking and listening skills.

Key
Stage
1

Key
Stage
2

All of the exercises are suitable for both KS1 and KS2 pupils. Where the exercise has been extended for KS2, this will be indicated with an icon.

Charlotte's Web

The following warm up games are designed to get the class to work together and explore confidence building, spatial awareness and physical contact.

Key
Stage
1

Key
Stage
2

Person to Person.

Ask the class to begin walking around the space, keeping an awareness of others in the group. The teacher will call out a body part instruction e.g. 'Back to Back'. When they hear this, they must get into pairs with the nearest person and they must stand so that they are touching 'back to back'. They must hold this position. The teacher then asks them to separate and move around the room again and calls out a new instruction e.g. 'Knee to Knee'. In new pairs they get into the new position.

The body parts can then mixed up e.g. 'Hand to Foot' or 'Cheek to Wrist' etc.

Key
Stage
1

Key
Stage
2

Tangled Web.

Get the class to make a human web and detangle themselves. Split the class into two groups and get each group to make a tight circle and to close their eyes. Ask them to stretch out their left hands and find someone else's left hand across the space. With their eyes open, ask them to reach their right hand to someone else, someone they have not joined left hands with. From this tangled web they must work together without breaking hands to untangle and reform a circle. The group must support each other and assist each other in getting untangled.

Guarding the Goose eggs

Key
Stage
1

Key
Stage
2

Get the class to sit in a circle. Choose one volunteer to be The Goose. This person sits in the centre of the circle and closes their eyes. A bunch of keys or a tambourine is placed on the floor behind their back. This is The Goose's eggs. The rest of the class takes turns at being Templeton trying to steal The Goose's eggs. They must creep forward without being heard, if The Goose hears Templeton, they point in the direction of the noise. If they are right the class says 'Yes' if not the class will say 'No'. If Templeton is caught stealing the eggs this child then becomes The Goose.

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What are you doing?

Key
Stage
1

Ask the class to form a circle. Choose one volunteer to start, this person begins doing a mime of a farm job. For example feeding chickens, milking a cow, riding a horse, herding sheep or driving a tractor. The next person in the circle joins in doing the same mime and asks 'What are you doing?' The first person says what they are doing and sits down. The second person then begins a new mime of a farm job and is joined by the third person in the circle who asks 'What are you doing?' and so the game continues around the circle until they have all had a turn to think up a farm mime.

Key
Stage
2

To extend this exercise for KS2, when the person is asked 'What are you doing?' they say a different task to the one they were miming e.g if they were miming 'feeding the chickens' they might say 'milking a cow'. This is the task that the second person then takes up and acts out. When they are then asked 'What are you doing?' They must then think of a farm job for the next person to act out. This continues until they have each had a turn.

Trust exercises.

Wilbur has to trust that Charlotte will save him, and that her plan will work. Charlotte trusts that Wilbur will look after her eggs and take the back to the barn. This is a simple trust exercise that actors often use when working together.

Key
Stage
1

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2

Ask the class to get into pairs. Label some children A and some children B. A's will close their eyes and B's will slowly guide their partner around the room leading them carefully by the hand. B's must take care not to walk into anyone or anything in the space and not talk during this exercise.

Ask the A's to describe how it felt trusting someone to keep them safe and decide where to go etc, and ask B's how it felt looking after someone, making sure they didn't hurt them and keeping watch for the other people in the room. The pairs can then switch over so that A is leading B. Ask the class what they prefer and how easy they found trusting their partner.

Key
Stage
2

They can then try leading their partner with no contact just quietly calling out their name, when they are near someone else or something in the room they must call out 'Stop!' To make their partner change direction, simply walk a little way in that direction and call to them again. When they have switched over ask them how that felt. Was it as easy to trust their partner? How did their partner help them stay safe and away from harm?

Key
Stage
2

As an extension for the older age range in KS2, Year 5 and 6.

Ask them to find a new partner and to label themselves A and B. They will choose a farm animal and practice the noise this animal makes. While B closes their eyes A moves away and begins making their chosen noise so that B with their eyes firmly closed can come and find them. As all the pairs are working at the same time, A's must keep a careful watch out for their partner and B's must listen out from their animal noise. They must move slowly so as not to bump into others in the room.

When they have found their partner they can switch over.

Key
Stage
2

Split the class into small groups with even numbers, roughly 6 or 8 in each group. Working with one group at a time with the rest of the class watching.

Again label them A's and B's. A's will close their eyes and B's slowly begin to lead them around the space. When the teacher shouts 'Change' the A's will freeze and the B's will switch partners without speaking or letting their new partner know who they are. They will then begin to lead their new partner slowly around the space.

When they have switched three times ask the A's to guess who was leading them each time based on touch.

Wonderful Words

Key
Stage
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Charlotte has to think up words that will show Homer Zuckerman and the news reporter what a special pig Wilbur is.

Split the class into pairs. Ask them to choose three positive words that describe their partner. Try to encourage them to use new, unusual words that describe their partners personality rather than what they look like. Ask them not to talk to each other or give hints when choosing.

In the circle again the class can introduce their partner with three wonderful words!

Extend this exercise by asking the class to consider what friendship means to them? Charlotte and Wilbur are good friends and do a lot to look out for each other. Ask them to think about what makes you a good friend? How do you keep that friendship? What nice things has a friend done for them or have they done for someone else?

Key
Stage
2

The farm animals do not want to help Wilbur. Ask the class to write a persuasive speech as if they were Charlotte to convince the other farm animals to help. Perhaps they could mention how special he is, what a good friendly pig he is etc. Try to think of words to describe him and ways to persuade the others to help.

Stop Press!

Key
Stage
1

Key
Stage
2

Homer Zuckerman calls the local newspaper so they can come and see Charlotte's web and the words she has written.

Get the class to act as newspaper reporters and write about what they have seen at the Zuckerman farm. Get them to use details from the play, and their own creative writing skills and to think about all the people and animals they've seen at the farm.

They can also include an interview with someone on the farm. Ask them to consider the questions they would want to ask and the answers they would give.

They can also draw what they have seen in the style of a black and white photo.

Best of friends

Key
Stage
1

Key
Stage
2

Charlotte and Wilbur are good friends even though in some ways they are not alike. Together they sing a song about how they are different and how they are the same.

*You are Big- Me I'm small
Who can say we can't be friends?*

*I'm not like you at all
Who can say we can't be friends?*

*I can see we share a sense of humour
But that's where the similarity ends.*

*I am dark- you are light,
Let 'em say it's not right.
I say we can be friends!*

*I've got four legs.
I've got eight..*

Who can say we can be friends?

Secret is tolerate.

Who says we can't be friends

*You go 'Oink'.
While I make this kind of 'swishing' sound.
But the sound we make for some reason blends.*

*We're and odd sort odd act
Opposites will attract
I say we can be...*

*This pack says we'll be...
Who says we can be friends?*

Ask the class to get into pairs or threes and write poems explaining the small differences between them. These can include supporting different teams but both liking football or liking different singers but both enjoying singing etc. They should focus on things they like doing rather than what they look like and focus on the positives.

Key
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1

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Charlotte's children

As Wilbur, get the class to write a letter to Charlotte's children telling them what a good friend their mother was and how she saved his life.

They can use this as a creative writing exercise and can perhaps think of things that Charlotte and Wilbur did together and something that was really important to Charlotte.

Key
Stage
1

Key
Stage
2

Debate

Throughout the story Wilbur's fate is unsafe. When Wilbur is born Mr Arable thinks he is too small to live but Fern persuades her father to save him, the farm animals realise he is being fattened up to become bacon but Charlotte decides to help him.

Split the class into groups of 4 or 5. As a group decide on characters from the play; either the human characters; the Zuckerman's or the Arable's or the animal characters: the sheep, the goose, Templeton etc.

Ask the class to debate in their groups and to decide whether or not to help Wilbur. They must think from their individual character's point of view and act as their character would and formulate an argument to persuade the others in the group.

Get the groups to present some of the debate to the rest of the class.

Templeton's words

Key
Stage
1

Key
Stage
2

Templeton has found five words to use in a story. He asks Charlotte to weave these words into a story for him.

Breakfast, Umbrella, Fox, Tuesday, Necklace.

Split the class into small groups and ask them to write or present a short story that includes all of the five words. The words can be used in any order and as many times as they need. They can bring in more characters and objects as long as they use all of the words. Once they have their story they can prepare this as a short scene to show back to the class.

Ask the class to give feedback on what they have seen, encourage them to give positives as well as ways they could improve the scene.

Key
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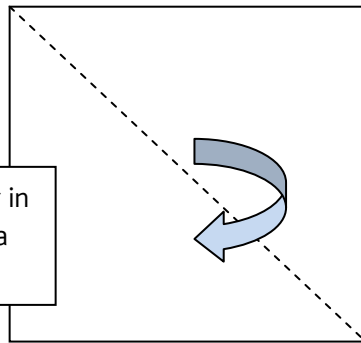
Pig fact file

- They are the fifth most intelligent animal in the world behind, Man, Monkey, Dolphin and Whale.
- Adult females are called 'Sows' and adult males are called 'Boars' and babies are called 'Piglets'.
- Newborn piglets recognise their mother's voice. The mother pig 'sings' to them while nursing!
- They roll in mud to keep cool and to stop from getting sunburnt.
- They are clean animals. They keep where they sleep, clean and tidy.
- They have a well developed sense of smell. They are used to find truffles and used by the police to sniff out drugs.

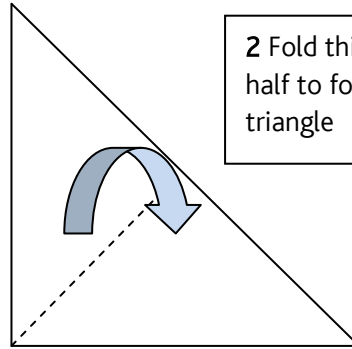
Ask the class to research pigs and find some interesting facts to add to the fact file.

**Craft Exercise
Snowflake spider Webs**

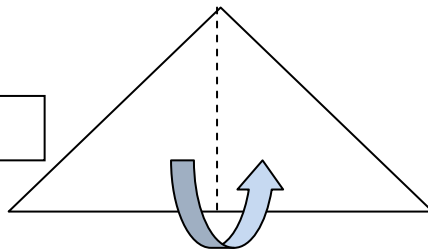
1 Fold a square of Paper in half diagonally to form a triangle



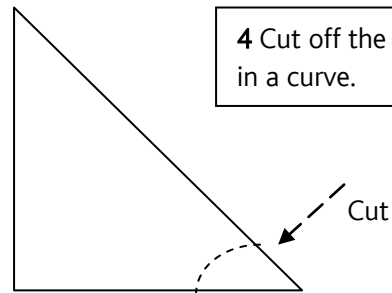
2 Fold this triangle in half to form a smaller triangle



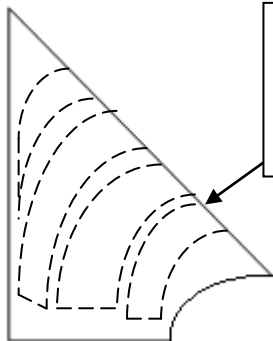
3 Fold in half again...



4 Cut off the corner in a curve.



5 Cut curving lines/sections almost to the edge



6 Unfold! And decorate with a Spider

