

Winnie-The-Pooh



By

A.A. Milne

A Novel Study
by Nat Reed

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About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

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Suggestions and Expectations

This 73 page curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on a chapter of *Winnie-the-Pooh* and is comprised of these distinct sections:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language and Extension Activities

A **portfolio cover** (p.7) as well as a **Checklist** (p.6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . and many others.

Themes which may be taught in conjunction with the novel include the importance of friendship and acceptance of differences; tolerance and patience; self-acceptance; family and family relationships.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms and antonyms
3. Identifying / creating *onomatopoeia*
4. Use of capitals and punctuation
5. Identifying syllables
6. Listing compound words
7. Identifying / creating similes
8. Use of singular / plural nouns
9. Identifying / creating *personification*
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identifying / creating *alliteration*
14. Identifying anagrams.

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a 5 W's Chart
2. Identify conflict in the story
3. Identify the climax of a novel
4. Write a synopsis
5. Predict an outcome
6. Complete a Sequence Chart

Character Activities

1. Compare two characters
2. Relating personal experiences

Creative and Critical Thinking

1. Research
2. Write a newspaper article
3. Write a letter to a friend
4. Complete an Observation Chart
5. Conduct an interview
6. Write a description of personal feelings
7. Write a Book Review
8. Create *Found Poetry*
9. Write a poem

Art Activities

1. Design a cover for the novel
2. Create a comic strip
3. Create a storyboard.
4. Sketch a *heffalump*

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Synopsis

"Once upon a time, a very long time ago now, about last Friday, Winnie-the-Pooh lived in a forest all by himself under the name of Sanders . . . "

And so begin the classic tale of Edward Bear - better known as Winnie-the-Pooh. For nearly seventy years, readers have been delighted by the adventures of Christopher Robin and his lovable friends. Paired with the perfectly suited drawings of Ernest H. Shepard, A.A. Milne's classic story continues to captivate children of all ages. (The Publisher)

Author Biography

A.A. Milne

Scots by birth, Alan Milne spent his childhood in London, where his father was a schoolmaster. His early education owed much to the skills of a young teacher and mentor -- H.G. Wells. He continued his education at Westminster School and Trinity College, Cambridge. In 1913, Milne married Dorothy Daphne de Selincourt and they had one son, Christopher. His writings met with great success between the wars and, in 1924, Methuen published *When We Were Very Young*, a collection of verses. Two years later saw the introduction of *The Bear of Very Little Brain in Winnie-the-Pooh*. A second book of verses, *Now We Are Six*, appeared in 1927 and, in 1928, the final volume of the quartet arrived, *The House At Pooh Corner*. A.A. Milne always acknowledged that it was his wife, Daphne, and his young son, Christopher Robin, who inspired him to write the poems and stories. The four Pooh books printed in over twenty-five languages have taken their rightful place in the hearts and on the bookshelves of many millions of people. The worldwide sales of the four books between 1924 and 1956 totalled about seven million.



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Student Checklist

Student Name _____

Assignment	Grade / Level	Comments

Winnie-the-Pooh



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Name: _____

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Chapter 1



Before you read the chapter:

As you will see, the novel, *Winnie-the-Pooh*, is actually a number of stories told by the author to Christopher Robin, about a boy named Christopher Robin and all his animal friends. What do you think are the best stories that an adult can tell to a young person?



Vocabulary:

Choose a word from the list to complete each sentence. [Be careful, some words may be appropriate for more than one sentence - try to pick the best fit.]

explanation	slither	complain	awe	relations
suspicious	anxious	deceiving	practical	admit

1. Alex became very _____ when there was only one minute left in the contest.
2. The two little girls watched the snake _____ down the porch steps.
3. Every student sat in _____ as the magician performed his magic tricks.
4. "I expect a more reasonable _____ than the one you gave," the teacher said.
5. The skills taught to the pioneers by the Iroquois were very _____.
6. The detective grew very _____ when the strange car kept circling the block.
7. I don't think that Alicia will ever _____ to being at the party.
8. I don't mean to _____, but I have been sitting here for over an hour.
9. How many of your mother's _____ will be coming to the reunion?
10. No one suspected the kind salesman of _____ his customers.

Questions



1. Did you find the names of Winnie-the-Pooh a bit confusing? Many readers do. When Christopher Robin drags his teddy bear down the stairs, the author says the bear's name is _____. Later, when Winnie is sitting outside his house in the forest, there is a sign over his door which reads, _____.
2. What is the **setting** of the story that the author tells to Christopher Robin?

3. **Investigate:** Pooh says "And the only reason for making honey is so as I can eat it." Using resources in your school library or on the Internet find out the real reason why bees make honey and store it in their hives.

4. After Pooh's first attempt at getting to the honey failed, what did he decide to do next?

5. Why did Pooh think that he might be successful using a blue balloon to get at the honey?

6. Why couldn't Pooh get near the hive when he was using the balloon?

7. What did Pooh ask Christopher Robin to do so as to distract the bees?

8. How did Pooh get down from the balloon? (Bonus: If your novel has pictures of the instrument that Christopher Robin used, how might this have been very difficult?)

9. How might Pooh have gotten his name?

Language Activities



A. Gorse-Bush

In Chapter One Winnie-the-Pooh ends up landing in a **gorse-bush**.

Using resources in your school library or the Internet, do a further investigation of this plant, researching three additional facts about it. You might consider its appearance; where it is found; its possible uses, etc.



1	
2	
3	

B. Alliteration.

The author seems to enjoy using **alliteration** – a literary device where the author repeats the same consonant sound at the beginning of several words in close succession. The following is an example taken from Chapter One: “. . . the bees suspect something.”



Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain at least three words.

The sound of a bee	
The pop of a balloon	
The cheep of a bird	

C. Pooh, the Poet - You, the Poet

Winnie-the-Pooh loves to make poems. In Chapter One he makes up a number of clever ones to help him along in his adventures. Do you think you can write a short poem as good as Pooh's? To give you a head-start, here are a few key words which you may wish to end the lines of your poem with:



small	bee	hive	Pooh	me	tree	rain	fall
-------	-----	------	------	----	------	------	------

Now, on the lines below write a four-line poem about Pooh's adventures in this chapter. You may wish to work with a friend on this task.

D. Homophones

This section includes a number of examples of words that have homophones. Examples of homophones include **horse** – **hoarse** and **way** – **weigh**. Two words are **homophones** if they have the same pronunciation but different meanings, origins, or spelling.



Think of two more examples of homophones and use each in a sentence showing the meaning of each word quite clearly.

Example 1

Homophones	Sentence
1	
2	

Example 2

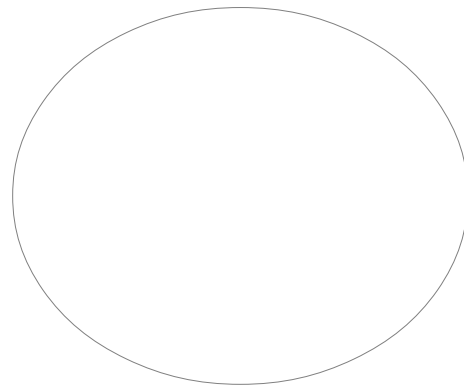
Homophones	Sentence
1	
2	

E. 5 Ws and an H.

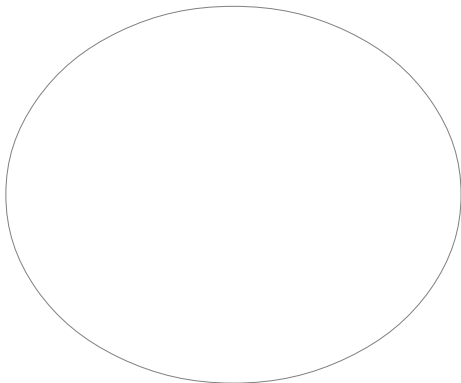
Choose an event from this section that you thought was really important and/or exciting. Using facts that you gleaned from reading about this event, fill in the balloons below, summarizing what you learned.



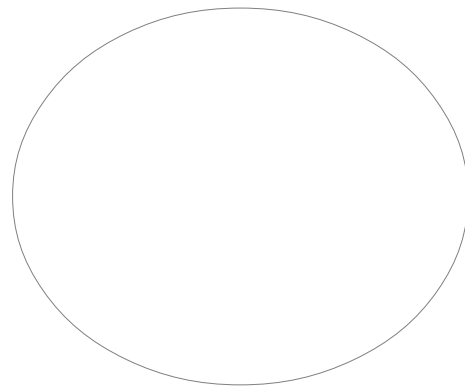
WHO?



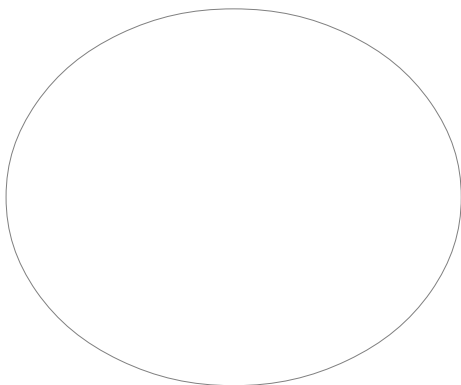
WHAT?



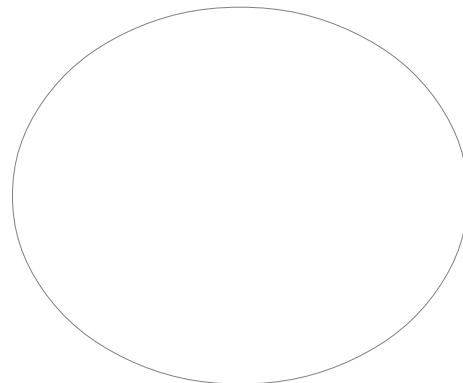
WHEN?



WHERE?



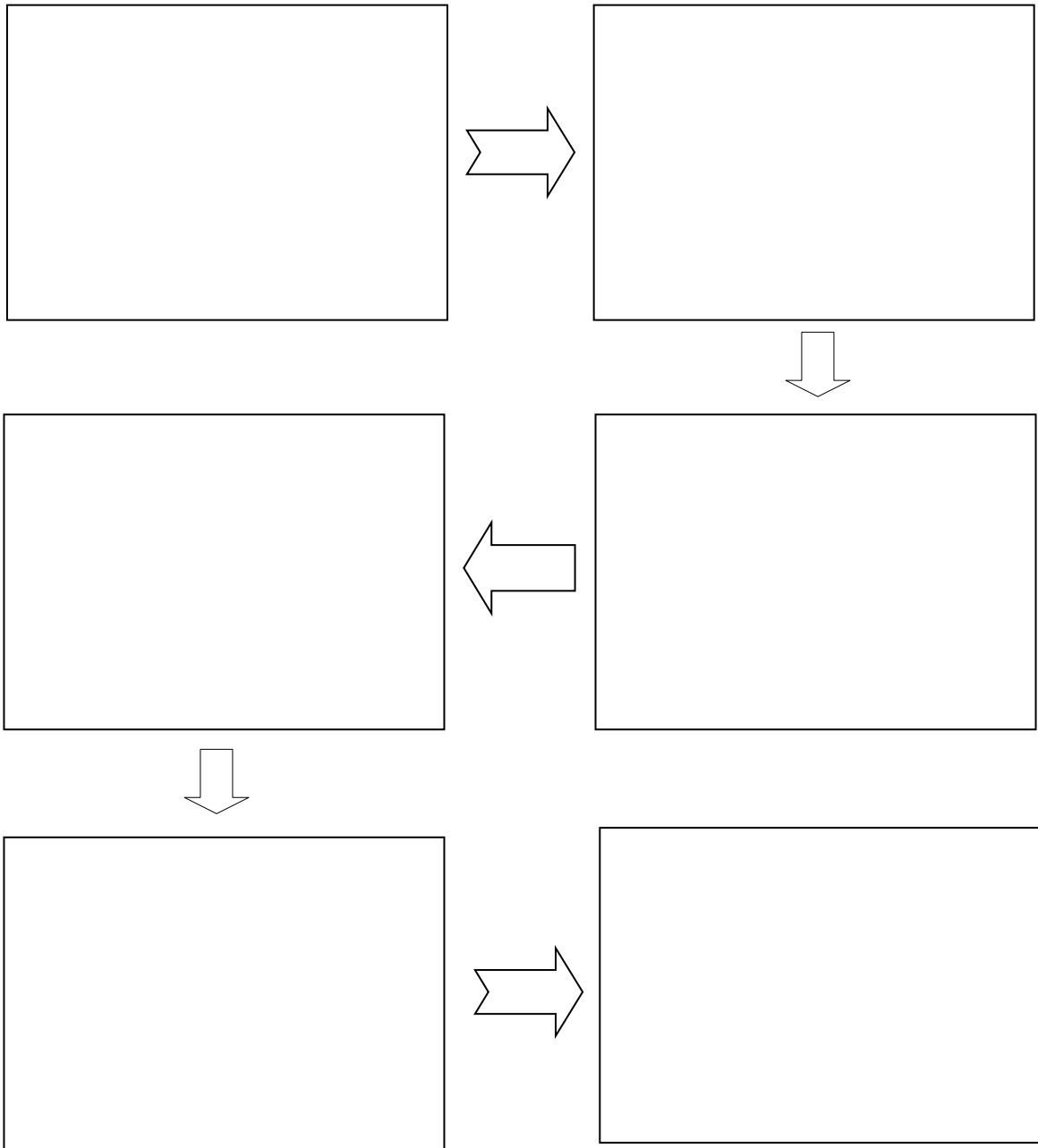
WHY?



HOW?

F. Sequence Chart

Choose what you consider to be the six most important events in this chapter. In each of the six boxes below list the six events that you have chosen, describing what happened and telling why you consider this to be an essential part of the story.



Extension Activity



A Picture's Worth a Thousand Words

Use the three boxes to describe and illustrate the beginning, middle and conclusion of this chapter.



Beginning Picture:	Beginning:
Middle Picture:	Middle:
Concluding Picture:	Concluding: