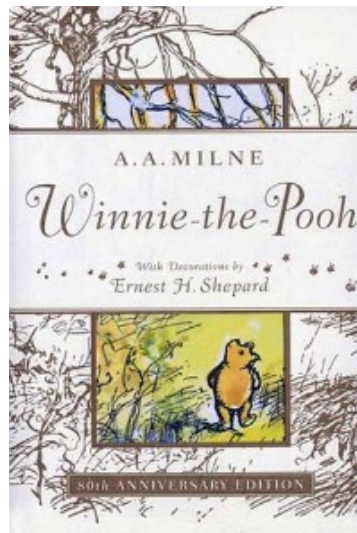


# Winnie-The-Pooh



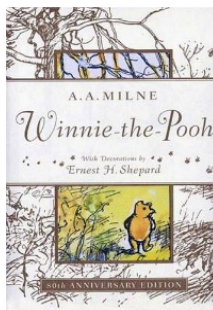
By

A.A. Milne

A Novel Study  
by Nat Reed

# Winnie-the-Pooh

By A.A. Milne



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# Winnie-the-Pooh

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## Suggestions and Expectations

This 58 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 four distinct sections:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Activities

### 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.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

**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.

# Winnie-the-Pooh

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## List of Skills

### Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms & 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

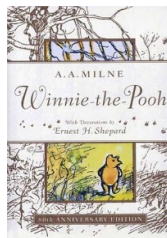
1. Research
2. Write a newspaper article
3. Write a letter to a friend
4. Complete an Observation Chart
5. Conduct an interview
6. Write a description of personal feelings
7. Write a Book Review
8. Create *Found Poetry*
9. Write a poem

### Art Activities

1. Design a cover for the novel
2. Sketch a picture of a tree
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

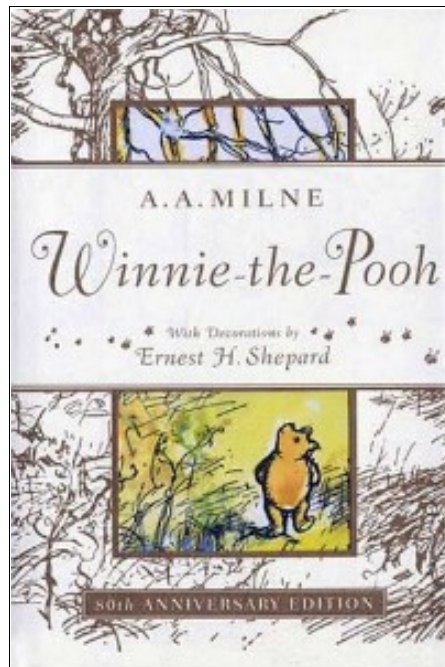
A.A. Milne

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. In a national reader's poll carried out in England by premier booksellers, Waterstone's, and Channel 4 Television during 1996, Winnie-the-Pooh was placed number 17 in the list of the 100 most-popular books published during the 20th century.





# Winnie-the-Pooh

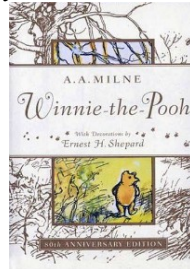


*By A.A. Milne*

Name: \_\_\_\_\_

# Winnie-the-Pooh

By A.A. Milne



## 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 an imaginary boy called Christopher Robin and all his wonderful animal friends. What do you think are the best stories that an adult can tell to a young person?


Take a look at the picture above - of the bear holding on to the balloon. Predict what you think is happening. Why is the bear doing this?




### 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 glanced up at the clock and became very \_\_\_\_\_ when he realized there was only one minute left in the contest.
2. The two little girls watched the snake \_\_\_\_\_ down the porch steps.



3. Every student in the classroom sat in \_\_\_\_\_ as the magician performed his magic tricks.
4. "I expect a more reasonable \_\_\_\_\_ than the one you just gave," the teacher said angrily.
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 \_\_\_\_\_," my aunt finally said, "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.


**B.** 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. An example from Chapter One is:  
“. . . 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 -	

