



UNIT OVERVIEW

Winnie the Pooh *A Novel Study*



OVERVIEW

This novel study provides teachers with a highly structured format for teaching language arts as students develop a love for reading longer materials like novels. Various areas such as reading comprehension, vocabulary development, spelling, grammar, and writing are all entwined in this integrated approach eliminating the need for teaching these skills separately. Each chapter has assignments that generally fall into one of three categories.

1) Chapter Questions

For each chapter, students answer a thorough set of questions requiring answers in complete sentences. Reading comprehension is key as students must read and understand the *entire* book in order to answer the questions. (One major strength of the novel study approach is that students *must understand* the novel or they will be unable to do the required assignments)

2) Vocabulary and Language

Each chapter also includes activities dealing with such things as word meanings, use of the dictionary, spelling, parts of speech, antonyms/synonyms, syllables, punctuation and grammar.

3) Writing and Creativity

For each chapter, students apply what they have learned about language and grammar skills to write more effectively. Creative writing is the focus of these less-structured activities allowing teachers more opportunity to incorporate their own ideas into developing creative writing skills.

EVALUATION

Teachers can use the marking format provided or devise their own. Certain assignments are well suited to marking by students. However, it is important teachers mark assignments requiring answers in complete sentences to monitor student progress in this crucial area.

***** Note *****

As you can see, due to space considerations, the answers have not been included. (I suppose it is only fair that if students have to read the book, so must the teachers)



CHAPTER II

In Which
**Pooh Goes Visiting
and Gets Into a Tight Place**



A. QUESTIONS

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1. Why would Pooh Bear be concerned about doing stoutness exercises?

2. Pooh made "word associations". What did he associate with "hole"?

3. Where did Rabbit live?

4. On pages 24 and 25 there is an example of Pooh Bear's slowness to understand. Explain what it is.

5. Why do you suppose Rabbit did not really want Pooh to visit?

6. What was Rabbit serving for lunch?



CHAPTER IV

In Which Eeyore Loses a Tail and Pooh Finds One



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A. QUESTIONS

1. What are the two adjectives that describe Eeyore? (page 44)

_____ , _____

2. What sort of questions did Eeyore think of? (page 45)

1) _____

2) _____

3) _____

3. Why would the author say Pooh was "stumping along"?

4. Who was the only one in the forest who could spell?

5. How should Owl's notice be spelled correctly?

6. Pooh thought Owl's house was grander than anyone else's. Why?

a) _____

b) _____



CHAPTER X

In Which Christopher Robin Gives Pooh a Party, and We Say Good-bye



A. QUESTIONS

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1. What do you think Pooh will draw with his new present?

2. What present would you have given Pooh?

3. Do you think the party for Pooh is a good way to end the book? Why?

4. What do you think about everyone saying that Pooh is a bear of very little brain?

B. VERBS AND NOUNS

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1. What adjectives describe the following nouns:

_____	ears (p. 153)
_____	icing (p. 149)
_____	brain (p. 151)
_____	case (p. 159)
_____	sigh (p. 160)

