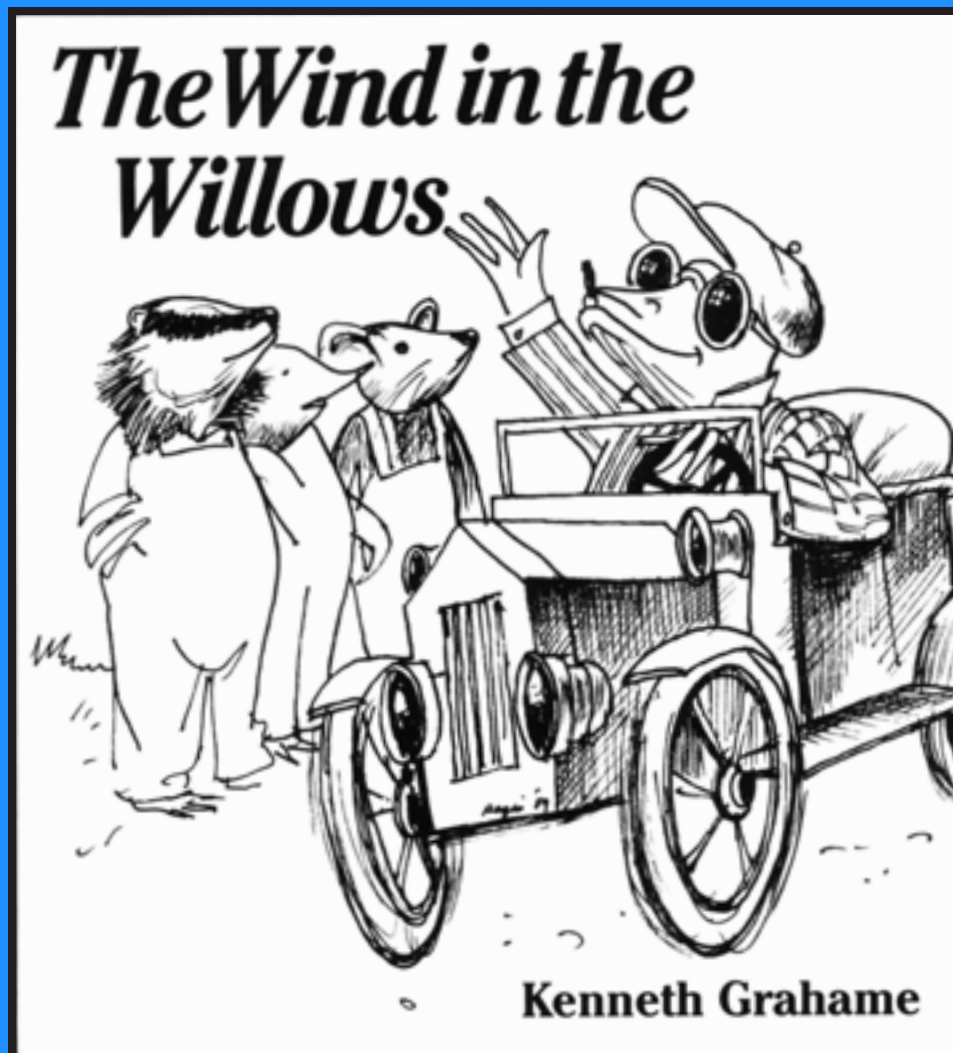


Novel•Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *The Wind in the Willows*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

CHAPTER 1

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|---------------|--|
| 1. copse | a. crossly |
| 2. sinuous | b. food |
| 3. insatiable | c. small dam in a river |
| 4. provender | d. done without planning or thinking ahead |
| 5. impromptu | e. impossible to satisfy |
| 6. scull | f. thicket of small trees or bushes |
| 7. weir | g. winding; having many curves |
| 8. pettishly | h. an oar for rowing a boat; to row a boat |

.....

- The mother bird constantly had to feed the baby birds' _____ appetites.
- At twilight, rabbits creep out of the to _____ nibble grass in the field.
- As soon as we learned the date of our friend's birthday, we planned a(n) _____ celebration.
- As they followed the _____ path, the weary hikers wished they had taken the straight trail instead.
- We climbed into the boat, sat on the seat, and each took a(n) _____ to row across the pond.
- Before the rider ate his own breakfast, he made sure that _____ had been set out for his horse.
- I was so disappointed that I answered _____ when Tanya asked if I had won the race.
- The otters splashed in the pool beneath the _____.

Questions:

- Why does Mole decide to stop his spring-cleaning?
- How does Mole feel about the river when he first sees it?

CHAPTER 2

Vocabulary: Synonyms are words with similar meanings. Draw a line from each word in column A to its synonym in column B. Then use the words in column A to fill in the blanks in the sentences below.

- | <u>A</u> | <u>B</u> |
|---------------|------------------|
| 1. implored | a. honest |
| 2. fusty | b. old-fashioned |
| 3. resume | c. home |
| 4. candid | d. begged |
| 5. voluble | e. talkative |
| 6. habitation | f. continue |
-
- Looking for a place to live that would be quiet and calm, the family built their _____ in the country.
 - The child became more _____ once she became more familiar with the visitors.
 - Wondering whether my new dress looked well on me, I asked my friend for her _____ opinion.
 - Victims of an earthquake _____ their government to send them food, clothing, and shelter.
 - Grandmother remembered when they replaced her _____ old ice box with a modern refrigerator.
 - Once lunch is over, you can _____ your work.

Questions:

- What does Rat conclude when he notices that Toad's boathouse is unused?
- Contrast the reactions of Rat and Mole when Toad shows them the caravan. Why are their reactions different?
- What does Toad's latest interest reveal about him?
- Why does Rat change his mind about going with Toad?