

ELA: Grade 3, Lesson 1, Classic Tales: The Wind in the Willows

Lesson Objective: Students will be able to identify character descriptions

Practice Focus: Dialogue and character descriptions

Today we will read Chapter 1: The River Bank Part 1 and students will identify and use evidence from the text to develop character descriptions.

TN Standard: 3.RL.KID.3

Teacher Materials:

- Teacher Packet for Grade 3, Lesson 1 with image cards and map

Student Materials:

- Three pieces of paper
- Pencil

Teacher Do	Student Do
<p><u>Opening</u></p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 3rd graders out there, though all children are welcome to tune in. This lesson is the first in our series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools! I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>We are going to be reading an adaptation of the book titled <i>The Wind in the Willows</i> by Kenneth Grahame. Today, you will need 3 pieces of paper and a pencil.</p> <p>Before we get started, Let's check out a few of those vocabulary words now.</p> <p><u>Meander:</u> Please say the word after me. Meander. [Pause] Meander is a verb. The definition of the word is moving slowly and without purpose. Here is an example of this word used in a sentence: The dog meander around the large grassy field.</p> <p><u>Mesmerize:</u> Please say the word after me. [Pause] Mesmerize. This word is a verb. The definition of the word means to hold the attention of someone or be fascinated. Here is an example of this word used in a sentence: The small baby was mesmerized by the sound of his toy.</p>	

<p><u>Contemplate:</u> Please say the word after me. [Pause]</p> <p>Contemplated. Contemplated is a verb. The definition of the word means to think deeply about something or someone. Here is an example of this word used in a sentence: The teacher had to contemplate a difficult problem.</p>	
<p><u>Intro</u></p> <p>Now, let's jump into the book. We will read the title again, <i>The Wind in the Willows</i>. Willows are a type of tree.</p> <p>[Show students Image Card 1 (Willow Tree) as an example.]</p> <p>There are many types of willows, and these particular ones are weeping willow trees. Willows like a lot of water, and therefore tend to grow near sources of water such as rivers, lakes, and ponds.</p> <p><i>The Wind in the Willows</i> was written in 1908—more than one hundred years ago—and is considered one of the best children's stories ever written. This story is of a high quality and has remained well-known throughout the years, it is known as a classic.</p> <ul style="list-style-type: none">• Do you know of any stories that are considered classics? [Pause]• Have you read or heard of <i>Charlotte's Web</i>, <i>Alice in Wonderland</i>, <i>The Chronicles of Narnia</i>, <i>Where the Wild Things Are</i>, or <i>A Wrinkle in Time</i>? These books are just a few examples of many classic books.• Ask your parents, grandparents, caretakers, or guardians if they are familiar with the classic story of <i>The Wind in the Willows</i>. <p><i>The Wind in the Willows</i> was written by a man named Kenneth Grahame. Kenneth Grahame was born in Scotland, but moved to England when he was very young, and lived there the rest of his life. He told these stories to his son (whom he called Mouse) to entertain him before he ever wrote them down. This story is set in the English countryside—where the author grew up—near a river called the Thames [temz]. The Thames River runs through the country of England. After this lesson, see if you can find Scotland and England on a world map or globe or search online.</p>	

<p>Because Grahame lived in the U.K., <i>The Wind in the Willows</i> is written in British English. In the United States most people speak American English. British English and American English are very similar, but there are some slight differences in words or phrases. Listen for some of these as we read each day.</p> <p>In the read-aloud today, you will hear about a character who is “messaging about” in a boat.</p> <ul style="list-style-type: none"> • What do you think it means? [Pause] We might say “messaging around” instead of “messaging about.” In both cases, it means that the character is not doing anything on the boat with a particular purpose <p>[Show students Poster 1 (The Willows Countryside)]</p> <p>This map shows many of the places described in <i>The Wind in the Willows</i>.</p> <p>[Point out Mole’s House and the River Bank]</p> <p>The story begins there. We will examine the map more closely as we read. Over the course of this book, we are going to meet many of the characters in this book and think about how their actions impact the story. Today, you will meet Mole and Rat.</p> <ul style="list-style-type: none"> • Grab your three sheets of paper. • On one sheet, label it Mole. • On the second sheet, label it Rat. • On the third sheet, label it “thoughts”. <p>As we read, think about what you are learning about Mole and Rat and take notes on your sheets.</p>	
<p><u>Teacher Model</u></p> <p>[Show image 1A-1: Mole cleaning his house]</p> <p>The River Bank, Part I</p> <p>The Mole had been working very hard all the morning spring-cleaning his little home: first with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a pail of whitewash. He did this until he had dust in his throat and</p>	<p>Students will listen as the teacher reads aloud and engage with questions and small tasks along the way.</p>

<p>eyes, and splashes of whitewash all over his black fur. Spring was moving in the air above and the earth below, and around him and his dark and lowly little house.</p> <p>Any wonder he suddenly flung down his brush on the floor, said “Bother!” and “O blow!” and also “Hang spring-cleaning!” and bolted out of the house without even waiting to put on his coat.</p> <p>Mole immediately made for the steep little tunnel, and without a moment’s hesitation, he began scraping, scratching, and scrabbling. He worked busily with his little paws and muttered to himself, “Up we go! Up we go!” till at last, pop! His snout came out into the sunlight, and he found himself rolling in the warm grass of a great meadow.</p>	
<ul style="list-style-type: none"> • What season is the story set in when Mole leaves his home? [Pause] Yes, spring! Jot this down on your “thoughts” paper. • Take a moment to think about what you have learned about Mole. Jot your thoughts on your Mole paper. Pause the video if you need more time to think. 	<p>Students will jot their thoughts about the characters on their paper.</p>
<p>[Show image 1A-2: Mole in the Meadow]</p> <p>“This is fine!” he said to himself. “This is better than whitewashing!” he added as he jumped with delight at the joy of spring. In this state of happiness, he made his way across the meadow till he reached the hedge on the farther side.</p> <p>It all seemed too good to be true, as moving hither and thither he observed everywhere birds building, and leaves and flowers bursting forth.</p> <p>He thought his happiness was complete when, as he meandered aimlessly along, he came to the edge of a full-fed river.</p>	

<p>[Pause & Think Aloud] I'm thinking about that word meandered and what it means.</p> <p>In the previous sentence the author said Mole was moving "hither and thither" as he observed birds and leaves and flowers which means he is moving from one place to another.</p> <ul style="list-style-type: none">• What do you think the word meandered means in this sentence? [Pause] Moved slowly and without purpose	
<p>There he stood quite mesmerized, as never before had he seen a river. He watched in awe as it shimmered and shined, gurgled and bubbled, swirled and curled its way seaward. So bewitched and fascinated was he, that he trotted for a while by the side of it. Eventually, exhausted by this tremendous effort, he sat down on the bank to rest.</p> <p>As he sat on the grass and gazed across the river, a dark hole in the bank opposite, just above the water's edge, caught his eye. Mole quietly contemplated (or thought) what a nice snug dwelling place it would make. As he gazed, something bright and small seemed to twinkle like a tiny star down in the heart of it. But it could hardly be a star, and it was too glittering and small for a glowworm. Then, as he looked, it winked at him, and so revealed itself to be an eye; and a small face began gradually to grow up round it, like a frame round a picture.</p> <p>A brown little face, with whiskers.</p> <p>A grave round face, with the same twinkle in its eye.</p> <p>Small neat ears and thick silky hair.</p> <p>It was the Water Rat!</p> <p>The two animals stood and regarded each other cautiously.</p> <p>"Hullo, Mole!" said the Water Rat.</p> <p>"Hullo, Rat!" said the Mole.</p>	

<p>“Would you like to come over?” enquired the Rat.</p> <p>“Oh, it’s all very well to ask,” said the Mole, rather grumpily, he being new to a river and riverside life and its ways.</p>	
<ul style="list-style-type: none"> ● Take a moment to think about what else you have learned about Mole. Jot your thoughts on your Mole paper. Pause the video if you need more time to think. 	<p>Students jot down thoughts on Mole paper.</p>
<p>[Show image 1A-3: Rat sculling over to Mole]</p> <p>The Rat said nothing, but stooped and unfastened a rope and hauled on it; then lightly stepped into a little boat which the Mole had not observed. It was painted blue outside and white within, and was just the size for two animals; and the Mole loved it immediately.</p> <p>The Rat sculled across. Then he held up his forepaw as the Mole stepped gingerly down. “Lean on that!” he said. “Now then, step lively!” and the Mole to his great delight found himself actually seated in the stern of a real boat.</p> <p>“This has been a wonderful day!” said he, as the Rat shoved off and took to the sculls again. “Do you know, I’ve never been in a boat before in all my life.”</p> <p>“What?” cried the Rat, open-mouthed: “Never been in a—you never—well I—what have you been doing, then?”</p> <p>“Is it so nice as all that?” asked the Mole shyly, though he was quite prepared to believe it as he leant back in his seat and surveyed the cushions, the oars, and all the fascinating fittings.</p> <p>“Nice? It’s the <i>only</i> thing,” said the Water Rat solemnly, as he leant forward for his stroke. “Believe me, my young friend, there is <i>nothing</i>—absolutely nothing—half so much worth doing as simply messing about in boats. Simply messing,” he went on dreamily: “messing—about—in—boats; messing—”</p> <p>“Look ahead, Rat!” cried the Mole suddenly.</p>	<p>Students listen to read aloud.</p>

<p>It was too late. The boat struck the bank full tilt. The oarsman lay on his back at the bottom of the boat, his heels in the air.</p> <p>“—about in boats—or <i>with</i> boats,” the Rat went on cheerily, picking himself up with a pleasant laugh. “In or out of ’em, it doesn’t matter. Look here! If you’ve really nothing else to do, what do you say we spend time on the river together?”</p>	
<ul style="list-style-type: none"> • Take a moment to think about what you have learned about Mole and Rat. Jot your thoughts on your Mole and Rat papers. Pause the video if you need more time to think. 	<p>Students jot thoughts on their Mole and Rat papers</p>
<p>[Show image 1A-4: Mole and Rat boating on the river]</p> <p>The Mole waggled his toes from sheer happiness, spread his chest with a sigh of contentment, and leaned back blissfully into the soft cushions. “What a day I’m having!” he said. “Let us start at once.”</p> <p>“Hold on a minute, then!” said the Rat as he tied fast the boat and climbed up into his hole above. Moments later he reappeared staggering under a fat, wicker, luncheon basket.</p> <p>“Shove that under your feet,” he said to the Mole, as he passed it down into the boat. Then he untied the boat and took the sculls again.</p> <p>“What’s inside it?” asked the Mole, eagerly.</p> <p>“There’s cold chicken inside it,” replied the Rat; “coldtongue-coldham- coldbeef- pickledgherkins- salad-frenchrolls- cresssandwiches -pottedmeat- gingerbeer- lemonade- sodawater—”</p> <p>“O stop, stop,” cried the Mole: “This is too much!”</p> <p>“Do you really think so?” enquired the Rat seriously. “It’s only what I always take on these little excursions. The other animals complain that I hardly have enough!”</p> <p>The Mole did not hear a word he said. He was already absorbed in the new life he was entering upon. He trailed a paw in the water and dreamed long, waking dreams. The</p>	

<p>Water Rat, like the good little fellow he was, sculled steadily on and did not disturb him.</p> <p>“I like your clothes, old chap,” the Rat remarked after some half an hour or so had passed. “I’m going to get a velvet jacket myself someday.”</p> <p>“I beg your pardon,” said the Mole, pulling himself together with an effort. “You must think me very rude; but all this is so new to me. So—this—is—a—River!”</p> <p>“<i>The River</i>,” corrected the Rat.</p> <p>“And you really live by the river? What a jolly life!”</p> <p>“By it and with it and on it and in it,” said the Rat. “It’s brother and sister to me, and aunts, and company, and food and drink, and (naturally) washing. It’s my world, and I don’t want any other.”</p> <p>“But isn’t it a bit dull at times?” the Mole asked. “Just you and the river, and no one else to pass a word with?”</p> <p>“No one else to—well, I mustn’t be hard on you,” said the Rat. “You’re new to it. The bank is so crowded nowadays that many people are moving away altogether. O no, it isn’t what it used to be, at all. Otters, kingfishers, dabchicks, moorhens, all of them about all day long and always wanting you to <i>do</i> something—as if a fellow had no business of his own to attend to!”</p>	
<p>Take a moment to think about what you have learned about Mole and Rat. Jot your thoughts on your Mole and Rat papers. Pause the video if you need more time to think.</p>	<p>Students jot their thoughts on their Mole and Rat papers.</p>
<p>[Show image 1A-5: Mole and Rat on the river talking about the Wild Wood]</p> <p>“What lies over <i>there</i>?” asked the Mole, waving a paw towards a background of woodland that darkly framed the water-meadows on one side of the river.</p> <p>“W-e-ll,” replied the Rat hesitantly, “that’s the Wild Wood. We don’t go there too often.”</p> <p>“Are there scary creatures there?” Mole asked, trying not to tremble.</p>	<p>Students listen to read aloud.</p>

<p>“The squirrels are all right,” Rat replied. “<i>And</i> the rabbits—some of ‘em, but rabbits are a mixed lot. And then there’s Badger, of course. He lives right in the heart of it; wouldn’t live anywhere else, either. Dear old Badger! Nobody interferes with (or bothers) <i>him</i>.”</p> <p>“Why, who <i>should</i> interfere with him?” asked the Mole.</p> <p>“Well, of course, there are others,” explained the Rat in a hesitating (or pausing) sort of way.</p> <p>“Weasels, stoats, foxes, and so on. They’re all right in a way; I’m very good friends with them; pass the time of day when we meet, but you can’t trust them, and that’s a fact.”</p> <p>“And beyond the Wild Wood?” Mole asked.</p> <p>“Beyond the Wild Wood is the Wide World,” said the Rat.</p> <p>“And that’s something that doesn’t matter, either to you or me. I’ve never been there, and I’m never going, nor you either, if you’ve got any sense. Don’t ever refer to it again, please. Now then! Here’s our backwater at last, where we’re going to lunch.”</p>	
<p><u>Guided Practice</u></p> <p>That completes our section of the story today. Let’s think more about our story.</p> <ul style="list-style-type: none"> ● Go back to your papers about Mole and Rat. What things do you know about Mole based on what you heard in the read-aloud today? Add anything else that would describe Mole. Pause the video if you need more time. [Pause] I was thinking that Mole is weary of spring-cleaning; he lives underground; he has black fur; he is fascinated by the river; he is shy but happy. ● Did you add something that I forgot? ● Would you describe Mole as curious? Why or why not? [Pause] I think I would describe Mole as curious because the text tells me that he is fascinated by the river. It even says that he watched in awe. He also asks Rat about the wild wood. ● What do we call the parts of the story where characters speak to each other? [Pause] Dialogue is where characters speak. 	

<ul style="list-style-type: none">• What types of things does Mole learn from his dialogue with Rat? Add to your chart. [Pause] I was thinking Mole learns that Rat might be afraid of the Wild Wood because he says “I’m never going” and “Don’t ever refer to it again, please”.• This author also gives us additional clues with writing dialogue that lets us know not only what the characters say but how they say it. For example, when Rat tells Mole in a hesitating way about the Wild Wood, what does Mole learn from how Rat says it?• Take a moment and jot your thoughts on paper. Pause the video if you need more time. [Pause] Because the author used the word “hesitating” which means he didn’t answer right away, it makes me think that Rat does not want to talk about it. He stopped and paused before speaking.	
<p><u>Independent Practice</u></p> <p>We have learned quite a bit about Mole and Rat today.</p> <ul style="list-style-type: none">• Using your papers on each of the characters. Write a character description of each. When you are finished writing your paragraphs, read them to someone at your house. <p>I look forward to learning more with you tomorrow.</p>	Students write character descriptions.
<p><u>Closing</u></p> <ul style="list-style-type: none">• I enjoyed learning about character descriptions with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee’s At Home Learning series. Bye!	

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