

PBS Lesson Series

ELA: Grade 3, Lesson 4, Classic Tales: The Wind in the Willows

Lesson Focus: Students will be able to identify character perspectives in text

Practice Focus: Perspective

Today, we will read Chapter 4 and students will determine the character perspectives using evidence found in the text.

TN Standard: 3.RL.CS.6

Teacher Materials:

- Teacher Packet for Grade 3, Lesson 4
- Definition chart from previous lessons

Student Material:

- Character papers from previous lessons
- One blank piece of paper
- Pencil
- Optional: Crayons or markers if available for the poster.

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| <p>Opening</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 continuing our third grade read aloud: <i>The Wind in the Willows</i>. In our last lesson, we thought about how authors convey central messages and how characters' actions impact the story. I wish I could hear the story you wrote yesterday using the central messages and the events. Imaginative writing is fun - especially with interesting characters like Mole and Rat. Today you will need your character papers from the first three lessons, paper, and a pencil.</p> <p>If you didn't see our previous lesson, you can find it on www.tn.gov/education. You can still tune in to today's lesson if you haven't see any of our others. But, it might be more fun if you first go back and watch our other lessons since we'll be talking about things we learned previously.</p> | |

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| Ok, let's begin! | |
| <p><u>Intro</u></p> <p>I want you to think about the 4 seasons and their characteristics. When I think of the seasons, I think of flowers blooming in the spring, kids swimming in the summer, trees dropping their leaves in fall, and snowflakes falling in the winter.</p> <p>[Show students Image Card 22]</p> <p>I want you to think about how the changing seasons affect animals and plants. Which seasons have not yet occurred in <i>The Wind in the Willows</i> and which seasons will come next? Fall and winter are coming! Think about what our animal characters might do in the winter?</p> <ul style="list-style-type: none">● Think about the difference between dialogue, narration, and perspective.● Try to jot a quick explanation for each on your paper. <p>[Pause. Show students the definitions for each on the chart. Read the definitions.]</p> <p>Perspective is how someone sees or experiences something. Perspective is a literary tool, like dialogue and narration, and lets the reader know from whose experience we are learning more about the story. Perspective, like dialogue, can shift from one character to another. Listen carefully to today's read-aloud for a shift in perspective.</p> <p>Before we start reading today, let's preview a few words we will find in the text.</p> <p>The first word is <u>interfere</u>. Say the word after me. Interfere. [Pause] Interfere is a verb. Interfere means to take part in events of others. Here is an example of this word used in a sentence. The mother tried to interfere with the disagreement between her children.</p> <p><u>Untrodden</u>: Say the word after me. Untrodden. [Pause] Untrodden is an adjective. Untrodden are the places deep into the wood that were off the trail and not walked on. Here is an example of this word used in a sentence. The hikers came upon the untrodden part of the trail.</p> | |

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| <p>Now let's start reading!</p> | |
| <p><u>Teacher Model</u></p> <p>[Show image 1A-5: Mole and Rat on the river talking about the Wild Wood]</p> <p>The title of this chapter, "The Wild Wood." What do you see in this picture? Remember the dialogue between Rat and Mole in lesson one? Let me re-read it to you:</p> <p><i>"What lies over there?" asked the Mole, waving a paw towards a background of woodland that darkly framed the water-meadows on one side of the river.</i></p> <p><i>"W-e-ll," replied the Rat hesitantly, "that's the Wild Wood. We don't go there too often."</i></p> <p><i>"Are there scary creatures there?" Mole asked, trying not to tremble.</i></p> <p><i>"The squirrels are all right," Rat replied. "And 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 him."</i></p> <p><i>"Why, who should interfere with him?" asked the Mole.</i></p> <p><i>"Well, of course, there are others," explained the Rat in a hesitating sort of way.</i></p> <p><i>"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."</i></p> <p>[Point out the Wild Wood on Poster 1 (The Willows Countryside)]</p> <ul style="list-style-type: none"> ● Remember as we read today, listen carefully for seasonal characteristics and think about where the shift in perspective takes place. | <p>Students listen to read aloud.</p> |
| <p>The Wild Wood</p> <p>[Show image 4A-1: Mole unsuccessfully trying to convince Rat to go with him to visit Mr. Badger]</p> | |

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| <p>The Mole had long wanted to meet the Badger, but the Water Rat always had a reason to postpone the occasion.</p> <p>“Badger’ll turn up some day or other,” the Rat would say.</p> <p>“Couldn’t you ask him to dinner?” said the Mole.</p> <p>“He wouldn’t come,” replied the Rat simply.</p> <p>“Well, then, supposing we go and call on <i>him</i>?” suggested the Mole.</p> <p>“O, he wouldn’t like that at <i>all</i>,” said the Rat, quite alarmed.</p> <p>“Besides, he lives in the middle of the Wild Wood.”</p> <p>“Well, supposing he does like it,” said the Mole. “You told me the Wild Wood was all right.”</p> <p>“I know, so it is,” replied the Rat evasively. “But he wouldn’t be at home at this time of year anyhow.”</p> <p>The Mole had to be content with this. Summer had left, taking the warmth and sweet fragrances with it. The autumn and winter days brought cold winds and glistening frost. No one thought about boating, and so with time to ponder, the Mole began to think once more of Badger.</p> <p>In the wintertime the Rat slept a great deal. He retired early and rose late. Consequently, the Mole had plenty of spare time on his hands. One afternoon, while the Rat rested in his armchair before the fire, he decided he would explore the Wild Wood, and perhaps meet Mr. Badger.</p> | |
| <p>Take a moment to think about what you may have learned about Mole and Rat. Jot your thoughts on your character papers. Pause the video if you need more time to think. Pause.</p> <p>When Mole asks Rat to go with him to see Mr. Badger, why do you think Rat wants to postpone the visit or tells Mole evasively that he doesn’t think Mr. Badger is at home? Say your answer out loud. Pause. I know Mr. Badger lives in the Wild Wood, and Rat seems a little uncomfortable about going there. He’d rather Mr. Badger come to visit him.</p> | |

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| <p>How does Rat's sleeping affect Mole? Say your answer out loud. [Pause] I think because Rat is sleeping, Mole has more time to do other things - like explore the Wild Wood.</p> | |
| <p>[Show image 4A-2: Mole sets out on his own to visit Mr. Badger in the Wild Wood]</p> <p>It was a cold, still afternoon when he slipped out of the warm parlor. The country lay bare and leafless around him. The Mole liked the country like this, stripped of its finery. And so, with great cheerfulness of spirit he pushed on towards the Wild Wood.</p> <p>There was nothing to alarm him at first. Then, as his journey progressed, he moved into a shadowy world in which trees crouched nearer and the holes in various tree trunks gaped like hideous mouths. The dusk descended steadily.</p> <p>Then the faces began.</p> <p>It was over his shoulder that he first thought he saw a face. When he turned and confronted it, the thing had vanished.</p> <p>He quickened his pace. He passed another hole, and a little narrow face flashed up.</p> <p>If he could only get away from the holes, he thought, there would be no more faces. He swung off the path and plunged into the untrodden places of the wood. Then the whistling began.</p> <p>Very faint it was, when first he heard it; but somehow it made him hurry forward. Then the pattering began.</p> <p>He thought it was only falling leaves at first. Then as it grew he knew it was the pat-pat-pat of little feet. The Mole began to run. He ran up against things; he fell over things. At last he took refuge in the hollow of an old beech tree. Terrified and exhausted, the Mole lay there trembling.</p> | <p>Students listen to read aloud.</p> |
| <ul style="list-style-type: none"> • Thinking about the author's description of the Wild Wood, how is Mole's perspective changing about the setting? [Pause] | <p>Students a jot list of words and phrases.</p> |

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| <ul style="list-style-type: none"> ● Jot a quick list of words and phrases that describe his reaction. [Pause] I love how the author starts with the phrase “cheerfulness of spirit” and moves to words like: terrified, exhausted, quickened, plunged, and trembling to show us how Mole’s perspective of the Wild Wood is changing. <p>Something in our story is about to change. Think about what it is as we read.</p> | |
| <p>[Show image 4A-3: Rat, realizing Mole has gone to visit Mr. Badger on his own]</p> <p>Meanwhile the Rat, warm and comfortable, dozed by his fireside. It was not until a coal in the fire slipped, and sent up a spurt of flames, that he awoke. He immediately looked round for his companion.</p> <p>But the Mole was not there.</p> <p>He listened for a time. The house seemed very quiet.</p> <p>Then he called “Moly!” several times, and, receiving no answer, got up and went out into the hall.</p> <p>The Mole’s cap was missing from its peg. His Wellington boots were also gone. 2</p> <p>The Rat left the house and found the Mole’s tracks leading straight to the Wild Wood.</p> <p>The Rat stood in deep thought. Then he re-entered the house, strapped a belt round his waist, and shoved a brace of pistols into it. Finally he picked up a stout cudgel and set off for the Wild Wood.</p> | <p>Students listen to read aloud.</p> |
| <ul style="list-style-type: none"> ● At the beginning of the story, from which character’s perspective is the story told? [Pause] It is told from Mole’s perspective ● What is happening in the story when the story changes to Rat’s perspective? [Pause] I realized that Mole is lost and Rat goes looking for him when the perspective changes. | |

[Show image 4A-4: Rat finds Mole in a tree hollow in the Wild Wood]

It was already getting towards dusk when he reached the wood. As he moved among the trees, the Rat looked about for his friend. Here and there wicked little faces popped out of holes, but vanished immediately at the sight of such a well-armed creature.

The Rat called out to his friend for an hour or more, when at last he heard a little answering cry. Guided by the sound, he made his way to an old beech tree with a hole in it. From out of the hole came a feeble voice, saying "Ratty! Is that really you?"

The Rat crept into the hole, and there he found the Mole. "O Rat!" he cried, "I've been so frightened!"

"O, I quite understand," said the Rat soothingly. "We river-bankers hardly ever come here by ourselves. Surely the brave Mr. Toad wouldn't mind coming here by himself, would he?" inquired the Mole.

"Old Toad?" said the Rat, laughing heartily. He wouldn't show his face here alone for anything!"

The Mole was greatly cheered by the sound of the Rat's laughter.

"Now then," said the Rat, "we really must make a start for home."

"Dear Ratty," said the poor Mole, "You *must* let me rest a while longer."

"O, all right," said the Rat, "It's nearly pitch dark now, and there ought to be a bit of a moon later."

So the Mole snuggled down and went to sleep, while the Rat lay, patiently waiting, with a pistol in his paw.

When at last the Mole woke up, the Rat said, "Now then! I'll just take a look outside and see if everything's quiet, and then we really must be off."

Students listen to read aloud.

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| <p>He went to the entrance and put his head out.</p> <p>“What’s up, Ratty?” asked the Mole.</p> <p>“<i>Snow</i> is up,” replied the Rat briefly; “or rather, <i>down</i>.”</p> <p>The Mole came and crouched beside him, and, looking out, saw that a gleaming carpet of fine powder was springing up everywhere.</p> <p>“Well, it can’t be helped,” said the Rat. “We must make a start. The worst of it is, I don’t exactly know where we are. And now this snow makes everything look so very different.”</p> | |
| <ul style="list-style-type: none"> • What central message does this section support? • What in the text makes you think this? [Pause] I noticed Rat goes searching for Mole which supports the central message that friends are loyal. Loyalty to friends can mean you feel a sense of responsibility to help them when they are in need. | |
| <p>[Show image 4A-5: Mole and Rat lost on a snowy night in the Wild Wood]</p> <p>It did indeed. Nevertheless, they set out bravely.</p> <p>An hour or two later, they realized that they were lost. They sat down on a fallen tree trunk to rest.</p> <p>“We can’t sit here very long,” said the Rat. “The snow will soon be too deep for us to wade through.” He peered about him and considered. “Look here,” he went on, “there’s a dell down there in front of us.</p> <p>(A dell is a small, wooded valley, like in the song “The Farmer in the Dell ”)</p> <p>Let’s make our way down into that, and try and find some sort of shelter.”</p> <p>So once more they plodded onward. As they searched for a corner that was dry, the Mole tripped and fell forward on his face.</p> <p>“O my leg!” he cried. “O my poor shin!”</p> | <p>Students listen to read aloud.</p> |

"Poor old Mole!" said the Rat kindly.

"You don't seem to be having much luck today. Let's have a look at the leg."

"I must have tripped over a hidden branch or a stump," said the Mole miserably.

"It's a very clean cut," said the Rat, examining it. "It looks as if it was made by a sharp edge of something made of metal."

"Well, never mind what done it," said the Mole, forgetting his grammar in his pain. "It hurts just the same, whatever done it."

But the Rat, after carefully tying up the leg with his handkerchief, was busy scraping in the snow. He scratched and shoveled while the Mole waited impatiently.

Suddenly the Rat cried, "Hooray!"

"What *have* you found, Ratty?" asked the Mole.

"Come and see!" said the delighted Rat.

The Mole hobbled up to the spot and had a good look.

"Well," he said at last, slowly, "I see it right enough. A door-scraper! Well, what of it?" (A door-scraper is a small metal frame located near a front door, on which people can scrape the mud off their shoes before entering a house.)

"But don't you see what it *means*?" cried the Rat.

"Of course I see what it means," replied the Mole. "It means that some *very* careless person has left his door-scraper lying about in the middle of the Wild Wood!"

"O, dear!" cried the Rat, in despair. "Here, stop arguing and come and dig!" And he set to work again and made the snow fly in all directions.

After some further effort a very shabby doormat lay exposed to view.

"There, what did I tell you?" exclaimed the Rat.

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| <p>“Absolutely nothing,” replied the Mole, with perfect truthfulness.</p> <p>“You seem to have found another piece of domestic litter.”</p> <p>“Do—you—mean—to—say,” cried the excited Rat, “that this doormat doesn’t tell you anything?”</p> <p>“Really, Rat,” said the Mole. “Who ever heard of a doormat telling anyone anything? They simply don’t do it. Doormats know their place.”</p> <p>“Now look here, you—you thick-headed beast,” replied the Rat, really angrily. “Keep digging if you want to sleep dry and warm tonight!”</p> | |
| <p>[Show image 4A-6: At long last at Mr. Badger’s front door]</p> <p>The Rat, using his cudgel, attacked a snowbank with great ferocity. The Mole scraped busily, too. Some ten minutes later, the Rat’s cudgel struck something that sounded hollow. He called the Mole to come and help him. Before long their efforts were rewarded.</p> <p>For there in the side of a snowbank stood a little door. An iron bell-pull hung by the side. Below the bell, on a small brass plate, were the moonlit words <i>Mr. Badger</i>.</p> <p>The Mole fell backwards on the snow. “Rat!” he cried, “you’re a wonder! You knew that if there was a door-scraper there was bound to be a doormat. If I only had your head, Ratty—”</p> <p>“But as you haven’t,” interrupted the Rat. “I suppose you’re going to sit on the snow all night and <i>talk</i>? Get up at once and hang onto that bell-pull while I hammer!”</p> <p>Do you think Mr Badger is at home? We’ll find out in the next read-aloud!</p> | <p>Students listen to read aloud.</p> |
| <p><u>Guided Practice</u></p> <ul style="list-style-type: none"> • Which season is this chapter set in and how do you know? [Pause] It is winter because it is cold and snowy, and Mole is wearing winter clothes. | |

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| <p>We've been talking about the central message about how friends are loyal and how character actions and words demonstrate loyalty to their friends in different ways.</p> <p>Today, we talked specifically about how friends might feel a sense of responsibility toward helping their friends when they are in trouble.</p> <ul style="list-style-type: none">● What are some additional examples of how Mole and Rat demonstrated loyalty to one another in this section we have not already discussed? [Pause] Some other examples I thought of are: Rat letting Mole rest; Rat bandaging Mole's leg; Mole helping Rat dig to find the doormat.● We also read today about an example of an irresponsible choice Mole made. What would be examples of some of these irresponsible actions? [Pause] An example that popped into my mind is when Mole takes off for the Wild Wood all by himself and without knowing his way. | |
| <p><u>Independent Practice</u></p> <p>Today, Mole's perspective of the Wild Wood changed.</p> <ul style="list-style-type: none">● Pretend you are mole.● Create a poster warning other animals about the Wild Wood.● Think about the words the author used to help you understand the change in perspective and how the author's choices might affect the words and pictures you choose for your poster.● Have fun and get creative with your posters. I wish I could see what you create! | |
| <p><u>Closing</u></p> <ul style="list-style-type: none">● I enjoyed learning about character perspectives 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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