

PBS Lesson Series

ELA: Grade 3, Lesson 2, Classic Tales: The Wind in the Willows

Lesson Objective: Students will be able to determine character perspectives

Practice Focus: Central Message and Character Perspectives

Today, we will read Chapter 2 the River Bank Part II and students will determine the characters' perspective from dialogue found in the text.

TN Standards: 3.RL.KID.2, 3.RL.CS.6

Teacher Materials:

- Teacher Packet for Grade 3, Lesson 2
- Chart paper for writing during the lesson
- Choose a passage from the text containing both narration and dialogue, and copy it onto chart paper, a chalkboard, or a whiteboard. This will be used during the opening.
- Sheet of paper to model a T chart for the independent practice.
- Chart paper with these definitions:
 - Dialogue is one way an author can describe a person, place, or thing; or give the reader information in a story.
 - Narration is the part of the story that tells what is happening and does not have quotation marks around it.
 - Perspective is how someone sees or experiences something.

Student Materials:

- Papers from previous lesson
- 5 new sheets 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 second 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>In the previous lesson we began reading the classic children's story <i>The Wind in the Willows</i>. Today you will need your papers from the previous lesson about Mole and Rat and you will need 5 more pieces of paper.</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</p>	

<p>more fun if you first go back and watch our other lessons since we'll be talking about things we learned previously.</p> <p>Ok, let's begin!</p>	
<p><u>Intro</u></p> <p>Before we dive into the text, let's discuss a few words we will see in our text today.</p> <p><u>Perspective</u>: Say the word after me. Perspective. [Pause] This word is a noun. Perspective is how someone sees or experiences something. Here is an example of how to use this word in a sentence. Her perspective changed after talking to her friends.</p> <p><u>Weir</u>: Say the word after me. Weir. [Pause] Weir is a noun. Weir is a small dam in a river or stream. Here is an example of how to use this word in a sentence. Small animals created a weir using sticks in the stream.</p> <p><u>Spontaneous</u> :Say the word after me. [Pause] Spontaneous. Spontaneous is an adjective. Spontaneous means having said or done without having been planned. Here is an example of how to use this word in a sentence. The group broke out in spontaneous laughter.</p> <p>Great, now let's take a moment and think about what we read yesterday.</p> <p>Here is what I remember: [Use the flip cards as you recap]</p> <p>Mole grows weary of spring-cleaning and leaves his burrow to go above ground. He meanders along the river and meets Water Rat. Water Rat tells Mole about life on the river as Rat rows along the river. Mole learns about life on the river from speaking to Rat.</p> <ul style="list-style-type: none">• What do we call the part of a story where the characters speak to one another? [Pause] Hopefully, you remembered from yesterday that it is called dialogue. Dialogue is one way an author can describe a person, place, or thing, or give the reader information in a story. [Point to chart]• Hmm... when you are reading a story by yourself, how do you know when you are reading dialogue? Dialogue has quotation marks.	

[Draw quotation marks on the chart paper]

- Do you know the name for the part of the story that tells what is happening and does not have quotation marks around it? [Pause] It is called narration.

Narration and dialogue are two literary tools, or two ways the author tells a story. [Point to chart]

- What was the setting of the previous read-aloud? [Pause] It was Mole's house and the river.
- Through whose eyes do we first discover the river bank? [Pause] We first see it through Mole's eyes. The author tells us Mole is in awe of the river.

This is called perspective.

- We learned about this word earlier. Let's say it again. Repeat the word perspective after me. Perspective. [Pause] Again, perspective is how someone sees or experiences something. [Point to chart]

In fictional stories, perspective is another literary tool, like dialogue and narration, that lets the reader know from whose experience the scene of the story is mainly being described.

Like dialogue, perspective can shift from one character to another as a way of telling more about the story.

It is in Mole's house and with his actions and dialogue that the entire story begins, and that is from Mole's perspective that the reader first hears about the aboveground world and the river bank.

Today, you will be introduced to three new animal characters, an otter, a badger and a toad.

- Go ahead and label one of your pieces of paper Otter, a second piece Badger, and the third piece Toad. We will use these same pieces throughout the story and add to them as we go.

[Show students Image Card 8 (Otter)]

<p>Adult otters are animals around twenty-five to thirty-five inches in length, not including their tail, which can be fourteen to eighteen inches long. Otters live in and around the water. Like badgers, otters also belong to the weasel family. Otters are playful creatures, and great swimmers. They are semiaquatic (meaning they spend time in and out of water), like water rats. They have brownish fur on their backs; cream-colored bellies; long, strong necks; webbed feet; and a long, flattened tail. They live in burrows that they dig into river banks, or in hollowed-out trees near rivers, streams, or ponds. Otters eat fish, shellfish, birds, insects, and frogs. Otters have backbones. Their skeletons are inside their bodies. They're warm-blooded mammals. Their babies are born alive, and their mothers feed them milk from their own bodies.</p> <p>Let's get started.</p>	
<p><u>Teacher Model</u></p> <p>The River Bank, Part II</p> <p>[Show image 2A-1: Mole and Rat's Picnic]</p> <p>Leaving the main stream, they now passed into what seemed like a little land-locked lake. Green grass sloped down to either edge; brown, snaky tree roots gleamed below the surface of the quiet water. Ahead of them could be heard the foamy tumble of a weir with a restless dripping mill wheel attached to a mill house.</p> <p>(A weir is a type of dam or structure that holds water back. A mill is a building that contains machinery for grinding wheat into flour.)</p> <p>The scene was so beautiful that the Mole could only hold up both forepaws and gasp, "O my!"</p> <p>The Rat brought the boat alongside the bank and tied it up. Then he helped the still awkward Mole safely ashore, and swung out the luncheon basket. The Mole asked to be allowed to unpack it all by himself. The Rat was very pleased to indulge him. Mole excitedly shook out the tablecloth and spread it. Then one by one he took out the mysterious packets and carefully arranged them, still gasping, "O my! O my!"</p>	<p>Students listen to read aloud.</p>

<p>When all was ready, the Rat said, “Eat up, old fellow!” and the Mole, who had started his spring cleaning at a very early hour, and had not eaten since then, eagerly set to work.</p> <p>“What are you looking at?” said the Rat presently, when the edge of their hunger was somewhat dulled, and the Mole’s eyes were able to wander off the tablecloth.</p> <p>“I am looking,” said the Mole, “at a streak of bubbles that I see traveling along the surface of the water.”</p> <p>“Bubbles? Oh!” said the Rat cheerily.</p> <p>A broad glistening muzzle showed itself above the edge of the bank, and the Otter hauled himself out and shook the water from his coat.</p> <p>“Greedy beggars!” he observed. “Why didn’t you invite me, Ratty?”</p> <p>“This was a spontaneous affair,” explained the Rat. “By the way, meet my friend Mr. Mole.</p> <p>“Proud, I’m sure,” said the Otter, and the two animals were friends forthwith.</p> <p>“Such a rumpus everywhere!” continued the Otter. “The entire world seems to be out on the river today. I came up this backwater to try to get a moment’s peace, and then stumbled upon you fellows!”</p>	
<p>We met a new character in this section.</p> <ul style="list-style-type: none"> • Take a moment to think about what you may have learned already about Otter. • Jot your thoughts on your Otter paper. • You can also add anything new to your Mole and Rat papers . Pause the video if you need more time to think. [Pause] 	<p>Students jot their thoughts on their character papers</p>
<p>[Show image 2A-2: Otter and Badger]</p> <p>At that moment, there was a rustling sound behind them. It seemed to come from a hedge wherein last year’s leaves still</p>	<p>Students listen to read aloud.</p>

<p>clung. Seconds later, a stripy head, with high shoulders, peered out from within.</p> <p>“Come on, old Badger!” shouted the Rat.</p> <p>The Badger trotted forward, then grunted, “H’m! Company,” and turned his back and disappeared from view.</p> <p>“That’s <i>just</i> the sort of fellow he is!” observed the disappointed Rat. “Simply hates society! Now we shan’t see any more of him today. Well, tell us, <i>who’s</i> out on the river?”</p> <p>“Toad’s out, for one,” replied the Otter. “In his brand new wagger- boat; new togs (or special clothes), new everything!”</p> <p>The two animals looked at each other and laughed.</p> <p>“Once, it was nothing but sailing,” said the Rat, “Then he tired of that and took to punting.</p> <p>(boating in a flat-bottom boat in shallow water using a pole to push the boat along)</p> <p>Nothing would please him but to punt all day. Last year it was houseboating, and we all had to go and stay with him in his houseboat, and pretend we liked it. It’s all the same, whatever he takes up; he gets tired of it, and starts on something fresh.”</p> <p>“Such a good fellow, too,” remarked the Otter reflectively: “But no stability, especially in a boat!”</p>	
<p>Mole learns about Toad through dialogue between Rat and Otter.</p> <ul style="list-style-type: none"> What words can you use to describe Toad? [Pause] Yes, some words you might have said are easily bored, a good fellow, and no stability. 	
<p>We met two new characters in this section, Badger and Toad.</p> <ul style="list-style-type: none"> Take a moment to think about what you may have learned already about Badger or Toad. Jot your thoughts on your Badger and Toad paper. You can also add anything new to your Mole, Rat and Otter paper. Pause the video if you need more time to think. [Pause] 	<p>Students jot thoughts on their character papers.</p>

[Show image 2A-3: Toad on the river]

From where they sat they could get a glimpse of the main stream across the island that separated them; and just then a wicker-boat flashed into view. The rower was a short, stout figure, who was splashing badly and rolling a good deal, but working his hardest. The Rat stood up and hailed him. However Toad, for it was he, shook his head and concentrated on the task at hand.

"He'll be out of the boat in a minute if he rolls like that," said the Rat.

"Of course he will," chuckled the Otter. "Did I ever tell you that good story about Toad and the lock-keeper?"

(A lock-keeper is the person in charge of lifting or lowering the gates as the boat travels up or down.)

"The story happened this way," Otter continued. "Toad—"

At that moment a mayfly swerved unsteadily on the gentle spring breeze toward Otter. There was a swirl of water and a "cloop!" and the mayfly was visible no more. Neither was the Otter.

The Mole looked down. The voice was still in his ears, but the grass whereon he had sprawled was clearly vacant. Not an Otter to be seen.

But again there was a streak of bubbles on the surface of the river.

The Rat hummed a tune, and the Mole remembered that it was considered rude to make any sort of comment about the sudden disappearance of one's friends.

"Well, well," said the Rat, "I suppose we ought to be moving. I wonder which one of us should pack the luncheon basket?" He did not sound overly eager to do it himself.

"O, please let me," said the Mole. So, of course, the Rat let him.

The afternoon sun was getting low as the Rat sculled gently homewards. The Mole was very full of lunch, and self-satisfaction, and already quite at home in a boat (or so he

<p>thought). He was, however, getting a bit restless, and presently he said, “Ratty! Please, I want to row, now!”</p> <p>The Rat shook his head with a smile. “Not yet, my young friend,” he said. “Wait till you’ve had a few lessons.”</p> <p>The Mole was quiet for a minute or two. But he began to feel more and more jealous of Rat. Suddenly he jumped up and seized the sculls (or oars) from him. Rat, who had been gazing out over the water, was taken by surprise. He fell backwards off his seat. The triumphant Mole took his place and grabbed the sculls with much confidence.</p> <p>“Stop it, you <i>silly!</i>” cried the Rat, from the bottom of the boat. “You’ll have us over!”</p>	
<ul style="list-style-type: none"> • Take a moment and think - Why does Mole suddenly jump up and seize the sculls, or oars? Write your answer on your paper. [Pause] Here is what I was thinking: Mole is jealous and prideful for a moment and wants to show Rat that he can row just as well. • What did Rat mean when he said in his dialogue, “You’ll have us over!” How does this help us understand Rat’s perspective of the situation? Say your answer out loud. [Pause] Here is what I was thinking: Rat is afraid that Mole turn the boat over. From Rat’s perspective, Mole does not have enough experience to row the boat. 	<p>Students write answers on last unused piece of paper and say answers aloud when prompted.</p>
<p>[Show image 2A-4: Mole overturns the boat]</p> <p>The Mole flung his sculls back with a flourish, and made a great dig at the water. He missed the surface altogether, his legs flew up above his head, and he found himself lying on top of the Rat. Greatly alarmed, he made a grab at the side of the boat, and the next moment—Sploosh!</p> <p>(The word <i>sploosh</i> is an example of onomatopoeia [on-uh-maht- uh-pee-uh] Onomatopoeia is a technique that uses words to imitate sounds.)</p> <p>Over went the boat, and Mole found himself struggling in the river.</p> <p>O my, how cold the water was, and O, how <i>very</i> wet it felt. How it sang in his ears as he went down, down, down! How</p>	<p>Students listen to read aloud.</p>

<p>bright and welcome the sun looked as he rose to the surface coughing and spluttering! How black was his despair when he felt himself sinking again! Then a firm paw gripped him by the back of his neck. It was the Rat, and he was laughing.</p> <p>The Rat got hold of a skull and shoved it under the Mole's arm. Then he did the same by the other side of him and, swimming behind, propelled the helpless animal to shore.</p> <p>When the Rat had rubbed him down, and wrung some of the wet out of him, he said, "Now, then, old fellow! Trot up and down till you're warm and dry again, while I dive for the luncheon basket."</p> <p>So the dismal Mole, wet without and ashamed within, trotted about till he was fairly dry, while the Rat plunged into the water again. He recovered the boat, fetched his floating property, and finally dived successfully for the luncheon basket.</p>	
<ul style="list-style-type: none"> ● Think about the actions of Mole and Rat in these last two sections. Take a moment to think about how their actions help you understand them more about them. ● Jot your thoughts on your Mole and Rat paper. Pause the video if you need more time to think. 	<p>Students jot thoughts on character papers.</p>
<p>[Show image 2A-5: At Rat's home before the hearth]</p> <p>When they got home, the Rat made a bright fire in the parlor. He planted the Mole in an armchair in front of it. He fetched down a dressing gown and slippers for him, and told him river stories till supper-time.</p> <p>Supper was a most cheerful meal. Shortly afterwards, a sleepy Mole had to be escorted (or helped) upstairs by his host, to the best bedroom. There he laid his head on his pillow in great peace and contentment. This was just the beginning of their friendship and time together on the river.</p>	<p>Students listen to read aloud.</p>
<ul style="list-style-type: none"> ● Is Rat angry with the dejected Mole? ● How do you know? Say your answer out loud. [Pause] I was thinking: No, Rat is laughing as he helps Mole to safety; Rat speaks cheerily to Mole after the incident; 	<p>Students say answers aloud or jot thoughts on their paper as directed.</p>

<p>Rat arranges for Mole to come to his house; Rat escorts Mole to his best bedroom.</p> <ul style="list-style-type: none"> • Do we learn this through dialogue or narration? [Pause] We learn this through narration in this section. • Think about the actions of Rat in this section. Jot some additional thoughts on your Rat paper. [Pause] the video if you need more time to think. 	
<p>Guided Practice Let's think a little more about the part of <i>Wind in the Willows</i> we read today. Today we added 3 new characters: Otter, Toad and Badger.</p> <ul style="list-style-type: none"> • Are Otter, Toad, and Badger the main characters of this story so far, or are Water Rat and Mole still the main characters? • Pick up the pieces of paper who were the main characters today. [Pause] <p>I hope you picked up Rat and Mole. They are still the main characters.</p> <p>Remember perspective is the experience/eyes of the character through which a part of the story is told.</p> <ul style="list-style-type: none"> • From whose perspective is today's read-aloud told? • Pick up the character's paper. [Pause] I hope you picked up Mole's paper. Today was told from his perspective. • Have you ever heard anyone say "let bygones be bygones"? [Pause] • What words do you hear in the word bygones? [Pause] (by and gone) A bygone is something that has already happened, something that has already gone by. This is a proverb that means one should forget about past events that may have caused bad feelings. • How do Rat's actions express this saying? Say your answer out loud. [Pause] I remember that when Mole and Rat are back in the boat, and Mole is apologizing for his behavior, Rat says to Mole, "Don't you think any more about it." Instead of saying, "Don't you think any more about it," Rat could have said to Mole, "Let bygones be bygones." Rat is no longer thinking of the trouble Mole caused. He prefers to focus on their friendship and forgive Mole. 	<p>Students will pick up the character papers that correspond to the answer to the question.</p>

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<ul style="list-style-type: none">● As we continue listening to the rest of this story over the next couple of weeks, be on the look-out for ways characters “Let bygones be bygones.”● Try to find other opportunities to use this saying in your lives.	
<p><u>Independent Practice</u></p> <p>For today’s practice, I want you to think:</p> <ul style="list-style-type: none">● How do Rat and Mole demonstrate friendship?● Make a T-Chart on a new piece of paper with Rat on the top of one side and Mole on the top of the other. [Demonstrate the T-chart]● Make a list of things each character has said or done so far that demonstrates friendship.	
<p><u>Closing</u></p> <ul style="list-style-type: none">● I enjoyed learning about central message and 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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