

PBS Lesson Series

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

Lesson Objective: Students will understand sequence of events and central message

Practice Focus: How character actions contribute to the sequence of events and central message

Today, we read Chapter 3: The Open Road and students will determine how the actions of the main character reveal the central message of the text.

TN Standards: 3.RL.KID.2; 3.RL.KID.3

Teacher Materials:

- Grade 3, Lesson 3 Teacher Packet
- Definition chart from previous day. Add the definition for central message:
 - A central message is a broad idea that comes up many times over the course of a story or book.
- Chart to explain the daily task. One column of events and one column of central messages:
 - Events
 - Mole flipping the boat
 - Mole and Rat's decision to go with Toad
 - The reactions of the characters to the wreck
 - Central messages
 - Friends are loyal
 - Take responsibility for your actions

Student Materials:

- Character papers from previous lessons, one blank piece of paper, pencil

Teacher Do	Student Do
<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 third 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>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 seen 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> <p>For today's lesson, you will need your character papers from our previous lessons, and one new piece of paper and something to write with.</p>	

Ok, let's begin!

Intro

Through the story we've been reading, we have learned about the literary tool of perspective. [Briefly review the literary tools of dialogue, narration, and perspective by pointing to your chart from lesson 2 and reading each definition]

- Those of you that were able to be with us last time, I asked you to think about the question: How do Rat and Mole demonstrate friendship? Also, I asked you to make a T-Chart where you listed things each character has said or done so far that demonstrates friendship.
- Pull out your chart. See if you listed the same things I was thinking.
- Put a check by the ones we have the same. Here is what I thought:
 - Rat: he takes Mole on a boat ride and picnic; he introduces Mole to his friends; he does not get angry when Mole overturns the boat; and he invites Mole to his home.
 - Mole: he is a nice companion for the day; he packs up the picnic basket; he does grab the oars from Rat, which might be something a friend would not do; Mole is grateful for Rat's forgiveness when Mole overturns the boat; and Mole stays with Rat.

- Let's think about some of the plot, or events, from the previous read-alouds.
- [Quickly review some of the flip book images of the first two read-alouds to help students' recall.]
- Mole grows weary of spring cleaning and leaves his burrow to go aboveground; 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 and Rat go boating and have a picnic; they meet Otter, and see Badger and Toad; Mole overturns the boat; Mole stays with Rat.

Over the next few days, we will be learning about the central messages in *The Wind in the Willows*. You may have already studied about the central messages from other texts. A central message is a broad idea that comes up many times

<p>over the course of a story or book. Central messages are another part of fiction writing, like characters, setting, and plot, which the author uses to help to guide the story.</p> <p>There are many recurring central messages in <i>Wind in the Willows</i>. This means that the messages repeat again and again in the story.</p> <p>Can you think of any example of the central message that friends forgive each other so far in <i>The Wind in the Willows</i>? It makes me think of the time when Rat rescues Mole from the river and then forgives Mole for overturning his boat. Rat “let bygones be bygones.” As we read we will be thinking about what other central messages we can find.</p> <p>Today’s chapter is: “The Open Road”. [Point out the roads on the map (The Willows Countryside)] Today’s read-aloud will take place here.</p> <p>Let’s preview three vocabulary words found in the text we are about to read.</p> <p>The first word is <u>cautiously</u>. Say the word after me. Cautiously. [Pause] The word cautiously is an adverb. Cautiously means to act in a way that avoids an problems or dangers. Here is an example of how to use this word in a sentence. The father drove cautiously in the rain.</p> <p><u>Splendid</u>: Say the word after me. Splendid. [Pause] Splendid is an adjective. Splendid means wonderful and very impressive. Here is an example of how to use this word in a sentence. The room looked splendid with all the flowers and decorations.</p> <p><u>Diplomatically</u>: Say the word after me. Diplomatically. [Pause] Diplomatically is an adverb. Diplomatically means dealing with others in a way to achieve peace. Here is an example of how to use this word in a sentence. She diplomatically responded to her friend to avoid getting in a disagreement.</p>	
<p>Teacher Model The Open Road</p> <p>[Show image 3A-1: Rat writes duck-inspired poetry]</p>	<p>Students listen to read aloud</p>

"Ratty," said the Mole suddenly, one bright summer morning, "I want to ask you a favor."

The Rat was sitting on the river bank, singing a little song called "Ducks' Ditty" that he had just composed.

All along the backwater,

Through the rushes tall,

Ducks are a-dabbling,

Up tails all!

Ducks' tails, drakes' tails,

Yellow feet a-quiver,

Yellow bills all out of sight

Busy in the river!

Everyone for what he likes!

We like to be

Heads down, tails up,

Dabbling free!

"I don't know if I like that song, Rat," said the Mole cautiously.

"Nor do the ducks," replied the Rat.

"Ratty," began the Mole again. "What I wanted to ask was, won't you take me to call on (or visit) Mr. Toad? I've heard so much about him."

"Why, certainly," said the good-natured Rat. "Get the boat out. It's never the wrong time to call on Toad!"

"He must be a very nice animal," observed the Mole, as he got into the boat and took the sculls.

<p>“He is indeed the best of animals,” replied Rat as they set off to visit the distinguished Mr. Toad.</p> <p>Before long, as they were rounding a bend in the river, they came in sight of an elegant, old, red brick house, with well-kept lawns reaching down to the water’s edge.</p> <p>“There’s Toad Hall,” said the Rat; “and that creek on the left, where the notice-board says ‘Private’ leads to his boathouse, where we’ll leave the boat. The stables are over there to the right. That’s the banqueting hall you’re looking at now. Toad is rich, you know.”</p>	
<ul style="list-style-type: none"> ● Take a moment to think about what you may have learned about Toad through the dialogue between Mole and Rat. ● Jot your thoughts on your Toad paper. You can also add anything new to your Mole and Rat papers . Pause the video if you need more time to think. [Pause] ● A couple of things I would add to my papers are: Toad is rich, nice and welcoming. Rat is good-natured. ● What season is the story in now? ● What does that tell us about Rat and Mole’s friendship? [Pause] Because the story started in spring and now it is summer, I know they have been friends for a while now. ● Remember yesterday when Mole turned over the boat and Rat “Let bygones be bygones” instead of getting angry with Mole? How might the events have been different if Rat reacted differently? 	<p>Students jot their thoughts on character papers.</p>
<p>[Show image 3A-2: Mr. Toad at home]</p> <p>They glided up the creek, and into the shadow of a large boathouse. There they disembarked, and went in search of Toad. They found Toad resting in a wicker garden chair, with a large map spread out on his knees.</p> <p>“Hooray!” he cried, jumping up on seeing them. “This is splendid!” He shook the paws of both of them warmly. “I was</p>	<p>Students listen to read aloud.</p>

<p>just going to send a boat down the river for you, Ratty. I need your help,” said Toad.</p> <p>“It’s about your rowing, I suppose,” said the Rat.</p> <p>“O, pooh! Boating!” interrupted the Toad. “I’ve given that up. Now come with me dear friends, I have something to show you!”</p>	
<ul style="list-style-type: none"> • Take a moment to think about what you may have learned about Toad through the dialogue between Mole and Rat. • Jot your thoughts on your Toad paper. • You can also add anything new to your Mole and Rat papers . Pause the video if you need more time to think. [Pause] • I noticed through dialogue that Toad is happy to see Mole and Rat which makes him welcoming and that Toad has given up boating. 	<p>Students jot thoughts on character papers.</p>
<p>[Show image 3A-3: Mr. Toad’s canary-colored caravan]</p> <p>He led the way to the stable yard and there they saw a gypsy caravan (or a line of traveling people), shining with newness and painted a canary-yellow and green.</p> <p>“There you are!” cried the Toad. “There’s real life for you. The open road, the dusty highway! This is the very finest cart of its sort. Come inside and take a look!”</p> <p>The Mole was tremendously excited, and followed him eagerly up the steps and into the caravan. The Rat refused to follow.</p> <p>It was indeed very compact and comfortable. There were sleeping bunks, a little table that folded up, a cooking stove, a birdcage with a bird in it, and a variety of pots and pans.</p> <p>“All complete!” said the Toad, triumphantly, pulling open a cupboard to reveal a variety of tasty treats. “We are ready to set off this afternoon.”</p> <p>“I beg your pardon,” said the Rat slowly, “but did I overhear you say something about ‘we,’ and ‘set off,’ and ‘this afternoon’?”</p>	

<p>“Now, Ratty,” said Toad, “don’t begin talking in that sniffy sort of way. I can’t manage without you. You surely don’t mean to stick to your dull old river all your life.”</p> <p>“I’m not coming,” said the Rat. “And I <i>am</i> going to stick to my old river. And what’s more, Mole’s going to stick to me, aren’t you, Mole?”</p> <p>“Of course I am,” said the Mole, loyally. “All the same, it sounds as if it might have been fun!” he added, wistfully.</p>	
<ul style="list-style-type: none"> ● Think about what just happened here. Rat speaks for Mole when he tells Toad, “Mole’s going to stick to me.” Why would Rat say this? [Pause] ● I think Rat would say that because the author has demonstrated through the dialogue and through the narration that Rat and Mole are friends and friends stick together. 	
<p>[Re-read section of the text]</p> <p>“Of course I am,” said the Mole, loyally. “All the same, it sounds as if it might have been fun!” he added, wistfully.</p> <ul style="list-style-type: none"> ● Does Mole respond the way Rat thought he would? ● The author uses a word to describe the way Mole responds. He says he responds loyally. ● Why would the author choose to add this word and not just say... said the Mole? [Pause] ● Adding the words loyally and wistfully lets the reader know how Mole responds; it gives more detail. 	
<p>The Rat saw that the Mole was disappointed. He hated disappointing people. Toad was watching both of them closely.</p> <p>“Come along in, and have some lunch,” he said, diplomatically, “and we’ll talk it over. We needn’t decide anything in a hurry.”</p> <p>During luncheon Toad spoke enthusiastically of the joys of the open road. So much so, that the Mole could hardly sit still in his chair. Before long, unable to disappoint his friends, the Rat had agreed to go.</p>	
<ul style="list-style-type: none"> ● How do Rat and Mole each demonstrate loyalty to each other? ● Jot your ideas on a piece of paper. [Pause] ● I noticed that Mole is loyal to Rat when he agrees with Rat; Rat doesn’t like to disappoint his friends and agrees to go even though he doesn’t want to go. 	<p>Students jot thoughts.</p>

<p>[Show image 3A-4: Heading for the open road]</p> <p>When they were ready, Toad led his companions to the paddock (or small field) to capture the old grey horse. For his part, the old grey horse did not want to be captured. Eventually though, the horse was caught and harnessed, and they set off.</p> <p>It was a golden afternoon. The smell of the dust they kicked up was rich and satisfying.</p> <p>Late in the evening, they drew up on a remote common (a piece of land owned by many people and open to the community), turned the horse loose to graze, and ate their simple supper sitting on the grass.</p> <p>At last they turned in to their little bunks in the cart. Toad sleepily said, "Well, good night, you fellows! This is the real life for a gentleman!"</p> <p>After so much open air the Toad slept very soundly, and no amount of shaking could rouse him next morning. So the Mole and Rat set to work. The Rat saw to the horse, and lit a fire, while the Mole trudged off to the nearest village for milk and eggs. The hard work had all been done by the time Toad appeared.</p> <p>They had a pleasant ramble that day along narrow by-lanes, and camped as before, on a common. This time the two guests made sure that Toad did his fair share of the work. As a result, when the time came for starting next morning, Toad was no longer singing the praises of the open road.</p> <p>Their way lay, as before, along narrow country lanes, and it was not till the afternoon that they encountered their first main road. There disaster struck. For, as they strolled and chatted, from far behind them an unfamiliar sound could be heard. Glancing back, they saw a small cloud of dust advancing on them. From out of the dust a faint "Pup-pup!" sounded. Ignoring this strange vision, they turned to resume their conversation. Then, in an instant, the peaceful scene was changed. A blast of wind and a whirl of sound caused them to jump out of the road! The "pup-pup" sound rang out once more.</p>	<p>Students listen to read aloud.</p>
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<ul style="list-style-type: none"> • What's an onomatopoeia again? Like <i>splloosh</i>, <i>pup-pup</i> is another example of this technique. • Take a moment to think about what you may have learned about Toad, Mole, and Rat. • Jot your thoughts on your character papers. Pause the video if you need more time to think. [Pause] 	<p>Students jot thoughts on character papers.</p>
<p>[Show image 3A-5: The motorcar]</p> <p>As this sound rang out, they glimpsed a magnificent motorcar with its pilot hugging the wheel. This splendid vehicle flung a cloud of dust in their direction and then was gone.</p> <p>At the sight and sound of this vehicle, the old grey horse reared and backed towards a ditch. Before long, the canary-yellow and green colored cart lay on its side.</p> <p>The Rat danced up and down in the road. "You villains!" he shouted, shaking both fist.</p> <p>While Rat was shaking his fists, the Toad sat straight down in the middle of the dusty road and murmured, "Pup-pup!"</p> <p>For his part, the Mole was busy trying to quiet the horse. Then he went to look at the cart, on its side in the ditch.</p> <p>The Rat came to help him, but to no avail. "Hi! Toad!" they cried. "Come and help us!"</p> <p>The Toad did not reply, so they went to see what was the matter. They found him in a sort of a trance, his eyes still fixed on the dusty road</p> <p>The Rat shook him, "Are you coming to help us, Toad?" he demanded.</p> <p>"Wonderful sight!" murmured Toad. "The <i>real</i> way to travel!"</p> <p>"O <i>stop</i> being a fool, Toad!" cried the Mole.</p> <p>"And to think I never <i>knew</i>!" continued the Toad. "But now that I do, what dust clouds shall soon spring up behind me!"</p> <p>"What are we to do with him?" asked the Mole of the Rat.</p>	<p>Students listen to read aloud.</p>

<p>“Nothing at all,” replied the Rat firmly. “You see, I know him too well. He is now possessed. Never mind him. Let’s go and see what there is to be done about the cart.”</p> <p>A careful inspection showed them that the cart was in a hopeless state.</p> <p>The Rat knotted the horse’s reins over his back and took him by the head, carrying the bird cage in the other hand. “Come on!” he said grimly to the Mole. “It’s five or six miles to the nearest town, and we shall just have to walk.”</p> <p>“But what about Toad?” asked the Mole anxiously. “O, <i>bother</i> Toad,” said the Rat. “I’ve done with him!”</p>	
<ul style="list-style-type: none"> • How are Mole and Rat demonstrating about responsibility? • What in the text leads you to a central message? [Pause] I think a central message here is that you should take responsibility for your actions. Mole and Rat realize that they need to take care of the wreck. 	
<p>[Show image 3A-6: Mole, Rat, and Toad regroup]</p> <p>They had not proceeded very far on their way, however, when there was a pattering of feet behind them, and Toad caught them up.</p> <p>“Now, look here, Toad!” said the Rat sharply. “As soon as we get to the town, you’ll have to go straight to the police station to lodge a complaint. And then you’ll have to make arrangements to have the cart mended.”</p> <p>“Police station! Complaint!” murmured Toad. “Me, <i>complain</i> of that heavenly vision that has saved me! <i>Mend the cart!</i> I’ve done with carts forever!”</p> <p>The Rat turned from him in despair. “You see!” he said to the Mole, addressing him across Toad’s head. “He’s quite hopeless.”</p> <p>On reaching the town they left the horse at a stable, and gave what directions they could about the cart. They went home by train and escorted Toad to his house. Then they got</p>	<p>Students listen to the read aloud.</p>

<p>out their boat from the boathouse, and set off for home.</p> <p>The following evening the Mole was sitting on the bank fishing, when the Rat, who had been chatting to friends, came strolling along to find him. “Heard the news?” he said. “Toad went up to town and ordered a large and very expensive motorcar.”</p>	
<p><u>Guided Practice</u></p> <ul style="list-style-type: none"> • What central messages did you hear in today’s read-aloud? • How do the characters demonstrate the central message? • Take a minute to jot your ideas down on paper. [Pause] <p>Here are ones that I thought about: Friends are loyal to each other. In the text, Rat takes Mole to call on Toad; and Rat agrees to travel with Toad because he worries about Toad traveling on his own, and he does not want to disappoint Mole.</p> <p>Another central message I am seeing might be Take responsibility for your actions. Rat and Mole take care of the work on the trip; Rat and Mole take care of the wrecked caravan, the horse, and Toad after the car incident.</p> <ul style="list-style-type: none"> • Compare and contrast Toad’s reaction with Mole’s and Rat’s after they all see the motorcar and the caravan wrecks. • How do their reactions to the wreck contribute to what happens next? Say your thoughts out loud. [Pause] <p>When I thought about the characters’ reactions, Toad’s state is dream-like, spellbound, and fascinated. He’s possessed and practically in a trance, and isn’t even worried or upset about the state of the wrecked caravan. Toad seems ready to walk away from the wreck without doing anything about it. Rat and Mole are upset, frustrated, and angry at Toad because he doesn’t seem to care about the wreck the motorcar has made of his caravan, or how their trip is ruined.</p> <p>Rat and Mole feel a sense of responsibility to take care of the horse and the wrecked caravan, as well as help take care of Toad. Toad behaves in an irresponsible way, and doesn’t seem to care.</p>	<p>Students jot their thoughts on their paper.</p>

PBS Lesson Series

<p><u>Independent Practice</u></p> <p>For today's task, choose one of the following events in the story:</p> <ul style="list-style-type: none">● Mole flipping the boat● Mole and Rat's decision to go with Toad● The reactions of the characters to the wreck <p>AND choose one of the central messages in the story:</p> <ul style="list-style-type: none">● Friends are loyal, OR● Take responsibility for your actions <p>Rewrite the event with narration or dialogue demonstrating how the sequence of events would be different if the character did not demonstrate the central message. For example, Mole and Rat are not loyal.</p>	
<p><u>Closing</u></p> <ul style="list-style-type: none">● I enjoyed learning about the sequence of events and central message 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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