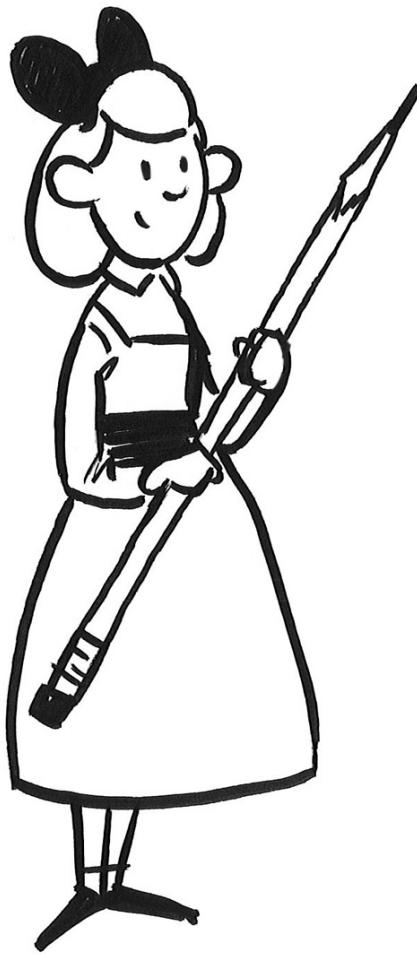


The Borrowers

Reading Guide

by Janna Shaw

For the book by Mary Norton



LOGOS PRESS
Elementary Literature Series

“A Christian literature program is one in which the students are taught to read great literature and to think while they read, as Christians. As they do, our children must be taught to appreciate a finely-crafted sentence to the glory of God. As Christians, we are people of the word, and consequently, we should be people of words. We should understand words and use them well.” - Logos Curriculum Guide

“Literature exists to teach what is useful, to honor what deserves honor, to appreciate what is delightful. The useful, honorable and delightful things are superior to it: it exists for their sake; its own use, honor, or delightfulness is derivative from theirs.” - C.S. Lewis

Overview

At Logos Press, our desire is for the students to love the truth, the goodness, and the beauty in great literature, and in this learning, to be encouraged in their faithfulness to God. In order to do this, the teacher must also be faithful, and love the literature. If the teacher loves the literature, then the students will love the literature as well.

Suggestions for Use

At this educational level, a good rule of thumb is to assign up to twenty pages per day. If possible, consider reading aloud together for part of the reading assignment. On the fifth day the students will finish the reading assignment on their own and take a comprehension quiz. This encourages the students to be accountable, and gives me the opportunity to assess comprehension.)

Before beginning any new book, pre-read the book together--perusing the front and back covers, making predictions about the story line and setting. On the inside pages search for the author, illustrator, publisher, and copyright date. Then turn to the table of contents and ask the students questions they should be able to deduce or predict from the list of chapter titles.

The students have one comprehension sheet (front and back), ten vocabulary words with original sentences, and one vocabulary quiz per week. Vocabulary sentences should be descriptive and clearly show an understanding of the meaning of the word. Occasionally there will be a puzzle or other activity included. Comprehension questions and vocabulary sentences are graded based on content, restating the question, and correct grammar. If you are grading, you can use a five point scale, awarding one point each for: restating the question, beginning with a capital letter, and ending with the proper end mark. The students receive two points for having the correct answer. Although 3rd and 4th graders are in the grammar stage, in addition to literal questions, we include questions which require students to make inferences and evaluations as well.

Included in this guide are teacher lesson plans for each book. Lesson plans are built around the book *The Seven Laws of Teaching*, by John Milton Gregory. Each law is paraphrased and noted in italics throughout the lesson plan, helping to keep these laws in the forefront of your mind. Answer keys are included in the back of the book to help you get started.

The Borrowers

Pre-Reading

Before Reading the Book

Complete the following information:

AUTHOR: _____

ILLUSTRATOR: _____

PUBLISHER: _____

COPYRIGHT (When was this book written?): _____

This book is an example of : (circle one)

FICTION

NON-FICTION

POETRY

BIOGRAPHY

List two other books that the author has written.

Read the back of the book.

Who do you think the main character might be? _____

Why do you think the family has the last name, Clock? _____

Class discussion: Talk about the front cover. Discuss the items shown in the picture.

4th Grade — Literature

Lesson Plan: *The Borrowers, Chapters 1-10*

OBJECTIVE: *The teacher must know the truth or lesson ...*

SWBAT: Pre-read book (back), finding title, author, copyright, etc.
 Make predictions regarding contents of book.
 Describe the main characters.
 Identify setting and conflicts in the story.

<p>SUPPLIES: For each student: 1. 1 book 2. Vocab lists 3. Comprehension questions 4. Quizzes</p> <p>GENERAL PLAN: Mon: Ch 1-2 Tues: Ch 3-4 Wed: Ch 5-6 Vocab work Thurs: Ch 7-8 Fri: 9-10 Vocab quiz</p>	<p>INTRODUCTION: <i>The learner attends with interest to the lesson given.</i> What would it be like to be small? Look around the house. What kinds of things would be difficult to do? What kinds of things might be fun? Scary? Do you think this story is true?</p> <p>REVIEW: <i>Unknown must be explained by the known...</i></p> <ul style="list-style-type: none"> •Do you remember how to pre-read a book? What kinds of things do we look for? Author, title, summary, publisher, copyright, illustrator. •Who is the author of this book? What do you think this book is about? •Who do you think the main character might be? •Find the copyright date and publisher. •What type of book might this be? Fiction/Fantasy •Could this story happen? Why or why not? The ‘Borrowers’ are only inches high.
<p>*As you read, take note of good style, figurative language, story line, and vocabulary.</p> <p>*Gradually require these things in student writing.</p>	<p>LESSON: <i>The language used as a medium must be common to both...</i> Hand out vocabulary list — discuss each word together. Choose students to use each word in a sentence. Begin reading, paying close attention to description of main character.</p> <p>Chapter 1-2: Teacher read chapter 1 aloud. Who is Kate, and how does she find out about the Borrowers? Who is telling this story? Describe the Clock’s home. Begin character sheet.</p>
<p>REMINDERS:</p> <p>Writing assignment -write a ‘chapter’ showing conflict and resolution: -You are small and meet Arrietty. -Arrietty escapes the cat. -etc.</p>	<p>Chapter 3-4: Students read aloud, random order. What does it mean to be ‘seen’? Who ‘saw’ Pod? Do you think that Pod is in danger? Why, or why not? *Classifying Adverbial Phrases — First four together, then students complete independently. *Chapter 4, Pattern 3 Grammar sheet.</p> <p>Chapter 5-6: Students read aloud, random order. Discuss the other Borrower families that Arrietty knows about. Where do they live? How did you come to that conclusion? What do you think might have happened to Eggletina? Make predictions; we will find out what really happened later.</p> <p style="text-align: right;"><i>Lesson plan continued on next page</i></p>

Name _____

Date _____

The Borrowers

Vocabulary List 1

Chapters 1-10

A. Study these words and definitions every day. We will practice these in class together. The quiz will be Friday. You will need to use a dictionary to define words #9 and #10. Write the definitions on the lines provided.

- | | | |
|----------------|-------------|--|
| 1. regiment | <i>n.</i> | a military unit, made up of several battalions |
| 2. touchy | <i>adj.</i> | take offense easily, irritable |
| 3. conceited | <i>v.</i> | having an excessively high opinion of oneself |
| 4. routine | <i>n.</i> | a habit or order of things |
| 5. trifle | <i>adj.</i> | of little value or importance |
| 6. rare | <i>adj.</i> | unusual quality, or seldom found |
| 7. complicated | <i>adj.</i> | difficult to understand or explain |
| 8. vicar | <i>n.</i> | a preacher |
| 9. emigrate | <i>v.</i> | _____ |
| 10. advantages | <i>n.</i> | _____ |

B. Choose **3** words from the list. On notebook paper, please write three sentences using one vocabulary word in each sentence. Underline the vocabulary words chosen. Check your grammar and spelling carefully.

Name _____

Date _____

____/30 points

The Borrowers

Vocabulary Quiz 1

A. Write the vocabulary on the blank beside the correct definition. The words are provided in the word box. (15 points - 1 point for each correct word, 1/2 point for each word correctly spelled)

touchy	trifle	regiment	routine	complicated
rare	advantages	vicar	emigrate	conceited

- _____ a military unit, made up of several battalions
- _____ take offense easily, irritable
- _____ having an excessively high opinion of oneself
- _____ a habit or order of things
- _____ of little value or importance
- _____ unusual quality, or seldom found
- _____ difficult to understand or explain
- _____ a preacher
- _____ to leave a native country, to go and live elsewhere
- _____ a circumstance that places somebody in a favorable position in relation to others

B. Sentence work (15 points): Choose **6** words from the list. On notebook paper, please write three sentences using two vocabulary words in each sentence. Underline the vocabulary words chosen. Check your grammar and spelling carefully. Staple the quiz and the sentence sheet together.

Name _____

Date _____

The Borrowers
Comprehension Questions
Chapters 1-10

Chapters 1-2:

1. How did Kate find out about the Borrowers?

2. Describe Mrs. May's brother. (at least three things)

3. Why was the hole under the clock important to Pod?

4. Homily was proud of her sitting room. The walls had been papered with _____, there was a chest of drawers made of _____, and sitting beside the fire in a tiled wooden bookcase stood Arrietty's _____.

Chapters 3-4:

1. How did Arrietty think her father could climb the curtain?

2. What did Arrietty think she could do to help?

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Answer Key

Vocabulary Quiz #1, Sentences will vary.

regiment	a military unit, made up of several battalions
touchy	take offense easily, irritable
conceited	having an excessively high opinion of oneself
routine	a habit or order of things
trifle	of little value or importance
rare	unusual quality, or seldom found
complicated	difficult to understand or explain
vicar	a preacher
emigrate	to leave a native country, to go and live elsewhere
advantages	a circumstance that places somebody in a favorable position

Vocabulary Quiz #2, Sentences will vary.

contrite	deeply sorry for having behaved wrongly
nonplused	a state of confusion and nervousness
pendulum	in a clock, a hanging weight that swings from side to side
burnished	polished until shiny
self-sufficient	able to manage alone
ferret	a polecat bred for use in hunting or kept as a pet.
shrouded	covered or concealed by cloths
reproach	to criticize somebody for doing something wrong
exaggerated	enlarged; made to seem better or worse than is true
imperative	absolutely necessary or unavoidable

Chapters 1-2:

1. Mrs. May told Kate about the Borrowers.
2. Mrs. May's brother grew up in India, was very sickly and lonely....
3. The hole was important to Pod because it was the entrance to their home.
4. scraps of old letters, matchboxes, library

Chapters 3-4:

1. Arrietty thought her father could climb the curtain using the hat pin.
2. Arrietty thought she could help her father by climbing the curtain for him.
3. Boy, curtain
4. cup, Pod

Chapters 5-6:

1. The Overmantels were a borrower family that used to live over the mantel.
2. The Clocks lived under the clock and the Harpsichords lived where the harpsichord used to be.
3. Egglestina went upstairs and never returned.