

The Borrowers

Grades 4-6

Written by Melanie Komar
Illustrated by Ric Ward

ISBN 1-55035-439-6

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Revised March 2006

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Published in the United States by:
On the Mark Press
3909 Witmer Road PMB 175
Niagara Falls, New York
14305
www.onthemarkpress.com

Published in Canada by:
S&S Learning Materials
15 Dairy Avenue
Napane, Ontario
K7R 1M4
www.sslearning.com



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Teacher Input Suggestions

NOTE: It is strongly recommended that the teacher read the novel and the material in this unit well in advance of implementing them into the reading programme. The teacher's knowledge and interest of the story is essential in order to maintain the enthusiasm of the students.

1. The Borrowers can be used in conjunction with themes about family, the early 1900's, or fantasy.
2. List the vocabulary words and their meanings that students may have difficulty with and discuss them with your students. Add any other words that they suggest as they read the book.
3. Distribute copies of The Borrowers to the students. Have them examine the cover and discuss the title, characters, author and artist. Ask them to make predictions about the story. (Page references in this unit were obtained from the Harcourt Brace Jovanovich, 1981 edition.)
4. Brainstorm ideas for uses of common household items that Borrowers could use in various ways. Alternately, create a home (or apartment dwelling) for a group of Borrowers using everyday items; what could be used for a couch? a knife? a toothbrush? Discourage the use of doll house furniture.
6. Display student's artwork done on this unit around the class.
7. Paint a mural of a scene that would be seen in one of the chapters of The Borrowers.





Discussion Questions

Prereading:

Examine the cover of the novel. When do you think this book was written? What clues are there that indicate this? How do you think the people on the cover are related? How old do you think the girl is? What is unusual about their furniture?

Who lives in your home? How would you feel if you were never able to leave your home or see anybody except your family?

Tell about a time when you acted bravely? How did you feel? Can there be something wrong with doing something daring or brave?

Have you ever met someone who is different than you? Describe the person and your meeting. In what ways were you similar to the person?

The following questions may be used for oral discussions or might be posted on the chalkboard or chart paper for the students to answer independently after they have read each chapter. The answers can be found in the Answer Key.

Chapter 1:

1. Who is Mrs. May?
2. Who did Mrs. May tell Kate about?
3. What do Borrowers do?
4. Why did Kate think that there were Borrowers?
5. Who told Mrs. May about the Borrowers?
6. Why do Borrowers like old, quiet, country homes?

Chapter 2:

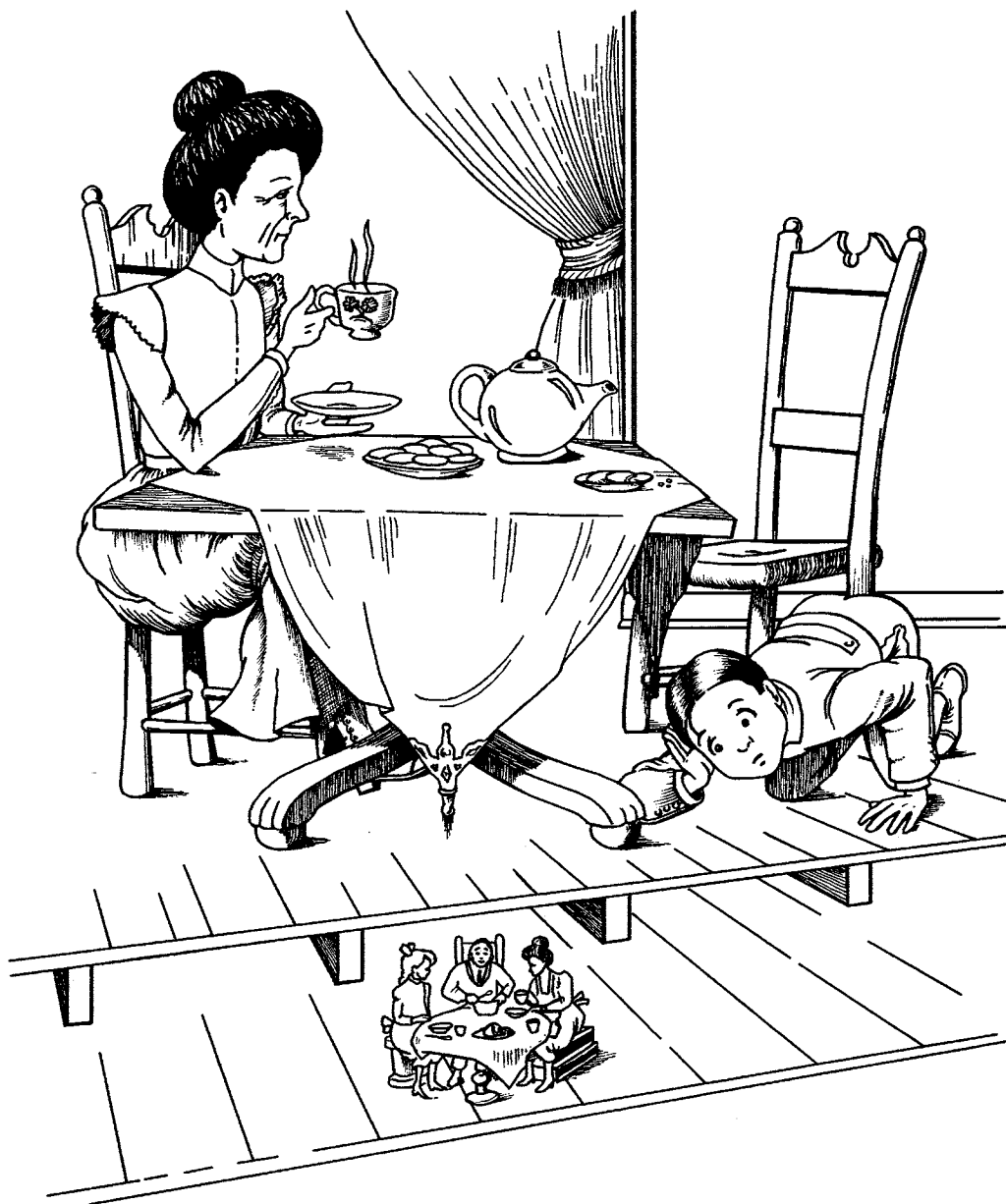
1. Why were there many gates around Pod's house?
2. Who were the three Borrowers in the home?
3. What could Arrietty see through the grating?
4. How did Arrietty learn to read and write?

Chapter 3:

1. Why was Homily worried?
2. What had Pod gone to borrow?
3. Why did Homily get upset with Arrietty?

THE BORROWERS

Mary Norton



Name: _____



CHAPTER 1

Word Study: Compound Words

A compound word is one large word that is made up of two smaller words.

Example: bedroom = bed + room

Match a word on the left with a word on the right to make a compound word that is found in Chapter 1.

- | | | |
|-----------|--------|-------|
| 1. fire | came | _____ |
| 2. care | maid | _____ |
| 3. grand | board | _____ |
| 4. break | thing | _____ |
| 5. cup | less | _____ |
| 6. some | light | _____ |
| 7. school | fast | _____ |
| 8. be | father | _____ |
| 9. house | room | _____ |

BONUS: Find **three** more compound words in Chapter 1.

1. _____
2. _____
3. _____



CHAPTER 2

Comprehension: Character Traits

In this chapter we are introduced to Pod, Homily and Arrietty. Choose one or two of these characters and write **three** words that describe their **character**. Write a full sentence to explain why you chose each word.

Example:

Arrietty is **smart** because she learned how to read and write.

