



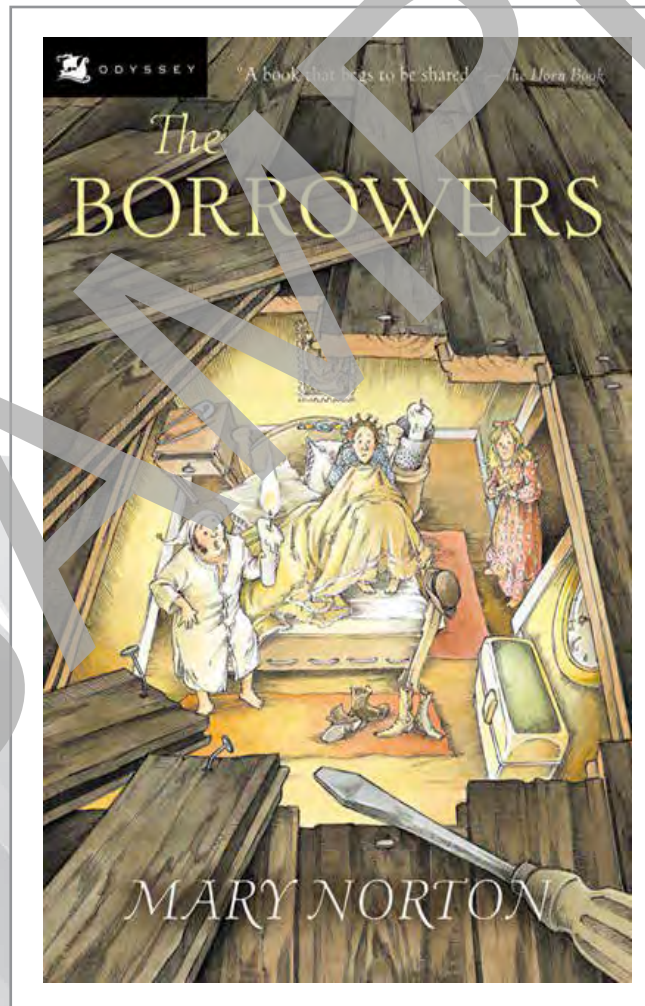
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The Borrowers

Mary Norton



READ, WRITE, THINK, DISCUSS AND CONNECT

The Borrowers

Mary Norton

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Comparing and contrasting,
evaluating, analyzing details,
synthesizing ideas

Comprehension

Predicting, sequencing,
cause/effect

Writing

Narrative

Vocabulary

Antonym/synonym, context

Listening/Speaking

Participation in discussion,
drama

Literary Elements

Character, plot, setting,
conflict

Summary

People often put things away carefully and remember exactly where they put them. Why do they mysteriously disappear, and where have they gone? In *The Borrowers*, Mary Norton gives the answer to this puzzle. The Borrowers were creatures who lived in a world of their own under the floorboards, along the pipes, under the clocks, and on the mantels of homes. Children will identify with the problems of Arrietty, the only child of the little people under the floorboards.

Instructions Prior to Reading

Setting the Purpose:

Instruct the children that this is a fantasy. Ask them to give other words that mean fantasy, and give other examples of fantasy.

Recommended Procedure:

The book will be read one chapter at a time, using DRTA (Directed Reading Thinking Activity) Method. This technique involves reading a section, predicting what will happen next (making good guesses) based on what has already occurred in the story. The children continue to read and everyone verifies his/her predictions.

Story Map:

See page 6 of this guide.

This activity is designed to help children recognize various kinds of story structures, to make inferences, to recognize character traits and relationships among the characters.

1. Who is the main character? (Write the name in the center of a large sheet of paper.)
2. What is he/she like? Look for information in conversation, speech, thoughts, and deeds.
3. Who else do you think might be important in the story? (Write the names spaced around the main character's name.)

Chapter 1: pp. 3-12

Vocabulary:

marmalade (3)

crochet (3)

conceited (8)

intervals (9)

wainscot (12)

Discussion Questions:

1. Where did the Borrowers get their names? (*p. 8 They borrowed them.*)
2. What kind of personalities did they have? (*p. 8 Touchy and conceited, and they thought they owned the world; frightened.*)
3. Who are the main characters? Begin an Attribute Web for Arrietty. See bottom of this page and page 9.
4. Where does the story take place? Did the clues in the front cover and end papers help you make an accurate prediction about the setting?
5. At the end of each chapter list the major event in the chapter on the story map (page 6).
6. Develop a Cause and Effect Map for each chapter (see page 10).
7. What do you think the big problem of this novel will be? (**Prediction:** *Answers will vary.*)

Special Activities:

Do you ever lose things in your house? Make a list of objects missed by the class. What do you think happens to them? Keep a list of items that the little people borrow in this book. How did they use each item in their house?

Using Character Attribute Webs in the Novel Units Approach:

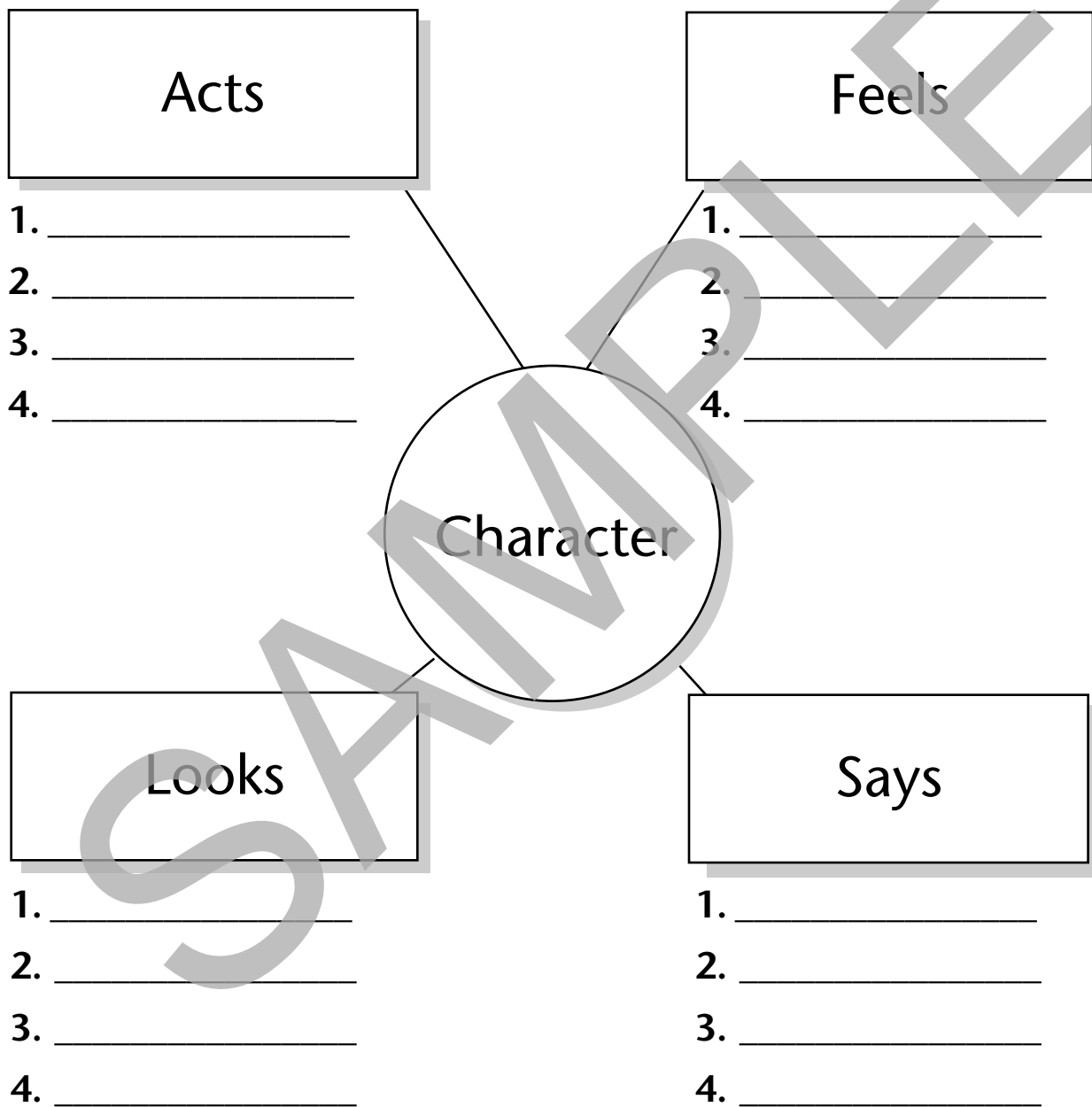
Attribute webs are simply a visual representation of a character from the novel. They provide a systematic way for the students to organize and recap the information they have about a particular character. Attribute webs may be used after reading the novel to recapitulate information about a particular character or completed gradually as information unfolds, done individually, or finished as a group project.

One type of character attribute web uses these divisions:

- How a character looks. (Close your eyes and picture the character. Describe him.)
- Where a character lives. (Where and when does the character live?)
- How a character acts and feels. (How does the character feel in this picture? How would you feel if this happened to you? How do you think the character feels?)
- How others feel about the character. (How does another specific character feel about our character?)

In this group discussion about the student attribute webs and specific characters, the teacher can ask for backup proof from the novel.

Attribute Webs need not be confined to characters. They may also be used to organize information about a concept, object or place.



Activity Sheet

Vocabulary

marmalade	crochet	intervals
conceited	wainscot	lacquer
statuary	foraged	bit-bucket
mechanically	groping	emigrated
badger	draughts	crouched
faltered	crumpets	sillabub
parquet	ventured	cooped up