

The House at Pooh Corner



By
A.A. Milne

A Novel Study
by Nat Reed

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Suggestions and Expectations

Each chapter of the novel study focuses on one chapter of *The House at Pooh Corner* and is comprised of four distinct sections:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (page 7) as well as a **Checklist** (page 6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to:

- a) determining the meaning of words and phrases... including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story... **and many others.**

Themes which may be taught in conjunction with the novel include friendship, the innocence of childhood, growing up, imagination, compassion and kindness.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Identify *similes*
5. Identifying syllables
6. Identify *anagrams*
7. Listing compound words
8. Identifying parts of speech
9. Identify *personification*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Five W's Chart
3. Create a synopsis
4. Identify the climax of the novel

Character Activities

1. Compare characters
2. Identify the protagonist
3. Relating personal experience

Creative and Critical Thinking

1. Create a poem
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write a description of personal feelings
6. Write a book review
7. Create a journal entry
8. Opinion writing

Art Activities

1. A Storyboard
2. Create a movie poster
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

The House at Pooh Corner by A. A. Milne, is the second collection of stories about Winnie-the-Pooh and his friends in the Hundred Acre Wood. The book introduces Tigger, a lively and bouncy new character, and follows the gentle adventures of Pooh, Piglet, Eeyore, Rabbit, Owl, Kanga, Roo, and Christopher Robin.

Each chapter tells a self-contained story, such as Tigger's arrival and his discovery of what he likes to eat, Eeyore's house being rebuilt, and Pooh and Piglet's brave but humorous attempts to catch a Heffalump. The final chapter is bittersweet, as Christopher Robin begins to grow up and prepare to leave for school, marking the end of childhood innocence and the timeless friendship between him and Pooh.

Author Biography

A.A. Milne

Scots by birth, Alan Milne spent his childhood in London, where his father was a schoolmaster. His early education owed much to the skills of a young teacher and mentor -- H.G. Wells. He continued his education at Westminster School and Trinity College, Cambridge. In 1913, Milne married Dorothy Daphne de Selincourt and they had one son, Christopher. His writings met with great success between the wars and, in 1924, Methuen published ***When We Were Very Young***, a collection of verses. Two years later saw the introduction of ***The Bear of Very Little Brain in Winnie-the-Pooh***. A second book of verses, ***Now We Are Six***, appeared in 1927 and, in 1928, the final volume of the quartet arrived, ***The House At Pooh Corner***. A.A. Milne always acknowledged that it was his wife, Daphne, and his young son, Christopher Robin, who inspired him to write the poems and stories. The four Pooh books printed in over twenty-five languages have taken their rightful place in the hearts and on the bookshelves of many millions of people. The worldwide sales of the four books between 1924 and 1956 totalled about seven million.



The House at Pooh Corner



By A.A. Milne

Name: _____

The House at Pooh Corner

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Chapter 1



Before you read this section:

There are a number of lovable characters in **The House at Pooh Corner**. After reading the first chapter come back to this question and describe your first impression of Pooh. What was there about him that helped you form this impression?



Vocabulary:

Choose a word from the list to complete each sentence.

muffler	smackerel	solemnly	fetch
icicles	macintosh	waterproof	remarkable

1. Finding the buried treasure was a _____ piece of luck.
2. "You're just in time for a little _____ of some things."
3. I'm so glad that my jacket was _____.
4. I'm going to go and play _____ with my dog.
5. We saw some _____ hanging from the eaves of our cottage,
6. Piglet wrapped a _____ around his neck.
7. "This is a one-of-a-kind bracelet which belonged to my mom," he said _____.
8. This heavy raincoat is also known a _____ in some countries.

Questions



1. What is the **setting** of the story at the beginning of Chapter One?

2. Why was Piglet troubled about Eeyore? What was Pooh's solution to this problem?

3. What did Pooh suggest they call the place where this would happen?

4. Why did Eeyore decide to build a new house? What did Christopher Robin decide to do about this?

5. What was the solution to Eeyore's disappearing house.

6. In this chapter we met four characters, Pooh, Piglet, Eeyore and Christopher Robin. Who do you hope will turn out to be the **protagonist** (the main character) in this novel? Why did you choose this person?

Language Activities



A. Alliteration

Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Alliteration is usually seen as a series of words beginning with the same consonant (i.e. *Peter Piper picked a peck of pickled peppers*). The following from this section also serves as an example: ... *with pieces of stick at the proper places*.



Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

A sad donkey.	
A large group of trees.	
Your choice.	

B. The Good Old Indispensable Adverb!

An **adverb** is a part of speech defined as *a modifier (or helper) of a verb* (usually an action word). Often an adverb will end in the letters **ly** (i.e. **slowly**). Our novel features a good many creative adverbs.



1. ... *when he suddenly saw Piglet sitting in his best arm-chair...*
→ In this sentence, which verb does **suddenly** modify? _____
2. ... *now fluttering gently down until it found a place on which to rest...*
→ In this sentence, what verb does **gently** modify? _____
3. “*Nearly eleven o’clock,*” *said Pooh happily.*
→ In this sentence the adverb _____ modifies the verb _____

C. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:



a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in this section of ***The House at Pooh Corner***

Word	Anagram	Clue
snow		Possesses.
listen		Not noisy.
stick		The sound of a timepiece.
lives		Face coverings.
least		The work of a thief.
once		Part of a cool treat.
small		Shopping centers.

D. A number of fascinating characters have already appeared in the novel. For each of the four characters below think of three adjectives which would accurately describe him. Consider both appearance and personality.

Character	1	2	3
Pooh			
Piglet			
Christopher Robin			
Eeyore			

E. Sequence Chart

Choose what you consider to be the six most important events in this section. In each of the six boxes below list the six events that you have chosen, describing what happened and telling why you consider this to be an essential part of the story.

The diagram consists of six empty rectangular boxes arranged in a 3x2 grid. The boxes are connected by arrows indicating a sequence of events:

- A right-pointing arrow connects the top-left box to the top-right box.
- A downward-pointing arrow connects the top-right box to the middle-right box.
- A left-pointing arrow connects the middle-right box to the middle-left box.
- A downward-pointing arrow connects the middle-left box to the bottom-left box.
- A right-pointing arrow connects the bottom-left box to the bottom-right box.

Extension Activity



A Picture's Worth a Thousand Words

Use the three boxes to describe and illustrate the beginning, middle and end of this section.



Beginning Picture:	Beginning:
Middle Picture	Middle:
Concluding Picture:	Concluding: