

# Winnie-the-Pooh

COMPREHENSION GUIDE



# WINNIE-THE-POOH

Comprehension Guide  
by Ned Bustard

Veritas  
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*This guide is dedicated  
to my silly old girl—  
Carey Anne.*

*Say you're surprised?  
Say you like it?  
Say it's just what you wanted?  
Because it's yours—  
Because I love you.*



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# WINNIE-THE-POOH

## *How to Use this Guide*

This guide is intended to help you study, understand and enjoy *Winnie-the-Pooh*. You might ask if a guide is really necessary to read a book. Is the student not just working to improve reading skills while being taught to enjoy reading a book? Certainly it is the case that the more a child reads, the more he should improve his skills, but quantity is not the only issue. Once a child has received adequate phonetic training, he should learn how to read a book. Most educators using this guide will be teaching children in the grammar stage, generally understood to be during the elementary years in a classical education. (For a thorough understanding of classical Christian education, we recommend reading *Recovering the Lost Tools of Learning* or *The Case for Classical Christian Education*, both by Douglas Wilson.) The basic goals of reading in the grammar stage are as follows:

The student should be able to:

1. Fluently read a given selection orally.
2. Show an increased desire for reading.
3. Show comprehension on a literal and inferential level.
4. Demonstrate an increased vocabulary.
5. Identify basic biblical values in the literature being read.
6. Identify various styles (myths, poems, fantasy, fiction, nonfiction, etc.)

Answers to the questions are found in the back of the guide. Although the answers in the guide appear in an abbreviated form, the

students' answers should be in complete sentences, and they should restate the question in their answer.

*Example:*

**Question:** What do both Heffalumps and Pooh Bears dislike eating?

**Answer:** Heffalumps and Poohs dislike eating cheese.

Such writing practice trains the student to answer thoroughly, completely and with proper grammar. Another reason is to encourage integration. We want students to understand that how they write something is as important as what they write.

You may wonder how to grade the student's work in this guide. Keep it simple. Unless otherwise indicated you should assume that each question is worth five points.

If you have flexibility as to when you assign this book to your students, consider planning it around "Winnie the Pooh Day." Winnie the Pooh Day is celebrated on January 18th every year, since it is the birthday of A.A. Milne, who was born on that day in 1882.

Finally, note that the project for Chapter Four is a little more involved than the other projects in this comprehension guide. Therefore you may want to start that project before you start reading and have it stretch out over the entire time spent on this book.



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# WINNIE-THE-POOH

## *Chapter 1—We Are Introduced*

1. What was the name of Christopher Robin's bear?

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2. What was written in gold letters over the door where Christopher Robin's bear lived?

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3. According to the bear, what was the only reason for a bee to be a bee?

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4. What did the bear fall into that thrust prickles into his nose?

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5. What color balloon did Christopher Robin share with his bear?

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6. Why did the bear want Christopher Robin to say, "Tut-tut, it looks like rain"?

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# WINNIE-THE-POOH

## *Chapter 1, Page 2*

7. Why did Christopher Robin have to shoot his gun twice?

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8. Following the difficulty with the bees, how long did Christopher Robin's bear's arms stay stiff straight up in the air?

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# WINNIE-THE-POOH

## *Project—Complaining Song*

*In this chapter Pooh composed a complaining song that went like this:*

It's a very funny thought that if Bears were Bees,  
They'd build their nests at the *bottom* of trees.  
And that being so (if the Bees were Bears),  
We shouldn't have to climb up all these stairs.

*Spend some time thinking about what things make you complain and then write several verses to a complaining song about them. Make the rhyming pattern AABB like Pooh did in his song.*

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# WINNIE-THE-POOH

## *Chapter 2—Pooh Goes Visiting*

1. What was Edward Bear—or Pooh—doing when he made up his little hum?

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2. Why did Winnie-the-Pooh think there was someone home at Rabbit's?

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3. What did Rabbit offer to Pooh to eat?

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4. What did Rabbit discover when he went out for a walk through his back door?

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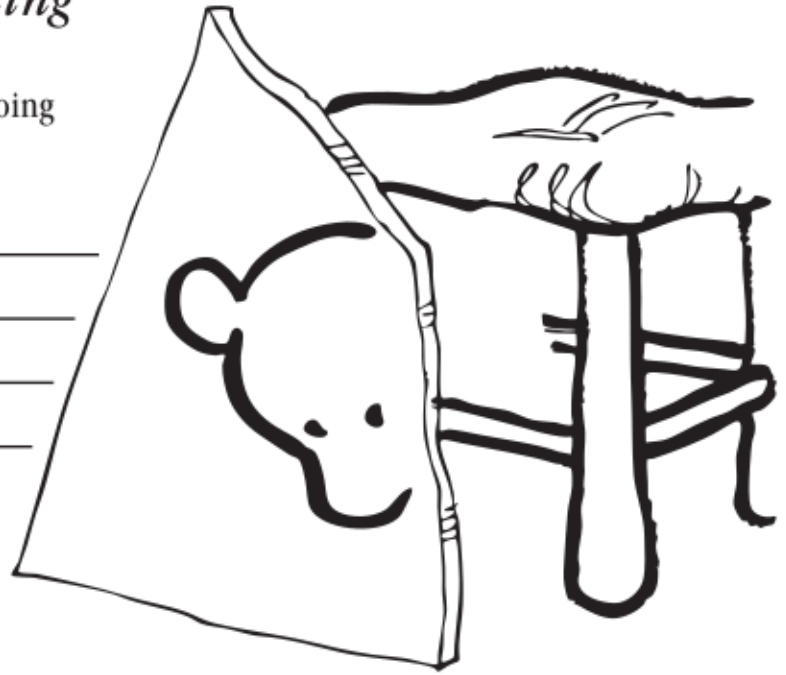
5. What solution to Pooh's problem was suggested that Rabbit found unacceptable?

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# WINNIE-THE-POOH

## *Chapter 2, Page 2*

6. For what use did Rabbit want to use Pooh's back legs?

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7. Who helped Christopher Robin and Rabbit pull?

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# WINNIE-THE-POOH

## *Project—Rabbit's House*

### *Materials*

shoebox

glue

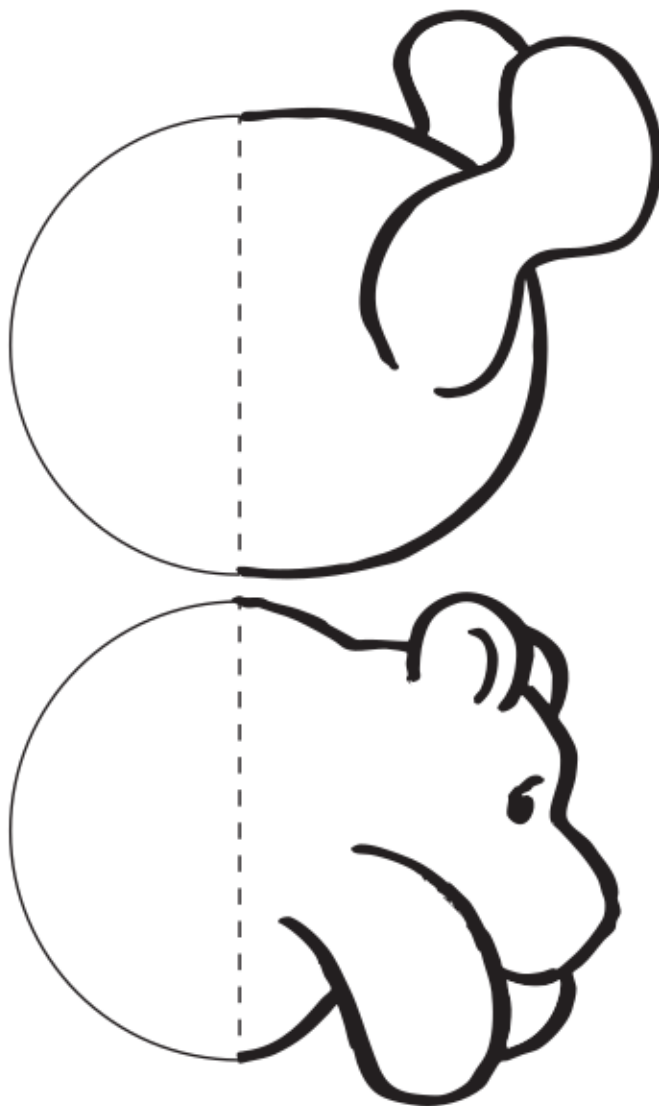
crayons, paints, markers, etc.

scissors

construction paper

### *Instructions*

Cover the inside and outside of the shoebox in construction paper (the lid will not be used). Use green paper outside and brown inside. Color the bear on this page and cut it out. Fold along the dashed lines and glue the tabs to the box opposite one another so “the North end” is on the outside and “the South end” is on the inside. Then draw the inside of Rabbit's home and make furniture out of the construction paper to decorate the rest of the box.



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# WINNIE-THE-POOH

## *Chapter 3—Pooh and Piglet Go Hunting*

1. What did the Piglet tell Christopher Robin was his grandfather's full name?

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2. What did Piglet think Pooh was tracking?

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3. Why was Piglet free to join Pooh in his tracking?

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4. What did Piglet's grandfather suffer from in his later years?

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5. In the end, how many Hostile Animals did Pooh believe they were tracking?

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6. Why did Piglet have to leave Pooh's company with such haste?

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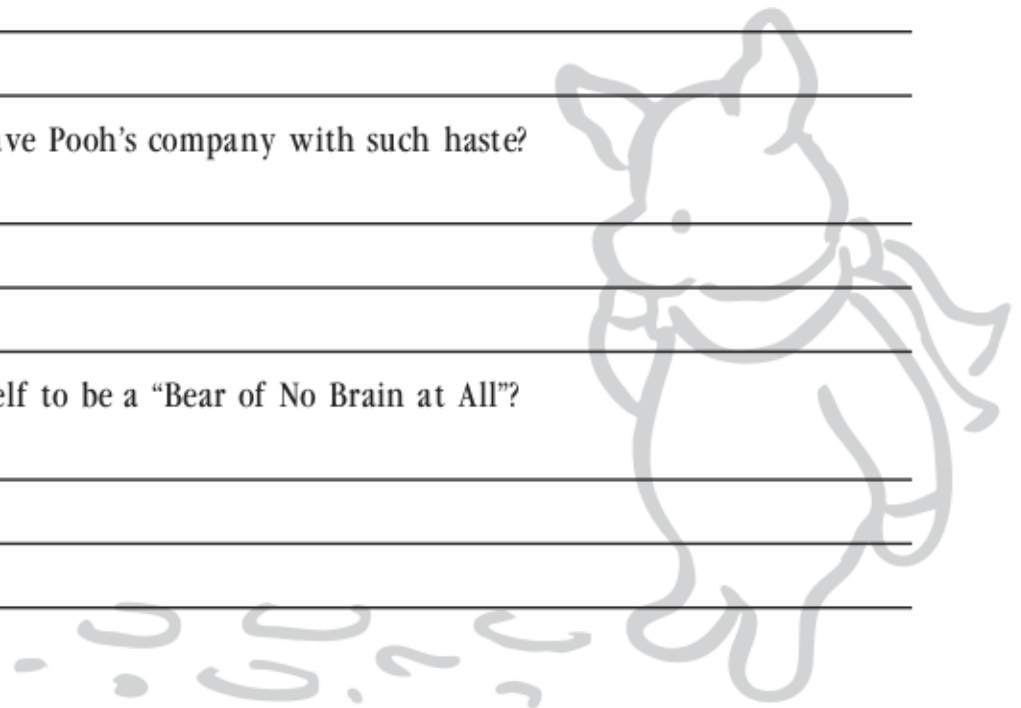
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7. Why did Pooh think himself to be a "Bear of No Brain at All"?

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# WINNIE-THE-POOH

## *Project—Woozle Prints*

### *Materials*

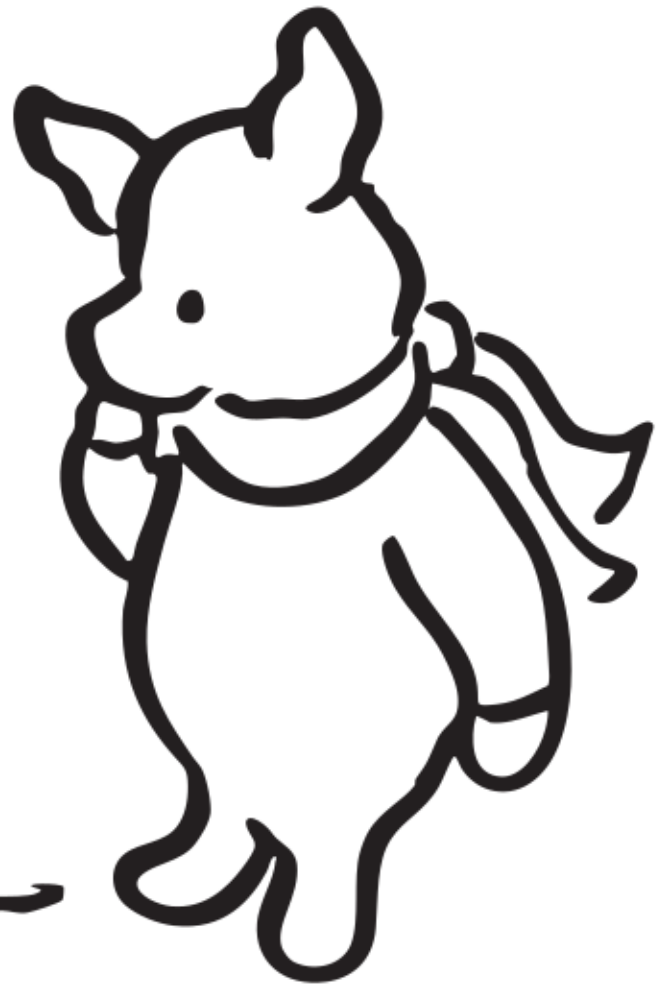
plaster of Paris

styrofoam vegetable trays  
(can usually be obtained  
from grocery stores)

vegetable oil

### *Instructions*

Mix plaster of Paris according to instructions on package. Rub or spray tray with vegetable oil. Pour plaster into tray to make it  $\frac{3}{4}$  full. Allow to almost completely dry. Then make a fist and push the outside of the fist into the plaster. After that push your fingers into the the plaster above the fist mark to make toe marks. Or take various sizes of carrots, pencils, crayons, or other such shapes and press them into the plaster to create footprints of the sort you think Woozles would make.



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# WINNIE-THE-POOH

## *Chapter 4—Eeyore Loses a Tail*

1. Who would often think to himself, “Why,” “Wherefore,” and “Inasmuch which”?

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2. What did Pooh notice that accounted “for a Good Deal” and explained everything?

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3. What made the home of Owl seem (to Pooh at least) grander than anybody else’s?

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4. What did Owl explain was the meaning of “Crustimoney Proseedcake”?

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# WINNIE-THE-POOH

## *Chapter 4, Page 2*

5. What was Pooh more interested in (since it was about that time in the morning) than Issues and Rewards?

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6. Where had Owl found his bell-rope?

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7. What did Christopher Robin do with the bell-rope?

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