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Patricia MacLachlan

Patricia MacLachlan was born in Cheyene, Wyoming in 1938.

She is a best selling children's author who achieved fame for winning the Newbery Medal in 1986 for her novel, *Sarah, Plain and Tall*.

As a child, Patricia loved music and loved to read. Her favorite books included *Child's Garden of Verses*, *Ferdinand*, and every single dog book she could get her hands on.

Sarah, Plain and Tall came from a "real life" connection. The Sarah in "real life" was in fact Patricia's great grandmother. Although she didn't intend for there to be sequels to this famous novel, Patricia became fascinated with the characters of the novel, and continued their stories in two additional books, *Skylark* and *Caleb's Story*. About the characters of this trilogy Patricia says: *I relate to all the characters: I like Jacob because he is, in the end, brave and caring. I like Sarah because she is wise. I like Caleb's directness and his poignant need for everything to work well in the family.*

Surprisingly, Patricia didn't begin to write until she was 35 years old - after her three children were all in school. Her first book was published in 1977.

After spending a few years in Minnesota, she traveled to the East Coast to attend the University of Connecticut. She married psychologist Robert MacLachlan and had three children. From the very beginning, her family has always come before anything else.

She has been the recipient of many awards including the **National Humanities Medal**.



Did You Know..?

- Patricia lives on a mountain in Western Massachusetts with her husband, Bob.
- The book *Sarah Plain and Tall* was turned into a TV movie starring Glenn Close.
- Patricia was an only child. Her lack of siblings was offset by a strong relationship with her parents and an active imagination.



Chapter Two

1. What might be difficult about being a *mail order bride*?

2. How might the arrival of a mail order bride be difficult for a family with children?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	flounder	a hair style
2	pesky	a compartment in a stable
3	prefer	a type of fish
4	braid	smile
5	pitchfork	choose
6	stall	roof covering
7	damp	farm instrument
8	enclose	a woman's hat
9	amaze	overwhelm with surprise
10	grin	annoying
11	bonnet	moist
12	shingle	surround



Chapter Two

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F** a) In her letter to Anna, Sarah said that she didn't know how to bake bread.
- T F** b) Anna was worried that Sarah might not come because she loved the sea so much.
- T F** c) Caleb's letter from Sarah had a picture of a dolphin on the envelope.
- T F** d) In her letter, Sarah had to admit she had difficulty keeping a fire going at night.
- T F** e) About the only place Caleb didn't read his letter from Sarah was in his bed at night.
- T F** f) Caleb suggested that they write back and tell Sarah they would like her to come.

2. Number the events from **1** to **6** in the order they occurred in these chapters.

- a) Anna receives a letter from Sarah.
- b) They receive a letter from Sarah saying she would like to come to visit them.
- c) Caleb, Anna and Papa write letters to Sarah.
- d) Papa writes back to Sarah saying they would like her to come.
- e) Caleb reads the book about sea birds over and over.
- f) Caleb gets a letter from Sarah with Seal's footprints enclosed.



Chapter Two

Answer each question with a complete sentence.

1. In Sarah's letter to Anna, what three kinds of fish did Sarah say that her brother William caught?

2. Why did Caleb think he shouldn't have told Sarah that their house was small?

3. Where was the place on their farm that Papa chose to break the news about Sarah coming?

4. For how long was she planning to come?

5. What three things did Sarah write to describe how she would look when she arrived?

6. What had Sarah written at the bottom of her last letter?

Journaling Prompt

Imagine that you are Sarah. You have been invited to come out west to live with Anna and her family. What must Sarah have been feeling as she was making up her mind? Write a journal entry to describe her feelings at this difficult time in her life. Try to express two or three reasons for moving and two or three reasons why she shouldn't.

Chapter 1

Tercets

Tercets are poems with three lines. For this exercise you may choose which lines will rhyme. Here is an example of a tercet poem.

DANCING SHOES

With pink dancing shoes,
She can't sing the blues,
No matter how sad she may feel.

Now try your hand at writing a **tercet** using the events of Chapter 1 for inspiration. Some suggestions for topics: parents, favorite songs, living on a farm, younger brothers (or older sisters), babies. You may, of course, write more than one 3-line stanza for your tercet poem.

Chapters 2 - 3

A Letter Home

Sarah is a real letter-writer. Soon after arriving at the Wittings she no doubt sat down and wrote home to her brother and his new wife, as well as to her old aunts. What would she say in such letters? Would she describe the Wittings? Her new home on the prairies? The wildflowers and unusual animals she had seen? Certainly she would give her impressions of her new life and how she was adapting. Imagine you are Sarah and pen such a letter back home to your family. Be sure to describe some of your impressions and feelings about this momentous adventure that you have undertaken - and perhaps even what you feel your plans for the future might be.

Word Search Puzzle

Find the 16 words from the Word Box in the Word Search Puzzle. The words are in a straight line, but can be forwards, backwards, or even diagonal.

BISCUIT	FIREFLY	MARIGOLD	PREFER
CHICKEN	HAILSTONE	MEADOW	SARAH
CHORES	INSECTS	PITCHFORK	SCALLOP
DUNES	INSULT	PRAIRIE	WOODCHUCK

W	W	E	R	T	Y	K	R	O	F	H	C	T	I	P
O	I	A	S	B	I	S	C	U	I	T	A	S	D	F
O	N	Z	X	C	E	N	O	T	S	L	I	A	H	
D	E	Q	S	C	M	E	A	D	O	W	V	B	N	P
C	K	Q	W	U	E	R	T	Y	U	I	O	P	R	A
H	C	A	S	D	L	F	G	H	J	K	L	E	Z	X
U	I	C	V	S	B	T	N	M	Q	W	F	E	R	T
C	H	A	E	S	D	F	S	G	H	E	J	K	F	T
K	C	N	Z	X	C	A	V	B	R	N	M	E	I	P
X	U	C	M	A	R	I	G	O	L	D	I	Z	R	O
D	X	C	A	V	B	N	M	N	R	M	Q	E	L	
A	S	D	H	F	G	H	J	K	I	L	T	Y	F	L
I	N	S	E	C	T	S	W	A	E	R	T	Y	L	A
S	D	F	G	C	H	O	R	E	S	G	H	J	Y	C
Z	X	C	V	B	N	P	N	M	Q	W	E	R	T	S

Comprehension Quiz

Answer each question in a complete sentence.

- How had Anna and Caleb's mother died?

- Describe the circumstances which led to Sarah traveling west to join the Wittings.

- What kind of animal did Sarah bring with her, and what was its name?

- What had been Anna's impression of her younger brother when Caleb had been born?

- Where was Sarah from and who did she live with before moving west?

- What did the children notice that their father stopped doing after their mother died?

- What **dune** did they find on the farm, and what activity did Sarah lead Anna and Caleb in there?

SUBTOTAL: /14

Comparison Chart

Sarah's former home was quite different from her new home with the Wittings, wasn't it? In the chart below consider each item listed under CRITERIA and fill in the details for Sarah's old and new homes.

CRITERIA	FORMER HOME	NEW HOME
With whom did Sarah live?		
Where was the home located?		
What did the people in her household do for a living?		
What is the climate like?		
What is the land like around here (geography)?		
What is the vegetation like here?		

NAME: _____

After You Read 



Chapter One

Answer each question with a complete sentence or short paragraph.

1. Why do you think Caleb was interested in knowing whether or not his dad and mom sang?

2. Why do you think Caleb and Anna's father didn't sing anymore?

3. According to Anna, what was the worst thing about Caleb?

4. Why had Papa placed an advertisement in the newspaper?

5. Why do you think that Papa waited until he received an answer from Sarah before he told the children he had written to her?

6. What question did Anna suggest her dad ask Sarah in his next letter? Why do you think she suggested this?



Imagine you are Anna. Make an entry in your journal about the day of your mother's death. Describe your innermost feelings at the loss of your mother - and the arrival of your new brother.

1. Answers will vary

2. Answers will vary. He was sad and worn with responsibilities.

3. Their mother had died the morning after Caleb was born.

4. To get a mail order bride.

5. Probably in case she wasn't interested. He didn't want to get their hopes up.

6. Ask her if she sings. Answers will vary

1. Answers will vary

2. Answers will vary

Vocabulary

- a type of fish
- annoying
- choose
- a hair style
- farm instrument
- a compartment in a stable
- moist
- surround
- overwhelm with surprise
- smile
- a woman's hat
- roof covering

1.

a) **F**

b) **T**

c) **F**

d) **F**

e) **F**

f) **T**

2.

a) 2

b) 5

c) 1

d) 6

e) 3

f) 4

15

1.

Flounder, sea bass, bluefish.

2.

Sarah might decide not to come.

3.

The barn/horse stalls.

4.

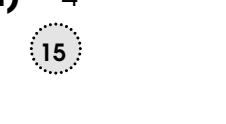
A month.

5.

She will wear a yellow bonnet. She is plain and tall.

6.

Tell them I sing.



- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.