




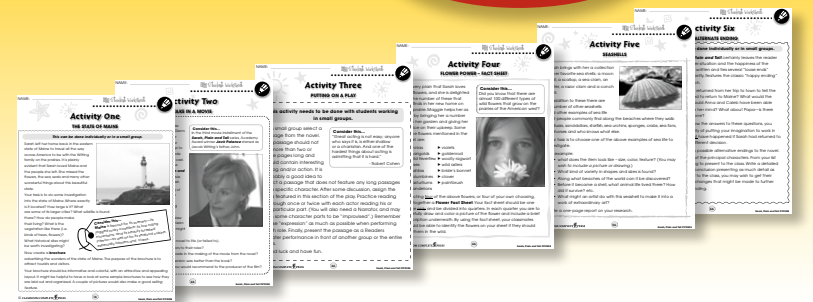
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Patricia MacLachlan

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	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

1.

Answers will vary

1.

a) **F**

Flounder, sea bass, bluefish.

b) **T**

2.

Sarah might decide not to come.

c) **F**

d) **F**

3.

The barn/horse stalls.

e) **F**

f) **T**

4.

A month.

2.

a) 2

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

b) 5

c) 1

d) 6

e) 3

f) 4

15

6.

Tell them I sing.

16



2.

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

2.

Answers will vary

3.

Their mother had died the morning after Caleb was born.

Vocabulary

1. a type of fish

2. annoying

3. choose

4. a hair style

5. farm instrument

6. a compartment in a stable

7. moist

8. surround

9. overwhelm with surprise

10. smile

11. a woman's hat

12. roof covering

14

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

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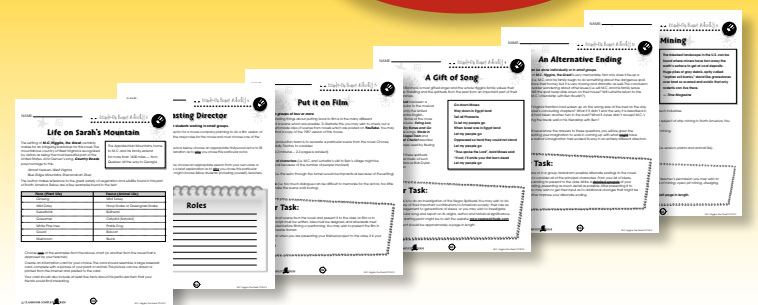
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Virginia Hamilton

"I hope teachers realize their power and the importance of kindness and fairness as well as firmness. How one mixes the magic potion of the creative process, heritage, ethnicity, place and time, and language, makes the magic of words and writing."

— Virginia Hamilton



Virginia Hamilton was born in 1934, the youngest of five children. She grew up in Yellow Springs, Ohio, where her family had lived for almost 100 years. Her grandfather had been brought into the area as an infant — a runaway slave carried to freedom via the underground railway. Virginia attended Ohio State University, and then the New School for Social Research in New York City, where she worked at various jobs while pursuing her dream of becoming a published writer. In 1960 she married the poet/teacher, Arnold Adoff. In 1969, with their two children, Virginia and Arnold, they moved back to Yellow Springs — to the family property where they built their dream home. During her lifetime, Virginia published 41 books covering several genres: novels, picture books,

non-fiction, folktales, science fiction... She especially loved to write books that helped define the lives of African Americans (as is evidenced in **M.C. Higgins, the Great**). She won every major award in children's literature, including the Newbery Medal, the National Book Award, the Boston Globe - Horn Book Award, and the Coretta Scott King Award. In 1992, the International Board on Books for Young People gave Hamilton the Hans Christian Andersen Award for her lifetime contribution to children's literature. Sadly, Virginia passed away on February 19, 2002. She died of breast cancer at the age of 65.

Did You Know?

- **M.C. Higgins, the Great is the first work in history to win both the National Book Award and the John Newbery Medal.**
- **Virginia was named for her grandfather's home state.**
- **While pursuing her dream to become a published writer, Virginia had many different jobs, such as museum receptionist and nightclub singer.**



Chapters Three to Four

Answer each question with a complete sentence.

1. In Chapter three, we are introduced to Jones Higgins, M.C.'s dad. Predict what kind of person you think Jones will be. Why do you feel this way?

2. What characteristics do you think it's important to have if a person is going to be a good father to his children? Try to think of three or four items.

Vocabulary

Complete each sentence with a word from the list.

wistful

silhouette

confound

desolate

cherish

reverie

impel

spigot

cadence

hurtle

1. The _____ of the Beatles' tune was not typical of the band's songs.
2. No one is going to _____ you to perform a deed which is against your will.
3. I think my little sister will really _____ that old teddy bear.
4. Being born into a family with alcoholic parents was probably the severest _____ that he had to overcome.
5. The _____ was rusted and filthy.
6. I'm sure he thinks that the big words he uses will _____ most listeners.
7. Hearing my grandmother read a chapter from "Anne of Green Gables" gave me a dreamy, _____ feeling deep in my soul.
8. The artist merely needs a _____ of your portrait in order to complete the project.
9. It was obvious from his expression that he was in the midst of a _____.
10. Our family got a flat tire along a _____ stretch of highway in the middle of the night.



Chapters Three to Four

1. Fill in each blank with the correct word from the chapters.

- a) It was important to pitch a _____ high and loud enough to outdistance the sounds drifting in from the river and from Harenton.
- b) Macie Pearl was in the lead not because she was the fastest, but because she liked to pretend she was the _____.
- c) M.C. wondered if the harsh _____ from the mining cut on the mountain was poisoning the grapes.
- d) Jones played rough with his oldest son so that M.C. would grow up to be _____.
- e) Jones bet M.C. a _____ that he could climb the boy's steel pole.

2. Complete each sentence with a word from the list.

slave

premonition

grotto

sight

crate

- a) M.C.'s bedroom was really a _____.
- b) M.C.'s seat at the kitchen table was a _____.
- c) Jones half-believed that his son had second _____.
- d) When Sarah first arrived at the mountain, she had still been a _____.
- e) M.C. had a strange _____ that the spoil heap was going to slide.



Chapters Three to Four

Answer each question with a complete sentence.

1. The author uses a number of **similes** (a comparison of two things using the words **like** or **as**) in these two chapters. One example is **tough palms like scoop shovels**. What two things are being compared? Invent your own simile using an old man's face as an object of comparison.

2. Of what use were the pedals and wheels on M.C.'s pole?

3. What did Jones Higgins feel was preventing him from being a success at the steel mill? Why did he believe this?

4. Although the Higgins family was poor, they were quite enterprising. Give an example to prove this.

5. From where do you think Sarah's song originated? Defend your response.

6. Describe your first impression of M.C.'s mother. What is there about her that gave you this impression?

Journaling Prompt

Jones describes his son as a **worrier**, and the novel seems to bear this out. Interview another student asking them to describe a time in his or her life when they had cause to worry. (This could be the result of responsibilities at home or at school; issues with family and friends, etc.) How was the situation resolved?



Chapters 10 to 12

Coal Mining Company - We Care for You!

Every disagreement has two points of view. The reader might be horrified at the heartless manner in which the coal mining company treats the Higgins family and other residents of Sarah's Mountain; yet the coal they are excavating makes possible the electricity in the homes of area residents.

Your task is to create an advertisement— one created by the coal mining company — making public the many good things about having such an industry in the area.

Your ad should be designed for a newspaper or magazine and be one-half page in size. It should contain a graphic as well as two or three statements claiming the benefits of coal mining for the people of that area.

Your creation should be imaginative, positive, and seek to reach the hearts and minds of many people who might be concerned about the results of having such an industry on Sarah's Mountain.



Chapters 13 to 14

Worth Posting!

Your assignment is to write a brief review of *M.C. Higgins, the Great* for posting on a website such as www.amazon.com. This is an opportunity to share your opinion of the novel with other young people who are considering whether to read the book or not.

Your review should be at least two paragraphs in length. One paragraph should briefly describe the plot (without giving away the ending). The second paragraph should give your impression of the novel. You may wish to interview a couple of your classmates so that you can include their opinions of the novel in your review as well.

When writing your impression, try to include one favorable comment and one suggestion as to how the novel might be improved.



Word Search

Find all of the words in the word search. Words may be horizontal, vertical, or diagonal. A few may even be backwards. Look carefully!

amiable	briers	enormous
indignant	intruder	premonition
pungent	reverie	sinister
suffocate	tension	topsoil
undergrowth	witch	yodel



Comprehension Quiz



Answer each question with a complete sentence.

- Describe the development occurring high on Sarah's Mountain, which M.C. finds particularly disturbing. 2
- Why was M.C. excited by the appearance of the dude (Mr. Lewis) on the mountain? 2
- What were the names of M.C.'s three siblings? 3
- M.C.'s seat at the kitchen table was actually a _____ and his bedroom was in fact a _____. 2
- Describe M.C.'s attitude regarding the Killburn family. 2
- Why was M.C. so concerned about the danger posed by the spoil heap, considering that it was only moving one-half inch at a time? 2
- As it turned out, swimming through the tunnel with Lurhetta was an especially dangerous thing for M.C. to do. Why was this so? 2

SUBTOTAL: /15

Fact and Opinion

M.C. Higgins, the Great raises a number of thoughtful issues in a most interesting manner:

- coming to terms personally with people who are different than ourselves;
 - the heartless indifference of large corporations/industries;
 - the importance of personal history and heritage in knowing better who we are;
 - personal responsibility;
 - societal and personal prejudices.
- Choose a thought-provoking topic discussed in this novel. Place this topic in the box below.
- Underneath the topic, add important details relating to the topic.
- facts and opinions that might arise in a public discussion of this topic.
- some research may be necessary.

Topic:	Opinions						
	Facts						

NAME: _____

After You Read 



Chapter Thirteen

Answer each question with a complete sentence.

- As M.C. watches his family members interacting together, he thinks they are **different from the Killburns. Closer somehow.** Support M.C.'s argument with proof from the novel, then refute his argument with proof from the novel.

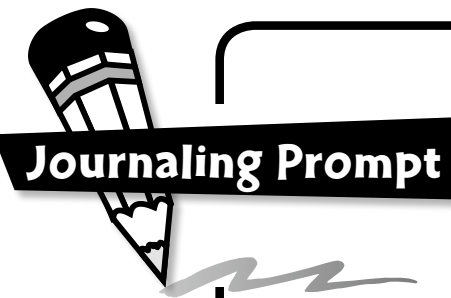
- As the dude is leaving, his eyes meet M.C.'s. **Just a fleeting look through which terrible doubt met a knowing sadness.** What do you think the author meant by this statement?

- What did the dude mean by saying that M.C.'s mother wouldn't fit on a stage?

- Why do you think M.C. lied to the children about the dude returning to the mountain to get Banina?

- Berthold Auerbach once wrote, **Music washes away from the soul the dust of everyday life.** How did M.C. find truth in Berthold's words?

- As darkness settles on the mountain, how does the rain lend to the suspenseful atmosphere of the story?



Journaling Prompt

The next Chapter is the last. Predict what you think will happen in this chapter. When you have finished reading Chapter 14, come back and reread your prediction; then write a final comment indicating how close you were to the ending imagined by the author. In what way(s) was your conclusion better than the author's?

1.
Answers will vary. (i.e. There are fewer Higgins and so seem closer to each other; the Killburns are much more accepting of others).

2.
M.C. now doubts that his mother will be discovered, and the dude knows he can do nothing for the family to help M.C.

3.
I'd change her. smile and project herself and look chic.

4.
Answers will vary. (i.e. he didn't want to disappoint the children).

5.
Singing with his family made him feel somewhat better.

6.
We wonder if it will loosen the spoil heap and bring it down on the house.



1.
Answers will vary.

2.
Answers will vary.

Vocabulary

- privie
- corridor
- accustomed
- keen
- gully
- inkling
- gouged
- skirted
- rancid
- revulsion

- 1.**
- T
 - T
 - F
 - F
 - F
 - F

- 2.**
- 4
 - 5
 - 6
 - 1
 - 3
 - 2

1.
Answers will vary. (i.e. Perhaps as a way of saying goodbye and thanks to M.C.).

2.
A break wall to keep back any mudslides.

3.
Answers will vary. (i.e. Lurhetta accepted Ben, and M.C. admired Lurhetta).

4.
Answers will vary. (i.e. When M.C. resolves to accept Ben as an equal and ignore his father's prejudices).

5.
Answers will vary.

6.
Answers will vary.



EASY MARKING ANSWER KEY

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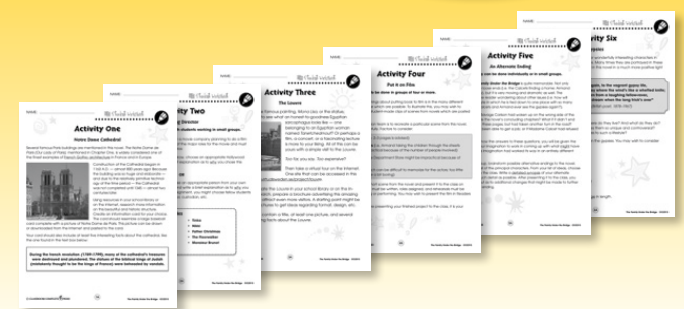
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Natalie Savage Carlson

Born in Kernstown, Virginia October 3, 1906, Natalie Savage Carlson's mother was French Canadian. This cultural connection allowed Natalie to work many old family stories from Quebec into her writings. At the age of only four, Natalie was sent to live in a convent boarding school where she stayed for four years. When she returned home, she was tutored by a family friend. She had her first story published when she was only eight years old.



Her first book, *The Talking Cat and Other Stories of French Canada*, was published in 1955. Her series of *Happy Orpheline* books about a group of French orphans and their carefree lives was extremely popular. During her writing career, Natalie received many honors, including the Newbery Honor Book award for *The Family Under the Bridge*, and a nomination in 1966 for the Hans Christian Andersen International Children's Book Award.

Natalie married a naval officer and as a result, traveled the world. This allowed her to add a sense of reality to her writings. Ms. Carlson later lived in Oklahoma, Rhode Island, and the Pacific Northwest. She eventually settled in Florida prior to her death on September 23, 1997.

Did You Know?

- In the late 1990s, entertainer Kathie Lee Gifford wrote and produced *Under The Bridge*, a play based upon the children's book *The Family Under The Bridge* by Natalie Savage Carlson.
- Natalie explores racism and cultural differences in her books.
- At age 8, Natalie published her first story on the children's page of the Baltimore Sunday Sun.



Chapter Six

Answer the questions in complete sentences.

1. In Chapter Six, we find that Madame Calcet does not have much respect for gypsies. From what you know about these people, why might Madame Calcet have a problem living among them?

2. Why do you think it is important for gypsies to keep to themselves for the most part? (i.e. They do not send their children to school, or mix socially with outsiders.)

Vocabulary

Complete each sentence with a word from the list.

commandment	highbrow	persist	bitter	apologize
mischievous	descend	courteous	triumph	distasteful

1. I have never seen anyone _____ that staircase so hurriedly.
2. Before getting your reward for a job well done, I insist that you _____ to the old woman whom you accidentally insulted.
3. Despite his infirmities, my grandfather is always most _____ to everyone he meets.
4. I find that even being in his presence is most _____.
5. Completing the twenty-six mile marathon was a _____ of the will.
6. My little sister always has a _____ expression on her face.
7. Aunt Gertrude refused to attend the soiree because it promised to be too _____ for her liking.
8. The grouchy old foreman had only one _____ — always work your hardest.
9. If you _____ in making that silly noise, I will send you to your room without supper!
10. Not getting a pony for my birthday was a _____ pill to swallow.



Chapter Six

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

- T F a) Once the Calcet children were comfortably settled in Tinka's house, they lost interest in getting one of their own.
- T F b) Paul confessed that he would enjoy living like a gypsy.
- T F c) The thought of not attending school worried Paul a good deal.
- T F d) Madame Calcet apologized to Armand for the way she had treated him.
- T F e) Madame Calcet was very upset to learn that Armand had brought her children to the gypsies.
- T F f) Mireli was willing to take only a small payment from Madame Calcet for letting her family stay with her.

2. Number the events from 1 to 6 in the order they occurred in this chapter.

- a) Suzy begins to teach Tinka how to read.
- b) Armand returns to the gypsy village with Madame Calcet.
- c) Tinka tells the Calcet children stories of her travels.
- d) Suzy asks Armand to inform Father Christmas as to where he can bring their house on Christmas.
- e) Armand leaves to fetch Madame Calcet.
- f) Madame Calcet eats the pigeon stew offered her.



Chapter Six

Answer each question with a complete sentence.

1. Describe Madame Calcet's reaction to being told by Armand about the two women who had visited the children under the bridge.

2. Why did Madame Calcet walk a few paces behind Armand?

3. What are your thoughts about Armand's statement to Madame Calcet: *What good does it do to be honest if you aren't kind and generous?*

4. How did Armand excuse the gypsies when Madame Calcet accused them of being thieves?

5. Does Armand's excuse justify them in your own eyes? Defend your response.

6. Why did the gypsy children not attend school? What do you think of this practice?

Journaling Prompt

Madame Calcet's mind must surely have been in a panic by the end of this chapter. Imagine you are her and write a journal entry at the end of this exciting, yet tumultuous day. What are your thoughts regarding the gypsies you have just met? What will you do about finding your children a home? What about the old hobo that has been helping you and the children? So many thoughts must have been going through her mind.



Chapters 1 to 2

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 **FROM** can also form the word **FORM**. Follow these directions to form the anagrams:

- Read the clue in the right-hand column.
- Using the word in the left-hand column, move the letters around in any order, but you must use all the letters.

Each of the words in the left-hand column are found in the first two chapters of *The Family Under the Bridge*.

Word	Anagram	Clue
miracles		Recovers
steal		The smallest part
heart		A planet
things		Characterized by darkness
mate		Not wild
pride		Levered open



Chapters 3 to 4

Personification

Personification is a literary device in which non-humans are given human traits. An example from Chapter 3 is, "The little group headed for the great glass door of which the store was so proud."

- Why is the above sentence an example of personification?
- Create your own imaginative examples of personification using the following items as the subjects of your sentences:
 - a child's squeaky toy
 - a pumpkin
 - a melting popsicle



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are even backwards.

Armand bridge Calcet	Christmas generous gypsies	halles haughty industrious	laundry Louvre miracle	pantaloon pilgrimage vestments
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V	G	Q	W	C	E	Y	R	D	N	J	A	L	Z	I
E	E	Y	R	T	A	Y	U	I	O	P	X	C	N	A
S	L	K	P	J	H	L	G	F	D	S	A	D	P	R
T	G	O	I	S	U	Y	C	T	R	F	U	G	H	M
M	L	E	K	J	I	H	G	E	F	S	D	Y	S	A
E	L	K	N	J	H	E	G	F	T	D	S	T	D	N
N	Q	W	E	E	R	T	S	R	Y	U	I	H	O	D
T	M	E	N	B	R	V	I	C	X	Z	A	G	I	E
S	I	G	U	Y	T	O	R	T	E	R	D	U	U	L
P	O	D	I	U	U	Y	U	S	E	L	L	A	H	C
M	N	I	B	S	V	C	X	S	Z	R	A	H	S	A
C	H	R	I	S	T	M	A	S	G	H	V	F	D	R
U	Y	B	T	R	E	G	H	J	V	B	N	U	X	I
R	T	Y	N	O	O	L	A	T	N	A	P	U	O	M
P	I	L	G	R	I	M	A	G	E	G	H	J	K	L



Comprehension Quiz

Answer each question in a complete sentence.

- Mireli and the other gypsies always spent their winters in _____ and in the spring, traveled to _____. 27
- What circumstances led the Calcet children to having to live beneath the bridge? 2
- What were the names of the three Calcet children and their dog? 2
- Who did Armand take the children to see shortly after meeting them for the first time? Why did he do this? 4
- What news did Father Christmas tell Armand? What was Armand's reaction? 2
- After visiting Father Christmas, how did Armand use the children to get enough money for them to eat? 2
- Why did Armand end up taking the children away from their home under the bridge? Where did he take them? 1

SUBTOTAL: /15 2

Event Map

Choose one of the exciting events described in *The Family Under the Bridge*. You might consider one of the following incidents:

- Armand finds the Calcet children in "his" spot under the bridge;
- The Calcet children appeal to Father Christmas;
- The police visit the gypsies.

Now complete the following **Event Map** below with the appropriate details.

Event: _____



NAME: _____

After You Read 



Chapter One

Answer each question with a complete sentence or short paragraph.

- Keeping in mind that the **setting** of a story encompasses both place and time, how would you describe the setting of the first chapter?

- How did Anabel react to Armand when he helped himself to the broken branches and flowers? Why do you suppose she reacted in this way?

- Investigate:** Armand tells Mireli, the gypsy woman, that he is tired of living in the crowded corners and tight alleys of **Place Maubert**. Using resources in your school library or on the Internet, find out two interesting facts about **Place Maubert**.

- Describe Armand's view of children. Why do you think he felt this way?

- How did Armand threaten the boys? Was it effective?

- What startling discovery did Armand make under the bridge? Why do you think they were there?

EASY MARKING



Journaling Prompt

Imagine you are Armand and write a journal entry describing the shock of what you found under the bridge, and then suggest what you will do about your unusual find.

1.
In the summer Brian would live with his father and during the school year with his mother.

2.
Answers will vary.

3.
When he was at the mall with his mother, he witnessed an older man suffering from a heart attack. The signs include "going down" and screaming about his chest.

4.
Aches and pains in his left shoulder, a strong pain down the left arm, stomach pain, spasms, body jerks, chest pains.

5.
Brian was silent during the drive to the airport because of anger he felt for his mother due to the Secret about his parents' divorce. He felt guilty for being silent so he wore the hatchet, a gift from his mother for the trip, on his belt even though he didn't like it. His mother was speaking to him as she did when he was younger.

6.
Brian's father was a mechanical engineer who had designed or invented a new drill bit for oil drilling: a self-cleaning, self-sharpening bit. He was working in the oil fields of Canada.

1.
Answers will vary.

2.
Answers will vary.

Vocabulary

- C
- H
- G
- B
- J
- F
- D
- A
- I
- E

- a) **F**
- b) **T**
- c) **F**
- d) **F**
- e) **T**
- f) **T**

- a) 4
- b) 2
- c) 6
- d) 1
- e) 3
- f) 5

1.
Answers will vary. Altimeter, transmitter radio, clock, speed, compass.

2.
Putting his hand on the control wheel and his feet on the pedals, Brian pulled back on the wheel to raise the plane. He then pushed the wheel back in. He continued to do this until the nose was level with the horizon.

3.
The altimeter is a device that tells you your height above the ground or sea level.

4.
Trees and lakes.

5.
Answers will vary.

6.
Chapter 2 ends with the plane running out of gas. Chapter 3 ends with Brian swimming to shore after crashing the plane into a lake.



Family Stories Lit Kit Set – Gr. 3-4

- **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.