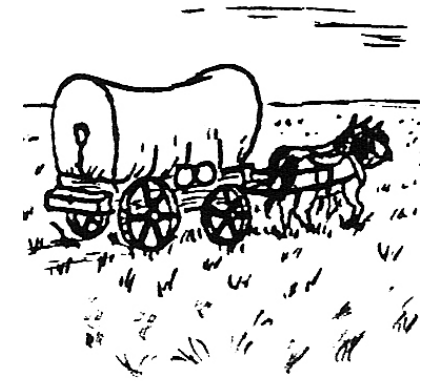


UNIT OVERVIEW

Little House on the Prairie Novel Study



OVERVIEW

This novel study provides teachers with a highly structured format for teaching language arts as students develop a love for reading longer materials like novels. Various areas such as reading comprehension, vocabulary development, spelling, grammar and writing are all entwined in this integrated approach eliminating the need for teaching these skills separately. Activities are divided into three main sections:

1) Chapter Questions

For each chapter, students answer a thorough set of questions requiring answers in complete sentences. Reading comprehension is key as students must read and understand the *entire* book in order to answer the questions. (One major strength of the novel study approach is that students *must understand* the novel or they will be unable to do the required assignments.)

2) Vocabulary and Language

Each chapter also includes activities dealing with such things as word meanings, use of the dictionary, spelling, parts of speech, antonyms/synonyms, syllables, punctuation and grammar.

3) Writing and Creativity

In this section, students apply what they have learned about language and grammar skills to write more effectively. Creative writing is the focus of this less-structured segment allowing teachers more opportunity to incorporate their own ideas into developing creative writing skills.

EVALUATION

Teachers can use the marking format provided or devise their own. Certain assignments, especially in the Vocabulary and Language section are well suited to marking by students. However, it is important teachers mark assignments requiring answers in complete sentences to monitor student progress in this crucial area.

READING STRATEGIES

A variety of reading approaches seems to work best. One proven method is for the teacher to read the book out loud to the entire class the first time through stopping after a chapter or two. In answering the questions, students will essentially be required to reread the chapter on their own. Not only does this "out loud" method insure that students are read to daily, but it also helps all students to understand the book regardless of reading level.

Having students read sections silently by themselves, out loud with partners or in small groups are all possible variations that will help keep student interest high.

Note

One way to gain a measure of the effectiveness of the novel study and to gauge student interest is to instruct students *not* to read ahead on their own. Basic reverse psychology dictates that students will invariably be slouching down into their desks to sneak in a chapter while the teacher knowingly turns a blind eye.

ASSIGNMENTS

With the assignments, teachers can photocopy entire booklets for each student or only the portions that the teacher wishes to use. One possible method of reducing this large amount of photocopying is to have students write down chapter questions and answers in their notebooks.

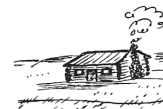
Note

If your school uses passwords for the photocopier and you are worried about the photocopy police slapping your wrists for extreme overuse, simply bribe the secretary into giving you the password for the grade two teacher and "have some fun".

Teachers are free to pick and choose assignments as they see fit as well as adding in any optional lessons they develop. (The main difficulty with this is that it alters the marking totals)

ACTIVITY CENTRE

Periodically, students are asked to get materials from "The Activity Centre". This is simply a place where the teacher can leave various materials such as construction paper or other reference material. The assignments that refer to the Activity Centre are: Design a Mobile, Make an Eight Piece Quilt Block, and Sewing a Stitch.



Chapter 5 – THE HOUSE ON THE PRAIRIE

1. What did the girls have for breakfast? _____
2. Which river was closest to them? _____
3. What were they going to build their house from? _____
4. What did Laura know of Natives? _____
5. How did roads get made on the prairie? _____
6. What were the biggest logs called? _____
7. Why did these logs have to be the strongest? _____
8. Explain what "notching" means. _____
9. When Pa "chinked" the cracks, what would he be doing? _____
10. What was a "skid"? _____
11. How close was their nearest neighbour? _____
12. Who was their nearest neighbour? _____
13. Describe the especially good supper they had for Mr. Edwards. _____

3. INTERVIEW the main characters.

In pioneer days, people experienced many hardships as they built their homesteads. Each person in the family had definite jobs, even children, because everyone had to work together to get the task done.

Interview these four characters to determine: What their job is?
Where they prefer to live?
Why they have chosen to be a pioneer?
Why they are in this particular place?

a) Pa Questions: a) _____
b) _____
c) _____

Answers: a) _____
b) _____
c) _____

b) Ma Questions: a) _____
b) _____
c) _____

Answers: a) _____
b) _____
c) _____

c) Laura Questions: a) _____
b) _____
c) _____

Answers: a) _____
b) _____
c) _____

d) Jack Questions: a) _____
Answers: a) _____



1. Using your **DICTIONARY**, find the **MEANINGS** of the underlined words. _____
- a) Pa said the words in a dreadful voice. _____
- b) We'll dress the prairie hen. _____
- c) Laura ran to Pa and clutched him. _____
- d) Two black eyes glittered down into hers. _____
- e) The Native made two harsh sounds. _____
- f) They ate every morsel of it. _____
- g) Ma was standing near the hearth. _____
- h) He meant to make the bedstead that day. _____
- i) Whines came up and quivered in his throat. _____
- j) It was a disgrace to be chained. _____



1. Write a **LANTERN POEM**.

20

A lantern poem is a 5-line, syllable poem that is shaped like a Japanese lantern. It is written in this pattern:

Line 1: one syllable	A
Line 2: two syllables	Young girl
Line 3: three syllables	Named Laura
Line 4: four syllables	Lived on Prairie
Line 5: one syllable	Brave

Write a lantern poem about **ONE OF THE INGALLS FAMILY**, Pa, Ma, Laura, Mary, Carrie or Jack.

Then write the second lantern poem about **YOURSELF**.



2. On the next page, you will **PLAN A BACKPACK TRIP**.

35

The pioneers had to plan well for any trip they made. Pretend that you are going camping for two weeks in a remote area and will have to prepare yourself like a pioneer.

You can take only what you can carry, and may choose one person to go with you.

What are the most important items you will take? List twenty.

What kind of person would be best to choose to have along?

List ten factors to consider when choosing your partner.

What do you need to learn before you leave? List five.

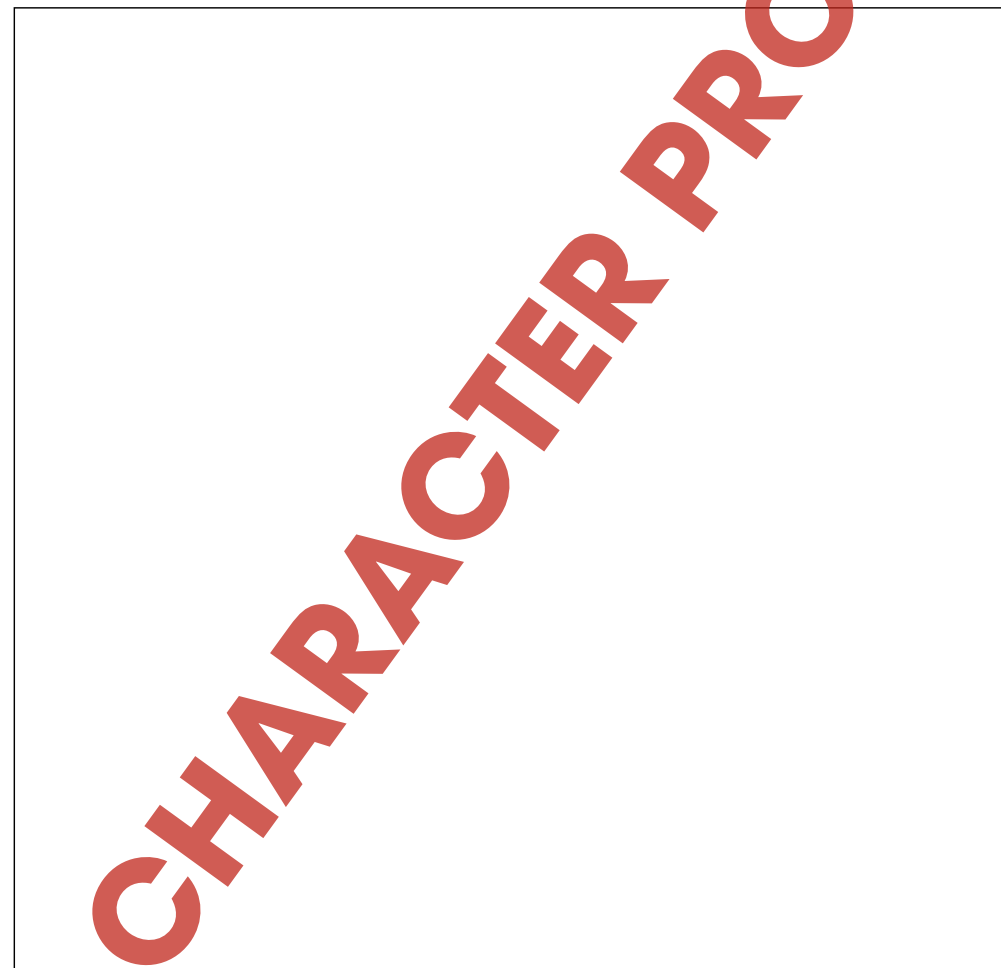
Use proper titles for each set of answers. Use complete sentences.

2. **PROFILE A CHARACTER**

In these four chapters we have a clearer picture of what pioneer life was like. We have many pictures in our mind of each character we have met.

CREATE A PROFILE of one of the characters in the story.

- Draw a silhouette (shadow) of the character.
- Under and around the silhouette, write a description of your character that you would put on a "Wanted" poster.
- You must have at least 12 descriptive words.



6. **CROSSWORD PUZZLE**

15

Complete the puzzle.
Use your dictionary if you do not know the meanings.

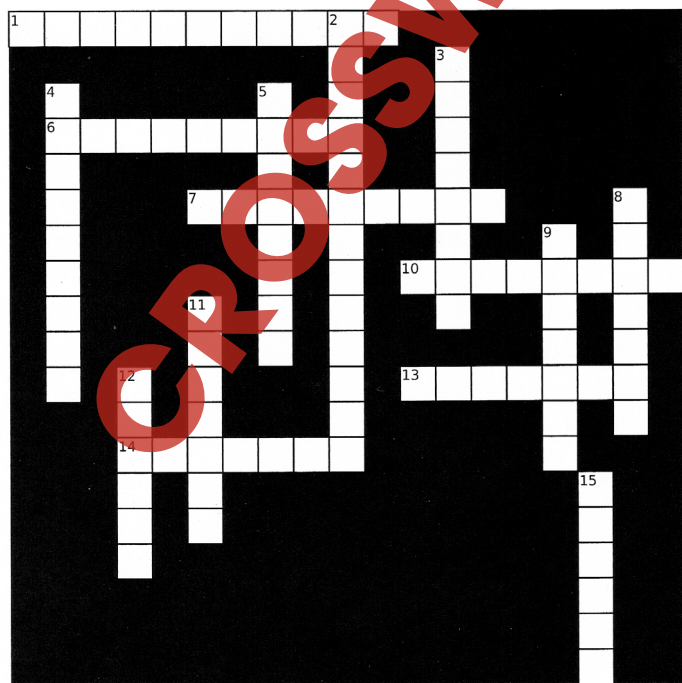
ACROSS

- satisfied
- examining
- a bowl to wash in
- sound of frying
- Native baby
- sudden shift of weight

DOWN

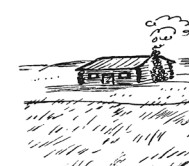
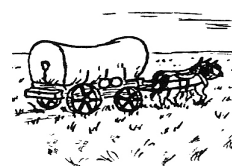
- a district where people live
- small, metal cup
- frilly woman's slip
- river crossed on a raft
- chewed
- mixed sensation of smell and taste
- heavy, metal iron
- cotton cloth
- high-pitched cry

flavory	pannikin	papoose	sadiron
neighbourhood	petticoat	sizzling	munched
squal	contentment	washbasin	lurched
calico	Missouri	exploring	



EVALUATION

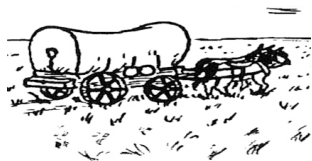
Little House on the Prairie
By Laura Ingalls Wilder



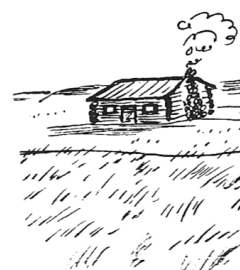
Chapters	Questions	Vocabulary And Language	Writing and Creativity	TOTAL
1, 2, 3, 4	69	71	50	190 = %
5, 6, 7, 8	64	108	66	238 = %
9, 10, 11, 12	56	58	69	183 = %
13, 14, 15, 16	61	35	93	189 = %
17, 18, 19, 20	45	84	84	213 = %
21, 22, 23, 24	63	136	85	284 = %
25, 26	27	36	94	157 = %

TOTAL: 1,454 = %

COMMENTS:

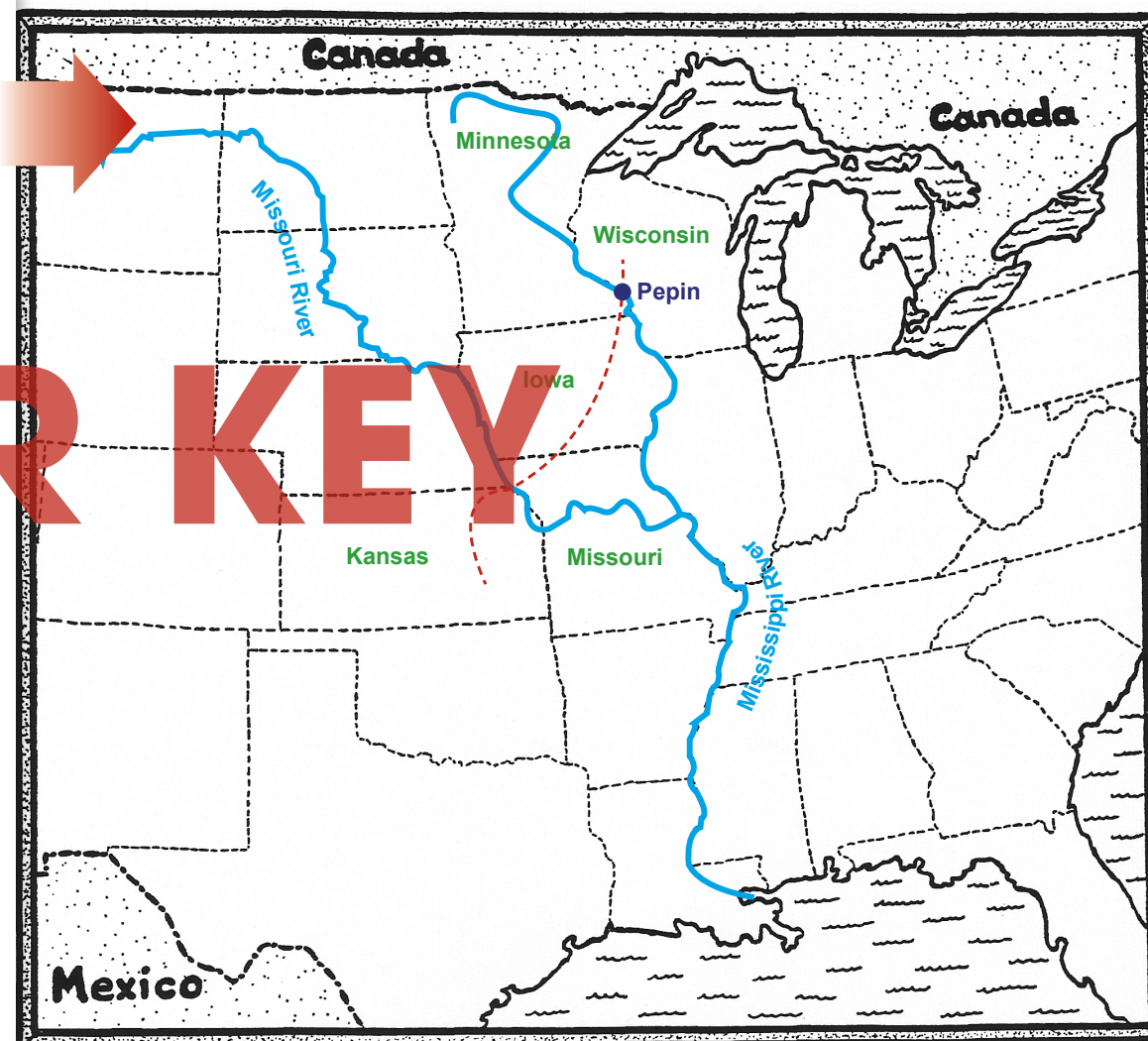
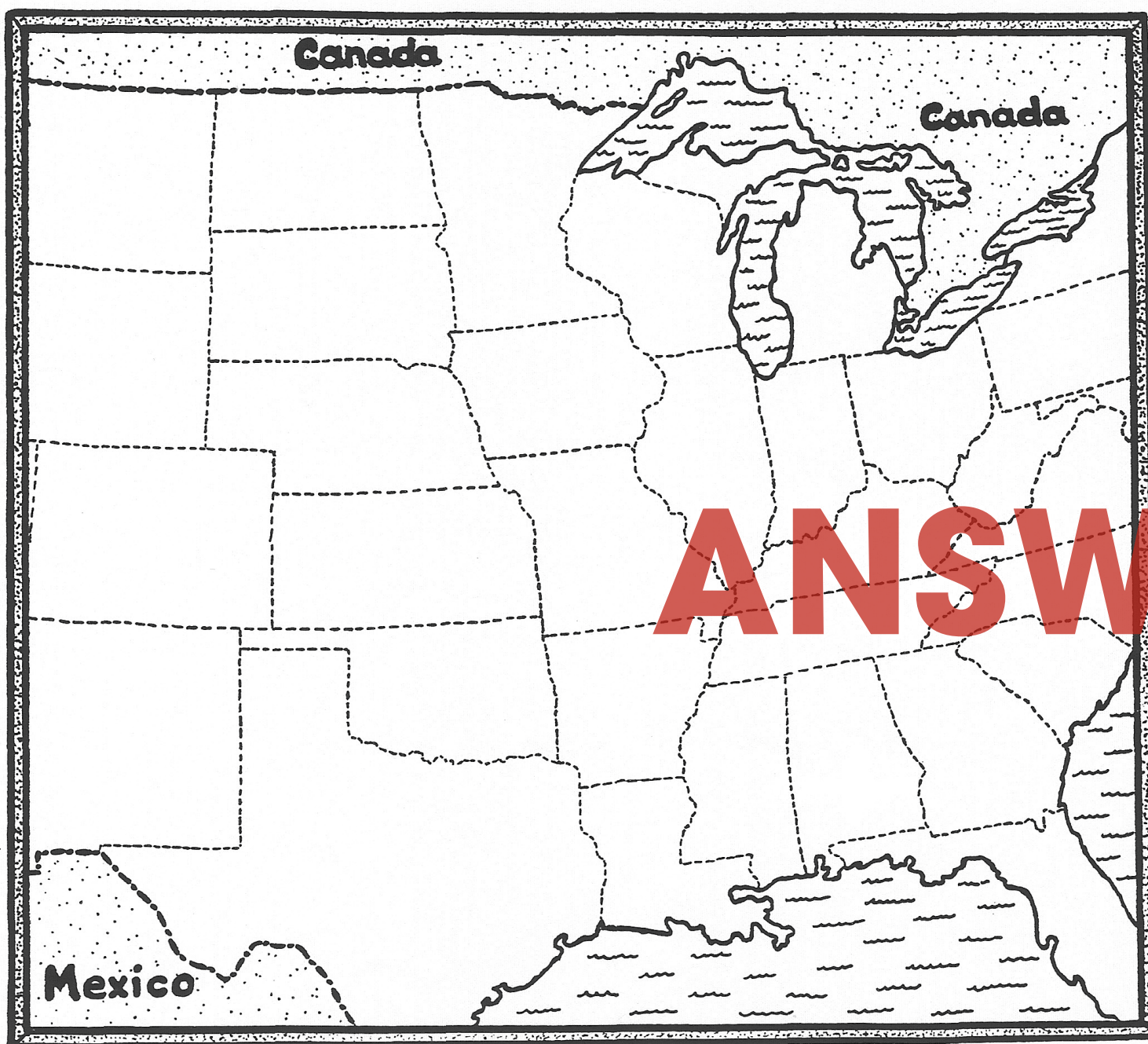


CHAPTERS 5, 6, 7, 8
Writing and Creativity



1. **TRACE THEIR JOURNEY** from where the Ingalls started their trip to where they are now building their homestead.

LABEL THE STATES they passed through, plus the rivers and the town. (5 states, 2 rivers, 1 large town)



ANSWER KEY

7 Questions:

posts in the ground and laid small split logs one above another. 2. It had long ears like a jack rabbit so they called it Bunny. 3. Jack came near the colt, Pet squealed with rage and would snap at them. 4. Jack was walking up and down and looked worried. Jack was afraid of the wind. The hair on his back rose up. Pet started thudding her hooves and running around. 5. He saw about 50 wolves. 6. He didn't want to meet up with the wolves. 7. A bull dog. 8. Corn cakes and prairie hen drumsticks. 9. The Scott family. 10. They were less than a mile apart. 11. They built one house on the line between them, and they slept on the side of the cabin that was on their land. 12. The bad night had given them fever "n" ague. 13. They figured they had just had a big meal and weren't hungry.

7 & 8 Questions:

14. Pa knew if they tried to outrun them the wolves would be right on them. 15. The children were listening and she didn't want to scare them. 16. Pa's gun was not over the door and there was no door just a quilt. 17. Breathing of the wolves, snuffing of a nose at a crack, paw prints on the ground, howling. 18. Pa and Jack were protecting the house. 19. The children were afraid of the wolves. 20. To build a strong stout door for the cabin. 21. Wash dishes, make beds, helped Pa build the door. 22. Pa used wooden pegs instead of nails. 23. He used oak. 24. Because where there are deer there will be wolves. 25. He was going to build the door for

5, 6, 7, 8 Vocabulary & Language:

a) a small animal b) heavily built, firm c) to whinny, neigh d) half of a pint, a very short person e) to shake tremulously, quiver or tremble f) to tremble with a sudden convulsive movement g) to shrink, bend or crouch h) a brutal, insensitive or crude person, savage i) to be able to eat or feed on j) to be able to feed on

5, 6, 7, 8 Vocabulary & Language:

1) I'll = I + will 2) I'll = I + will 3) there's = there + is 4) I'll = I + will 5) haven't = have + not 6) don't = do + not 7) I've = I + have 8) they're = they + are 9) How's = how + is 10) I'll = I + will 11) I'll = I + will 12) We're = we + are 13) I'll = I + will 14) Ma's, lap c) Pa's, big voice d) Pa's, fiddle e) nightingale's, song f) grasses', whispering g) prairie's, grasses

5, 6, 7, 8 Vocabulary & Language:

1) fluffs, dumplings, shadows, notes, chips, grasses, creek bottoms, logs, eyes, woods, drops, poles, tracks, tree-tops, walls, hands, chimneys

2) eaves, augers, deer, countries, horses, breezes, chimneys

3) new, make, bolt, fit, neighbor, care

5, 6, 7, 8 Writing & Creativity: