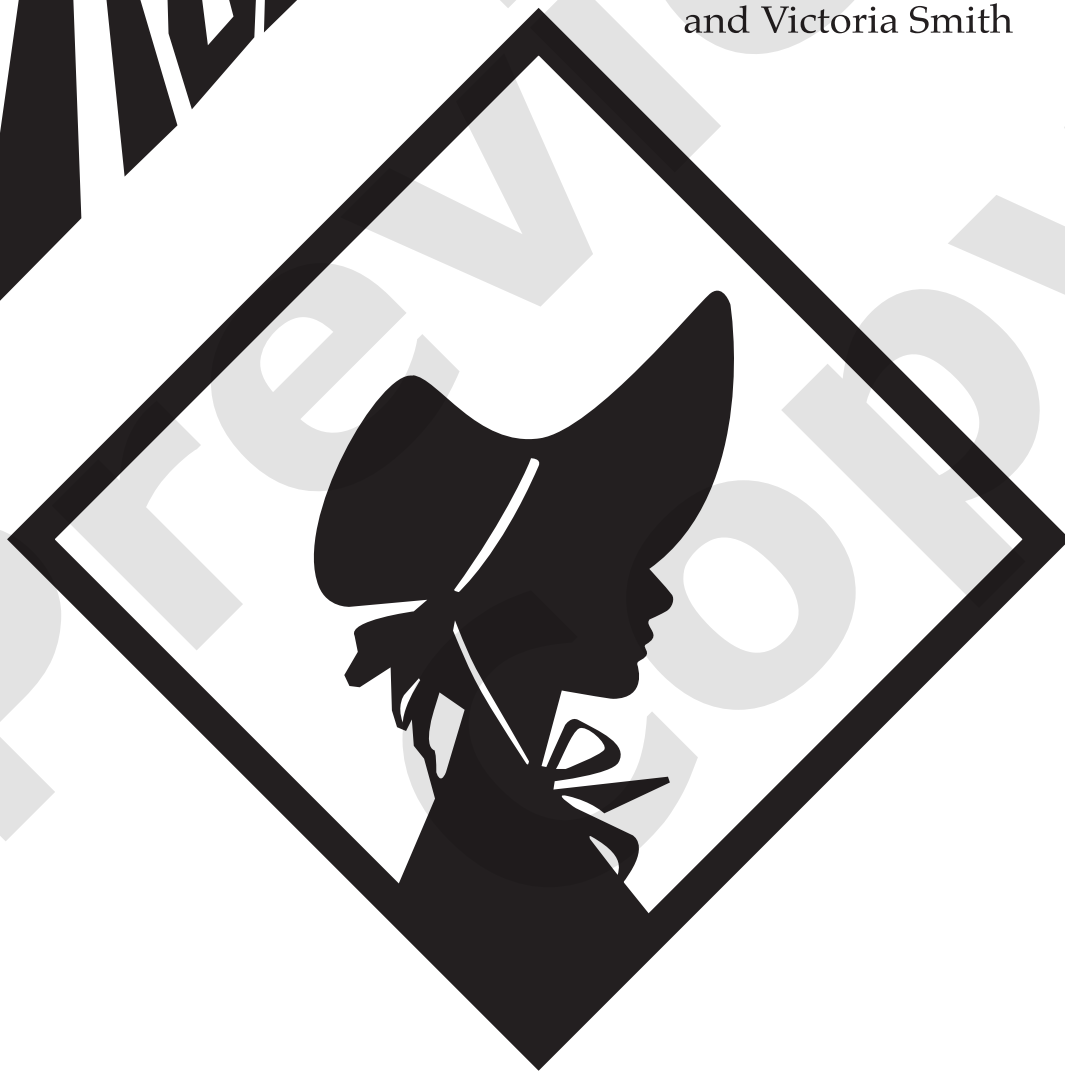


DO Reading!

by Amy Headley
and Victoria Smith



Sarah, Plain and Tall
Literature Study

DEAR TEACHER,

The enclosed Literature Study was designed by teachers with you and your students in mind. We believe it is the most comprehensive and practical Literature Study you will ever use. We feel it's important to review the special features of this Literature Study and help to familiarize you with it.

1. The Literature Study has been divided into four parts. **Part I** will focus on chapters 1-2, **Part II** will focus on chapters 3-5, **Part III** will deal with chapter 6-7 and **Part IV** will focus on chapters 8-9.
2. Each chapter is followed by "Let's Talk About It" discussion questions. These questions deal with issues raised in the chapters. A suggestion for the use of these questions is to have students first answer them independently, then get together with a partner or small group to share their thoughts and feelings. Finally, if time permits, selected students could share with the whole class.
3. Students will complete Vocabulary Cards for each chapter, complete a context clues activity and take quiz at the end of each of the four parts over those vocabulary words. As teachers, we know the frustration of having students look up words in the dictionary, only to find multiple meanings. If a child doesn't know the meaning of the word, it's unfair to expect him or her to be able to pick out and write down the correct definition for the word as it is used in the context of the passage in the book. Therefore, we have created a **Glossary** of words with their definitions. This Glossary is located on pages 83-85. We suggest that you make copies for each student. The vocabulary quizzes and the context clues activities will utilize these definitions. You might want to copy the Vocabulary Cards onto tag board and encourage students to bring in a box for storing the cards on their desks.
4. Comprehension questions will be answered after students have read each chapter. We have designed two formats for you to use at your own discretion: short answer and multiple choice. As a suggestion, you might try having students complete the short answer questions after reading each chapter, and then use the multiple choice questions as a quiz the next day. If students have been diligent to read the chapters and answer the short answer questions correctly, they will be successful on the multiple choice quizzes.
5. Answers to all of the activities can be found on pages 86-94.
6. Bookmarks and a certificate for successfully completing the Literature Study can be found on pages 81-82.

LESSONS AT A GLANCE

PART I

(Chapters 1-2)

1. Before reading Chapter 1, students will:
 - complete Vocabulary Cards for *dusk, feisty, hearthstones, hollow, homely, horrid, insult, prairie, wretched*. (pg. 1)

After reading Chapter 1, students will:

- answer Comprehension Questions. (pps. 2-3)
- complete “Let’s Talk About It” Discussion Questions. (pg. 4)
- use a grid system to locate state parks on a Great Plains map. (pps. 5-7)

2. Before reading Chapter 2, students will:
 - complete Vocabulary Cards for *bonnet, braid, enclosing, flounder, pesky, stalls*. (pg. 1)

After reading Chapter 2, students will:

- answer Comprehension Questions. (pps. 8-9)
- complete “Let’s Talk About It” Discussion Questions. (pg. 10)
- make a Character Web for Caleb. (pg. 11)
- identify point of view in “Which Point of View?” activity. (pps. 12-13)
- use first person point of view to write “Caleb’s Story.” (pg. 14)
- complete Part I Context Clues activity. (pps. 15-16)
- take a Vocabulary Quiz for Part I. (pg. 17)

PART II

(Chapters 3-5)

Before beginning Part II, students will:

- read about Maine and use reference points and intermediate directions to plot Maine's points of interest on a map. (*pps. 18-22*)

1. Before reading Chapter 3, students will:

- complete Vocabulary Cards for *clattered, fetch, flax, hitched, preacher, suspenders, windbreak*. (*pg. 1*)

After reading Chapter 3, students will:

- answer Comprehension Questions. (*pps. 23-24*)
- complete "Let's Talk About It" Discussion Questions. (*pg. 25*)

2. Before reading Chapter 4, students will:

- complete Vocabulary Cards for *asters, conch, meadowlark, paddock, ragwort, rustle, scallop*. (*pg. 1*)

After reading Chapter 4, students will:

- answer Comprehension Questions. (*pps. 26-27*)
- complete "Let's Talk About It" Discussion Questions. (*pg. 28*)
- follow written directions to make a log cabin. (*pps. 29-31*)
- complete "Anna's Guide to Plants" Part I. (*pps. 32-40*)

3. Before reading Chapter 5, students will:

- complete Vocabulary Cards for *canvas, coarse, dune, mica*. (*pg. 1*)

After reading Chapter 5, students will:

- answer Comprehension Questions. (*pps. 41-42*)
- complete "Let's Talk About It" Discussion Questions. (*pg. 43*)
- complete Part II Context Clues activity. (*pps. 44-45*)
- take a Vocabulary Quiz for Part II. (*pps. 46-47*)

PART III

(Chapters 6-7)

1. Before reading Chapter 6, students will:
 - complete Vocabulary Cards for *collapsed, gullies, killdeer, petticoat, sputtering, startled, treaded, tumbleweeds, waded*. (pg. 1)

After reading Chapter 6, students will:

- answer Comprehension Questions. (pps. 48-49)
- complete "Let's Talk About It" Discussion Questions. (pg. 50)

2. Before reading Chapter 7, students will:
 - complete Vocabulary Cards for *columbine, dahlias, feverfew, nasturtiums, primly, tansy, whickering, zinnias*. (pg. 1)

After reading Chapter 7, students will:

- answer Comprehension Questions. (pps. 51-52)
- complete "Let's Talk About It" Discussion Questions. (pg. 53)
- create a Character Web for Sarah. (pg. 54)
- complete "Anna's Guide to Plants" Part II. (pps. 55-62)
- complete Part III Context Clues activity. (pps. 63-64)
- take a Vocabulary Quiz for Part III. (pps. 65-66)

PART IV

(Chapters 8-9)

1. Before reading Chapter 8, students will:
 - complete Vocabulary Cards for *eerie, milled, overalls, portion, pungent, sly, squall, weary, wisps*. (pg. 1)

After reading Chapter 8, students will:

- answer Comprehension Questions. (pps. 67-68)
- complete "Let's Talk About It" Discussion Questions. (pg. 69)
- use plant information to complete Classification activity. (pps. 70-73)

2. Before reading Chapter 9, students will:
 - complete Vocabulary Cards for *groom, murmured, nudged, scuttling, squinted, stern, wailed*.

After reading Chapter 9, students will:

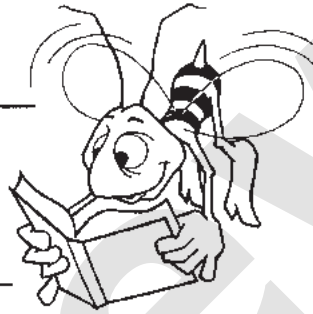
- answer Comprehension Questions. (pps. 74-75)
- complete "Let's Talk About It" Discussion Questions. (pg. 76)
- create a Character Web for Anna. (pg. 77)
- complete Part IV Context Clues activity. (pps. 78-79)
- take a Vocabulary Quiz for Part IV. (pg. 80)

VOCABULARY CARD

word: _____

part of speech: _____

definition: _____



VOCABULARY CARD

word: _____

part of speech: _____

definition: _____

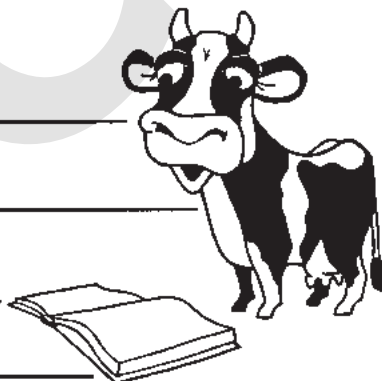


VOCABULARY CARD

word: _____

part of speech: _____

definition: _____



COMPREHENSION QUESTIONS

(Chapter 1)



Directions: Use the information from Chapter 1 of *Sarah, Plain and Tall* to answer the questions below. Remember to write your answers using complete sentences.

- According to the information in Chapter 1, how often did Mama sing?

- What did Anna think was the worst thing about her brother Caleb?

- Why did Papa place an advertisement in the newspaper?

- Besides being strong and willing to travel, what other two ways did Sarah use to describe herself in her letter?

- What one question did Anna want Papa to ask Sarah?

LET'S TALK ABOUT IT

(Chapter 1)

In the first chapter of *Sarah, Plain and Tall*, you were introduced to Anna, her little brother Caleb, and their father, Jacob. Read the questions below and write down some of your thoughts on the lines provided. Use the back of this paper if you need more room. Be ready to discuss some of your answers.

- In the first part of Chapter 1, Anna and Caleb are having a discussion about what Caleb looked like when he was born. Anna tells Caleb that he was a beautiful baby, but she secretly thought he was "*homely and plain, and he had a terrible holler and a horrid smell.*"

Why do you think that Anna chose not to be completely honest with Caleb?

Put yourself in Anna's place. What would you have said to Caleb? Explain why.

- Anna's mother died the morning after Caleb was born. Anna admits that she never said good-bye to her mother. "*I had gone to bed thinking how wretched he looked. And I forgot to say goodnight. Mama died the next morning.*"

Describe how you think Anna felt when she woke up the next morning and found out that her mother had passed away.

COMPREHENSION QUESTIONS

(Chapter 1)



Directions: Use the information from Chapter 1 of *Sarah, Plain and Tall* to answer the questions below. Circle the correct answer from the choices given.

- According to the information in Chapter 1, how often did Mama sing?
 - Mama never sang.
 - Mama sang everyday.
 - Mama sang only on Wednesday mornings.
- What did Anna think was the worst thing about her brother Caleb?
 - He was younger than she was.
 - He was a beautiful baby when he was born and Anna was not.
 - Her mother died shortly after giving birth to Caleb.
- Why did Papa place an advertisement in the newspaper?
 - He wanted to buy another horse.
 - He wanted to sell the farm so he and his children could move to Maine.
 - He was looking for a wife.
- Besides being strong and willing to travel, what other two ways did Sarah use to describe herself in her letter?
 - She was a hard worker but not mild mannered.
 - She could run a farm and raise children.
 - She could ride horses and bake bread.
- What one question did Anna want Papa to ask Sarah?
 - Anna wanted Papa to ask Sarah if she could cook.
 - Anna wanted Papa to ask Sarah if she liked children.
 - Anna wanted Papa to ask Sarah if she could sing.



Anna, Caleb, and Jacob Whitting live on the prairie. During the 1800s, families like the Whittings traveled to the prairies in the West in search of open spaces, cheap land, and clean air. It was not unusual for families to live on large plots of land with the nearest neighbor five miles away. Today, the land that was once an open prairie is now the Great Plains states of Iowa, Kansas, Missouri, Nebraska, North Dakota, and South Dakota. Things have changed!

In this activity, you will use a **grid system** to locate the largest state parks of the six Great Plains states. A **grid system** is made up of lines that come together to form squares. The squares divide a map into smaller pieces, making it easier to find important places. Learning how to use a **grid system** is easy and will teach you an important location skill.

Example: The state of Iowa has many interesting places to visit. Ledges State Park, located at (3,3), is a popular winter sports area.

To locate Ledges State Park at (3,3), put your finger on the number 1 at the bottom of the grid. Slide your finger **over** to 3 and **up** to 3. Ledges State Park is located in the square created when these two numbers come together.

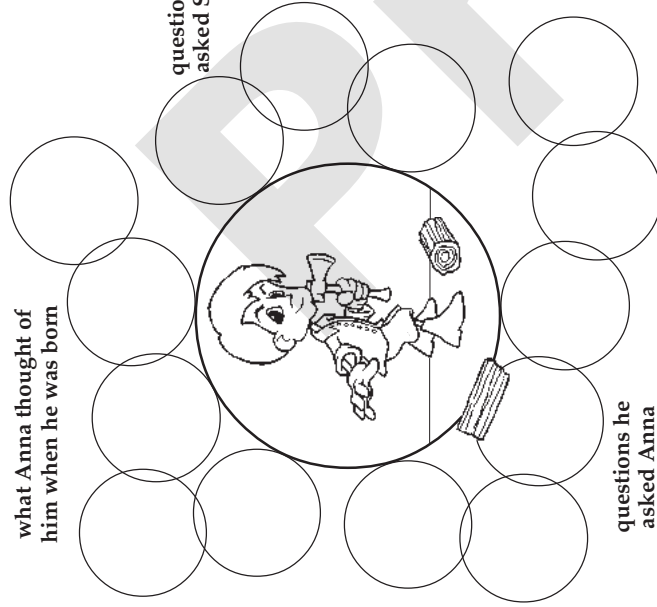


CALEB

Name _____

You have been reading about Caleb from *Sarah, Plain and Tall*. In this activity you will create a Character Web about Caleb. In a Character Web, the main character is in the middle and information about the character forms a “web” around him or her. Use what you have read about Caleb to fill in the circles with the information requested. You can find information for Caleb’s Character Web in chapters one and two.

what Anna thought of him when he was born



questions he asked Sarah

questions he asked Anna

Now use the information you have gathered in the Character Web to write a three sentence description about Caleb on the back of this paper.

POINT OF VIEW

When an author writes a story, he or she must decide from which **point of view** the story will be told. The **point of view** lets the reader know who is telling the story and how much information about the characters’ thoughts and feelings will be revealed.

There are four major types of **point of view**. Read the description of each and see if you can tell from which point of view the book *Sarah, Plain and Tall* is being told.

First Person: The narrator is a character in the book who is also telling the story. This person refers to him or herself as “I” throughout the story. In first person point of view, the narrator can only describe what he or she is thinking or feeling. *As I walked toward the front gates of the carnival, I could already feel my stomach moving up and down. Seeing my best friend Jonathan made me feel much better.*

Third Person Objective: The narrator is outside the story and can only report what he or she sees and hears. *Molly walked toward the front gates of the carnival holding her stomach. She looked up as Jonathan was walking toward her.*

Third Person Limited: The narrator is outside the story, but is able to see into the mind of one of the characters. *Molly was already feeling sick as she walked toward the front gates of the carnival. She felt much better when she saw her best friend Jonathan walking toward her.*

Third Person Omniscient (alm • NIH • shent): The word omniscient is a fancy word that means “all knowing.” In third person omniscient, the narrator is outside the story, but is able to see into the minds of all the characters. *Molly was already feeling sick as she walked toward the front gates of the carnival. As Jonathan walked toward her, he wondered why his best friend was acting so strangely.*

The same scene plays out in each of the examples above. Based on the **point of view**, the author is able to tell the reader some, all, or none of the characters’ thoughts and feelings. **Point of view** gives an author a lot of control over the story!

You have probably already figured out that *Sarah, Plain and Tall* is told in first person. Anna is the narrator and you know what only she is thinking and feeling throughout the story.

POINT OF VIEW

Name _____

CONTEXT CLUES

PART I (Chapters 1-2)

Context Clues are actual “clues” that are given in sentences to help you figure out the meaning of a word. A good sentence will include a definition of the unknown word to give the reader a hint at the word’s meaning.

Directions: The sentences below contain Context Clues. After reading the sentence fill in the blank with the correct vocabulary word. (You will base your decision on the definition, or clue, given in the sentences.) The vocabulary words are listed in the Word Bank. All of the words will be used when you are finished, and you will not use any of the words twice.

- The first one has been done for you, and the definition, or clue, given for the vocabulary word has been underlined. It may help you to underline the clues given in the rest of the sentences.

Word Bank

hearthstones	hollow	prairie	flounder
bonnet	braid	wretched	enclosing
feisty	pesky	insult	homely
dusk	stalls	horrid	

1. We walked into the hollow hallway and we could hear our voices echoing in the empty spaces.
2. The _____ cat would definitely not win any beauty contests because she is not very pretty to look at.

3. The young mother tied the ribbons of the blue _____ underneath her little girl’s chin.

4. It is rude to _____ a person by saying mean things or behaving badly toward them.

In this activity, you will use what you have learned to decide from which **point of view** a story is being told.

Directions: Read each of the selections below and decide whether it is being told from **first person** (the narrator is telling the story), **third person objective** (the narrator is outside the story and can only report what he or she hears or sees), **third person limited** (the narrator is outside the story, but is able to see into the mind of one of the characters), or **third person omniscient** (the narrator is “all knowing” and is able to see into the minds of all the characters). Write your answers on the lines provided. Spelling counts!

1. Maria still couldn’t figure out why Luke didn’t tell her about the accident. As he walked toward her, she was finally going to ask why he kept the secret from her. _____
2. It doesn’t seem to matter what I think. Everybody is always telling me what to do anyway. _____
3. As Aaron pulled his sweater over his head he felt another burst of cold wind. Aaron thought that Cody would be cold too, but his twin brother’s sweater was still in his backpack. _____
4. Lance plays football on the seventh grade team. His best friend William didn’t make the team this year. Lance’s sister, Emily is a cheerleader for the eighth grade team. _____
5. Jennifer was watching anxiously as the clock ticked. She couldn’t wait until the end of the school day so she could spend the evening at her dad’s house. Her father waited patiently by the curb, looking forward to seeing his daughter for the first time in two weeks. _____
6. Lisa met me after school and told me that she couldn’t stay over tomorrow night because she failed her Science test. It makes me angry that she didn’t study. _____

VOCABULARY QUIZ

PART I

(Chapters 1-2)

Directions: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches.

1. _____ hollow
2. _____ insult
3. _____ bonnet
4. _____ hearthstones
5. _____ flounder
6. _____ wretched
7. _____ feisty
8. _____ enclosing
9. _____ horrid
10. _____ prairie
11. _____ pesky
12. _____ homely
13. _____ dusk
14. _____ braid
15. _____ stalls



You have just finished reading about Maine, the state featured in the book *Sarah, Plain and Tall*. In this activity, you will plot some of Maine's points of interest on a map.

To plot Maine's points of interest on a map, you will need to use the four main, or **cardinal directions**. North, south, east, and west are the **cardinal directions**. On a map these directions are labeled N, S, E, and W.

Between the four main directions are the **intermediate directions**. Northeast, or NE, is the direction between north and east. Southeast, or SE, is the direction between south and east. Southwest, or SW, is the direction between south and west. Northwest, or NW, is the direction between north and west.

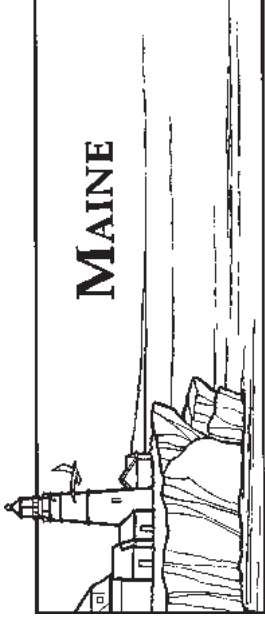
A **reference point** is also important in determining your location. A **reference point** is simply a starting point. It's difficult to travel northwest if you don't have a starting point.

EXAMPLE: Augusta, the capital of Maine, was established in 1628 by settlers from the Plymouth Colony in Massachusetts. Augusta is located northeast of Lewiston.

These directions give you some very important information. They tell you that your **reference point**, or starting point will be the city of **Lewiston**. Locate Lewiston on your Maine map. These directions also tell you in which **intermediate direction** you will be traveling. Put your finger on Lewiston and slide it **northeast**. You should see the symbol for Augusta already placed there for you.

Directions:

1. Use your scissors to carefully cut out the point of interest symbols at the bottom of the next page.
2. On the map of Maine, label the cardinal and intermediate directions on the compass rose.
3. Use the Maine map and the written directions to locate the points of interest in Maine.
4. Glue the point of interest symbols onto the map where those places would be found. Glue the symbols right over the dots.
5. Use coloring pencils to add color to your map.



Maine, the Pine Tree State, is the largest of six New England states in the Northeast region of the United States. Maine's nickname comes from its state tree, the White Pine.

Augusta is the capital of Maine. Augusta is located in the south-central part of the state. In 1628, settlers from the Plymouth Colony in Massachusetts settled in Augusta. The settlers chose Augusta because of its location on the Kennebec River, near a thick forest.

The state bird of Maine is the Chickadee. The state flowers are the White Pine Cone and Tassel, and the state tree is the White Pine. Maine's motto is "I Direct."



MAINE'S FIRST PEOPLE

The first explorers in Maine found the Abnaki (ab•NAH•kee) people living in the area. The Abnaki

lived along the river valleys of Maine. They

were farmers who **fertilized** their crops of **maize** by placing one or two dead fish in the soil.



Abnaki wigwam

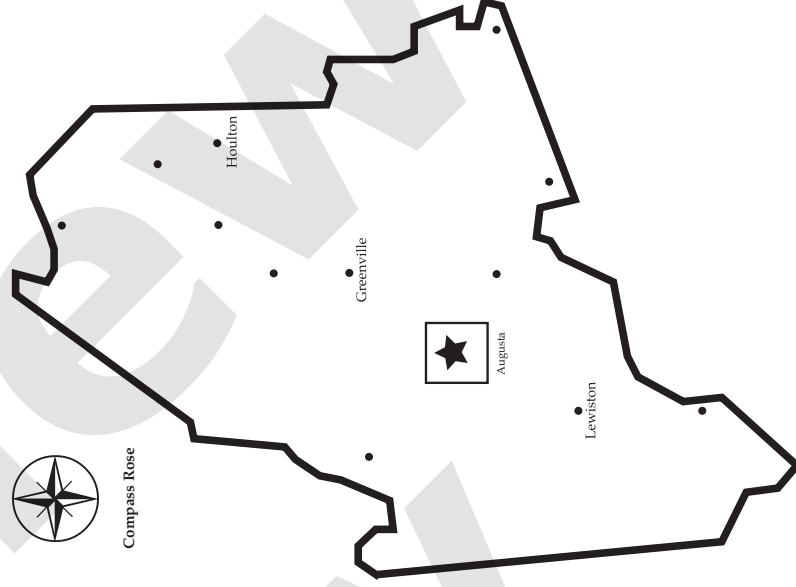
Abnaki villages were surrounded by fences with sharp points at the top. Inside these fences were dome-shaped houses made of poles and covered with bark or woven mats. The Europeans called these houses wigwams.

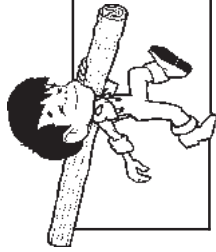
Name _____

MAINE MAPPING



Compass Rose





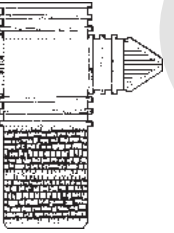
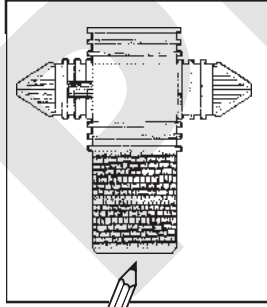
FOLLOWING DIRECTIONS MAKING A LOG CABIN

In this activity you will make a miniature log cabin just like the one that Anna and Caleb probably lived in on the prairie.

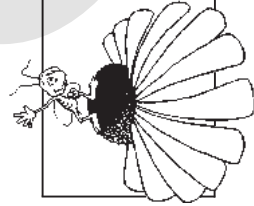


Materials: Scissors, glue, coloring pencils, and log cabin pattern.

1. Color the log cabin.



2. Cut out the log cabin along the bold black lines. It is very important that you do not cut off the bold black lines.



PLANT GUIDE PART I

Anna wants to make a plant guide as a gift for Sarah. In her plant guide, she plans to draw all of the new plants that Sarah has seen on the prairie and all of the plants that Sarah misses in Maine. She also wants to describe each plant so Sarah will have valuable information about each plant.

Anna has started a book titled *Anna's Guide to Plants* and she has drawn a picture of each plant. Anna has even written descriptions for each plant. Now she is too busy with her chores on the prairie. She needs your help to finish.

It's a big job, so she has divided the task into two parts. **Part I** will involve the plants found in Chapters 3 and 4. In **Part II**, you will focus on plants found in Chapter 7. You will also put the finished book together in **Part II**.

To finish **Part I** of *Anna's Guide to Plants*, you will need:

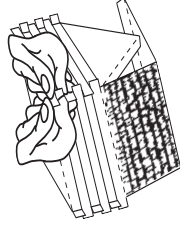
- descriptions of the 10 plants found in Chapters 3 and 4.
- Anna's unfinished pages with the pictures already on them.
- coloring pencils.
- scissors.

Directions:

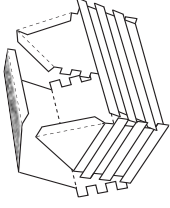
1. Cut out the 10 pages for **Part I** of *Anna's Guide to Plants*. (Cut on the dotted lines.)
2. Use the 10 pages that you just cut out and descriptions that Anna wrote of the 10 plants to correctly color each plant. (Some of the plants bloom in more than one color, so you can choose the color for those plants from the information given.)
3. Use the descriptions that Anna wrote and the lines provided on each of the 10 pages to fill in Anna's required information about each plant.
4. When you are finished with all 10 pages, put them in a very safe place. You will need to get them out again for **Part II**.

NOTE: Some of the plants you will read about have been eaten or used as medicine to treat illnesses. Anna is not suggesting that you eat plants. In fact, she wants to warn you that eating these plants can be very dangerous.

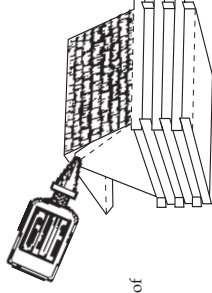
3. Make folds along all of the dotted black lines.



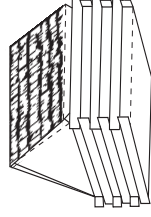
4. Pull interlocking tabs to connect each corner.



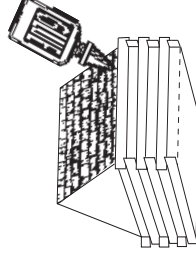
5. Glue all of the tabs marked **A** to the inside of the roof.



6. Tuck tab **B** into the opposite side.



7. Glue tab **B** to the side where it is tucked.



FLOWERS



ASTER

The name Aster means "star." The Aster is a member of the daisy family. In Europe, the Aster is planted in gardens, but in North America the Aster is a wildflower that grows along roadsides and in meadows. Asters have small, daisy-like flowers with yellow or orange centers that are surrounded by deep purple, lavender, blue, pink, rose, or white petals. Most varieties of the Aster bloom from early summer until the first frost in autumn. Some types of Asters are eaten in salads.

Bride's Bonnet is a wildflower that grows in forests where the soil is moist. It will usually be found growing beneath the shade of a tree.

Bride's Bonnet blooms with white blossoms in spring and early summer. The flowers provide nectar for insects, but they are too bitter to be eaten by humans.




BRIDE'S BONNET



CLOVER

Clover is a weed that grows along roadsides and in lawns, meadows, and golf courses. Clover blooms during the summer months in white, pink, red, and yellow flowers. Children find Clover useful for making chains and bracelets and are always looking out for the lucky four-leaf Clover. Raw Clover contains protein and can be eaten, but in large amounts it can give animals and humans a stomach ache. A tea can also be made from the dried flower heads and dried Clover can be ground into flour. The red Clover is Vermont's state flower. Some people have boiled red Clover in water and used it to treat breathing problems and coughs.

FLAX
Flax has been grown since ancient times when it was used




In _____, Flax seeds were brought to America.
By _____, Flax was planted across the prairies.
Flax blooms from _____

Two interesting facts about Flax are _____


There are more than _____ kinds of Roses
In the Rose family, and more than _____ Rose plants are grown each year. Roses bloom from _____

Two interesting facts about Roses are _____



ROSE
The Rose is so popular, it is the state flower in these three states: _____

CLOVER
Clover is a weed that can be found in these places: _____




Children use Clover for making _____

Clover blooms _____

Two interesting facts about Clover are _____

The name Aster means _____
In Europe, Aster is planted in gardens, but in North America, _____



Asters _____

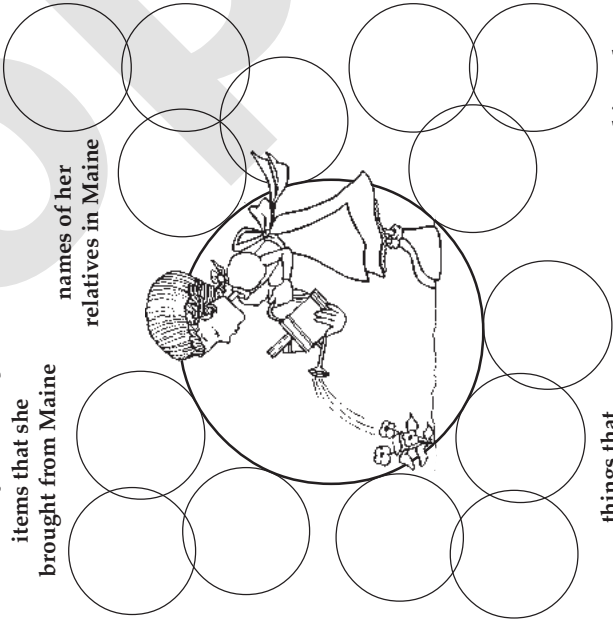
Most varieties of Aster bloom _____

Two interesting facts about Aster are _____

Name _____

SARAH

You have been reading about Sarah from *Sarah, Plain and Tall*. In this activity you will create a Character Web about Sarah. In a Character Web, the main character is in the middle and information about the character forms a "web" around him or her. Use what you have read about Sarah to fill in the circles with the information requested. You can find information for Sarah's Character Web in chapters three through seven.



items that she brought from Maine

names of her relatives in Maine

things that Sarah did in Maine

new things that Sarah did on the prairie

Now use the information you have gathered in the Character Web to write a three sentence description about Sarah on the back of this paper.

Name _____

CLASSIFICATION

Classification is the process of putting objects or people into groups based on characteristics that make them similar to each other. Scientists have created **classification** systems to put every living creature into groups. A **classification** system can be as easy as putting boys into one group and girls into another group. Or, it could involve putting people with the same hair or eye color into groups.

You could **classify** objects using this system as well. Next time you go outside, look around at all the different types of rocks on the ground. You could use a **classification** system to put smooth rocks in one group, rocks with jagged edges in another group, rocks with one smooth edge and one jagged edge in still another group, and so on.

You have been studying about many different types of flowers, weeds, herbs, and trees in *Sarah, Plain and Tall*. In this activity, you will use the book you created, *Anna's Guide to Plants* to **classify** the plants you have been studying.

PART I

Directions:

Use your finished *Anna's Guide to Plants* and the chart below to **classify** or group the 17 plants you have been studying according to their leaf patterns. The first one in each group has been done as an example.















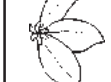



PLANTS WITH SMOOTH LEAVES	PLANTS WITH JAGGED LEAVES
<i>Aster</i>	<i>Rose</i>

PART III

In Part III, you will classify the 17 plants you have been studying according to those grown on the prairie and those grown in Maine.


Directions:

1. Use your *Anna's Guide to Plants* to identify each plant at the bottom of the page.
2. Write the name of each plant in the space provided in each box.
3. Use coloring pencils to correctly color each plant.
4. Use your scissors to cut around each box with a plant in it.
5. Use Chapters 3, 4, and 7 of your *Smith, Plain and Tall* book to find out which plants are grown on the prairie and which plants are grown in Maine.
6. Glue each plant into its proper place on the chart. The first one in each group has been done as an example.

BOOKMARKS

SMART, READ!




BEE



DANGER

READ!



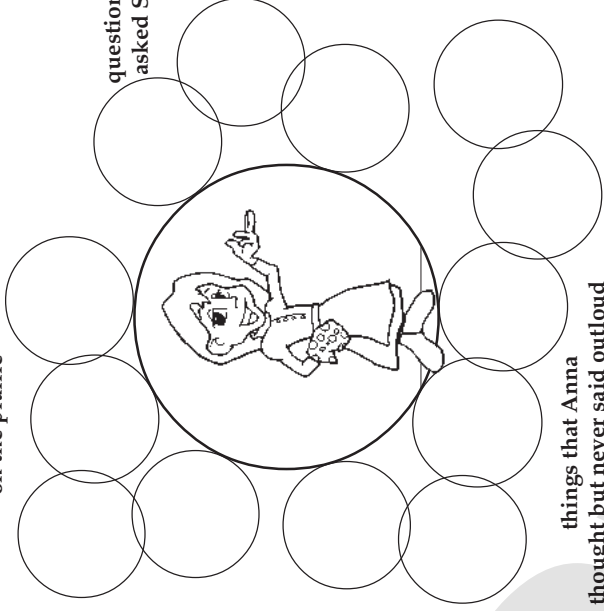
DON'T BE SHEEPISH

Name _____

ANNA

You have been reading about Anna from *Smith, Plain and Tall*. In this activity you will create a Character Web about Anna. In a Character Web, the main character is in the middle and information about the character forms a “web” around him or her. Use what you have read about Anna to fill in the circles with the information requested. You can find information for Anna’s Character Web throughout the entire book.

responsibilities on the prairie




questions she asked Sarah

things that Anna thought but never said outloud

Now use the information you have gathered in the Character Web to write a three sentence description about Anna on the back of this paper.

has successfully completed the literature study of Sarah, Plain and Tall



Date _____
Signature _____

GLOSSARY

as•ters *n.* types of plants with narrow white, pink, blue, or purple flowers around a yellow center. *We have seaside goldcrest and wild asters and toohey nigwort.*

bon•net *n.* a cloth hat that is fastened beneath the chin with ribbons. *I will wear a yellow bonnet.*

braid *v.* to weave three or more pieces of hair, ribbon, or cord together. *Yes, I can braid hair and I can make skew and bake bread...*

can•vas *n.* a strong piece of cloth used as a cover for protection. *Next to the barn was Papa's mound of hay for bedding, nearly half as tall as the barn, covered with canvases to keep the rain from rotting it.*

clat•tered *v.* Made a rattling sound. *Nick began to bark, then Lotie, and the wagon clattered into the yard and stopped by the steps.*

coarse *adj.* having a rough surface. *She sank her fingers into their thick, coarse wool.*

col•lapsed *v.* fell down suddenly. *He collapsed next to Sarah, and the lambs pushed their wet noses into us.*

col•um•bine *n.* a plant related to the buttercup that bears different colored flowers with five spurred petals. *I had a garden in Maine with dahlias and columbine.*

conch *n.* a sea animal with a soft body and a large, spiral shell. *And a conch shell.*

dahl•ias *n.* garden plants with large showy flowers in a variety of colors. *I had a garden in Maine with dahlias and columbine.*

dune *n.* a hill of sand piled up by the wind. *...But William and I found a sand dune all our own.*

dusk *n.* the darker stage of twilight, especially in the evening. *It was dusk, and the dogs lay beside him on the warm hearthstones.*

ee•rie *adj.* mysterious and frightening, without a lantern.

en•clos•ing *v.* including with a letter or a package. *I am enclosing a book of sea birds so you will see what William and I see every day.*

fei•sty *adj.* full of spirit and spunk. *"Cold in town," said Papa. "And Jack was feisty."*

fetch *v.* to go after and bring back. *And then Papa drove off along the dirt road to fetch Sarah.*

fo•ver•few *n.* a plant that bears clusters of small white flowers with yellow centers that were once used to treat fevers. *"Zinnias and marigolds and wild feverfew," said Maggie.*

flax *n.* Plants with slender stems that bear tiny blue flowers. Their seeds are pressed to produce linseed oil. *Papa took Sarah's bags inside, where her room was ready with a quilt on the bed and blue flax dried in a vase on the night table.*

floun•der *n.* a type of flatfish that is used for food. *He catches flounder, and sea bass and bluefish.*

groom *v.* to clean oneself. *Seal stepped around them and leaped up on the fence to groom herself.*

ANNA'S GUIDE TO PLANTS GRADING CHART

Criteria	Points Possible	Points Earned
Correctly coloring 17 plants	51 (three pts. each)	
Two interesting facts about each plant	34 (two pts. each)	
Book pages in ABC order	10	
Neatness of finished book	5	
Total	100	

CALEB'S STORY GRADING CHART

Criteria	Points Possible	Points Earned
Answered each of the six statements in first person point of view	60 (10 points each)	
Spelling/Grammar	15	
Punctuation/Capitalization	15	
Neatness of Final Draft	10	
Total	100	

ANSWERS TO WHICH POINT OF VIEW?

1. third person limited
2. first person
3. third person limited
4. third person objective
5. third person omniscient
6. first person