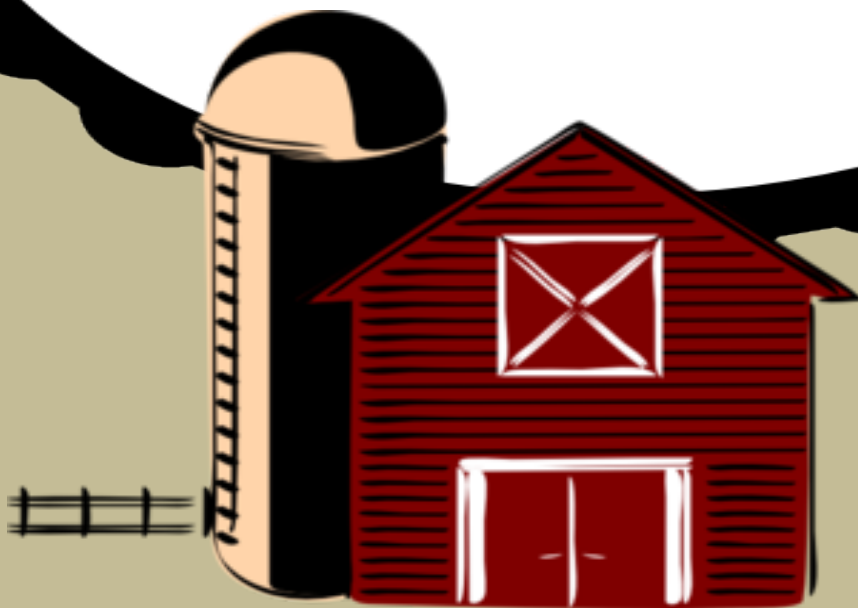


***A Teaching Unit
For
Sarah, Plain and Tall***

by Patricia MacLachlan



ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

A Teaching Unit for Sarah, Plain and Tall

By Patricia MacLachlan

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Sarah, Plain and Tall
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Sarah, Plain and Tall
Title Analysis

Name: _____ Date: _____

The chapters in this novel are not titled. As you read the novel, come up with an appropriate title for each chapter, and then explain your choice.

Chapter #	Chapter title	Why is this title good for this chapter?
1		
2		
3		
4		
5		
6		
7		
8		
9		

Sarah, Plain and Tall

Pre-reading

Name: _____ Date: _____

A **K-W-L** chart helps you to think about what you already know about a topic and lets you think of what you would like to learn about a topic. In this case, you will complete a K-W-L chart on pioneer times (the setting of the story).

Directions: Begin by listing what you know about pioneer times under the **K** column. Next list what you would like to know –under the **W** column. Add to the chart as you read and learn about pioneer times under the **L** column.

K	W	L

Sarah, Plain and Tall

Vocabulary

Teacher directions: The following vocabulary words should be defined using context clues. The page numbers are provided so that as you read, you may assist students in defining the terms. These steps may help you with defining the terms

- Highlight in the book or type out and print three or three sentences and/or passage that has the vocabulary word in it from the text.
- Show this to the students this on using your visual presenter.
- Read the sentence with the vocabulary word. Then read the sentences that come before/after the one you just read.
- Thinking aloud, show the students how you use clues to determine a word's meaning.
- Repeat the same steps for as many of the vocabulary words as you feel is necessary for your students. It may be helpful to allow the students to take turns "thinking aloud" as well.
- Eventually, you will want your students to independently use context clues to define the terms.

After words are defined, allow students to complete the following as applicable:

- a. Draw a picture to match the definition.
- b. What place would the word be found?
- c. Tell who or what the word describes.

The terms, definitions, and anything else relevant to the word should be kept on a list, in a folder, in a flip-book, etc. Make a word wall for the words so that students see them and encourage them to use them in their writing.

The words will be tested after three chapters and again at the end of the unit.

**The page numbers listed are based on those in Harper Trophy's Publication copyrighted in 1985.

Chapters 1-3

hearthstone – pages 3 and 4
homely – page 5
wretched – page 5
feisty – page 7
windbreak – page 21
flax – page 24

Chapters 4-6

rustle – page 30
coarse – page 32
charcoal – page 33
canvas – page 34
gullies – page 40

Chapters 7-9

whickering – page 44
sly – page 51
weary – page 53
bleating – page 54
unhitch – page 65

Sarah, Plain and Tall

Chapter 1

Name: _____ Date: _____

Characters in a story are the people or animals involved in the plot. Complete the following chart by jotting down a description of who each character is. The first one has been done for you.

Character	Character Description
Anna	the narrator Caleb's older sister Anna was there when Caleb was born. She tells Caleb stories about their mother.
Caleb	
Jacob Witting	
Jack	
Lottie and Nick	
Sarah	

The setting of a story is the time and place when and where the story takes place. The reader often has to look for clues when reading to figure out the setting. Complete the following chart by reading the passages on the left side and answering the questions on the right.

Clues for the setting	What this tells the reader
<i>Outside, the prairie reached out and touched the places where the sky came down.</i>	Where does the family live?
<i>Though winter was nearly over, there were patches of snow and ice everywhere.</i>	What season is it?
<i>They had come for her in a wagon and taken her away to be buried.</i>	What from this passage lets the reader know that this book takes place a long time ago?

The Plot of a story is what happens. It is centered around a **conflict** or problem.

1. What is the problem in this story?

2. What is happening right now in the story so that this problem can be solved?

Sarah, Plain and Tall

Chapter 2

Name: _____ Date: _____

Read the letters that Sarah wrote to Anna and Caleb.

Notice that in this chapter, the letters that Caleb and Anna wrote to Sarah are not included. Only the response to these letters are given for us to read.

Choose to write the original letter to Sarah from either Anna or Caleb. In your letter, be sure to ask the questions that are answered in the response.

Dear _____,

Very truly yours,

Now, pretend that you are Caleb or Anna.

What would you have wanted to know about Sarah?

Write your own letter to Sarah asking her about those things that you would be curious.

Dear Sarah,

Very truly yours,

Sarah, Plain and Tall

Chapter 3

Name: _____ Date: _____

Making Inferences and Drawing Conclusions

Whenever we read something, we are constantly making inferences and drawing conclusions. When you infer something, you figure it out. We do this based on what we already know from our prior knowledge or what we learn from the text.

Papa got up early for the long day's trip to the train and back. He brushed his hair so slick and shiny that Caleb laughed. He wore a clean blue shirt, and a belt instead of suspenders.

From this passage, the reader can **infer** that Papa does not normally brush his hair back so slick. We know that because if he did this all the time, Caleb would not have laughed. We can also **infer** why Papa does this.

Why do you think Papa brushed his hair this way and wears a clean blue shirt and belt?

- He is going to have his picture made.
- He wants to make a good first impression on Sarah.
- He always does this when he goes into town.
- He is ready for a change in his appearance.

An **internal conflict** takes place within a character's mind. It is a conflict that a character has within him/herself.

- man vs. himself (character vs. him/herself)

Read the following passages from the book. Then, decide what the internal conflict is for Caleb and Anna.

Passages
<i>"Will she like us?" Asked Caleb very softly.</i>
<i>My father did not see her look, but I did. And I knew that Caleb had seen it too. Sarah was not smiling. Sarah was already lonely. In a month's time the preacher might come to marry Sarah and Papa. And a month was a long time. Time enough for her to change her mind and leave us.</i>
<i>I wished everything was as perfect as the stone. I wished that Papa and Caleb and I were perfect for Sarah. I wished we had a sea of our own.</i>

What internal conflict do Sarah and Caleb share?

Sarah, Plain and Tall

Quiz ~ Chapters 1-3

Name: _____ Date: _____

A. Vocabulary

1. Hearthstones are _____.
 - a. stoves
 - b. stone steps going into a kitchen
 - c. stones in front of a fireplace
 - d. stones under a rocking chair
2. The **opposite** of being homely is _____.
 - a. plain
 - b. beautiful
 - c. mean
 - d. nice
3. The flax that was in Sarah's room was _____.
 - a. a stone
 - b. cat food
 - c. a flower
 - d. a shell
4. Which of the following vocabulary words is a compound word?
 - a. feisty
 - b. flax
 - c. windbreak
 - d. wretched
5. A **synonym** for the word feisty is _____.
 - a. fidgety
 - b. lazy
 - c. nasty
 - d. hard
6. An antonym for wretched is _____.
 - a. horrible
 - b. wild
 - c. wonderful
 - d. gentle

B. Comprehension

7. Where is Anna and Caleb's mother?
 - a. She is in Maine.
 - b. She is staying with her aunt and uncle in town.
 - c. She is dead.
 - d. She is helping a sick neighbor.

8. Lottie and Nick are _____.
- a. Anna and Caleb's aunt and uncle
 - b. the family's horses
 - c. the family's dogs
 - d. the family's neighbors
9. Who is telling the story?
- a. Anna
 - b. Caleb
 - c. Papa
 - d. Sarah
10. Anna and Caleb live _____.
- a. near the sea
 - b. in a large town
 - c. on a prairie
 - d. in a wagon
11. Jack is Papa's _____.
- a. horse
 - b. dog
 - c. neighbor
 - d. boss
12. Anna wanted to know if Sarah _____.
- a. liked to keep fires going
 - b. snored
 - c. had a cat
 - d. liked to sing
13. Papa would know who Sarah was at the train station because _____.
- a. she would be singing a song
 - b. she would be the only one with a gray cat
 - c. she would have on a yellow bonnet
 - d. she would have a jar of shells in her hand
14. Sarah's cat is named _____.
- a. William
 - b. Feisty
 - c. Nick
 - d. Seal
15. Sarah was going to stay with Anna's family at least _____.
- a. a week
 - b. a month
 - c. a year
 - d. until William needed her back

Sarah, Plain and Tall

Chapter 4

Name: _____ Date: _____

Foreshadowing occurs when the author gives the reader a hint of something that is going to happen before it actually happens.

Foreshadowing can have two purposes.

- It builds suspense by raising questions within the reader's mind and causes him/her to wonder what is going to happen.
- Foreshadowing can also make a story more believable by preparing the reader for events to come.

Things that are said	How this builds suspense
"To pick flowers," said Sarah. "I'll hang some of them upside down and dry them so they'll keep some color. And we can have flowers all winter long." ..."Sarah said winter," he said to me. "That means Sarah will stay."	The reader wonders if she in fact will stay until winter.
We hung the flowers from the ceiling in little bunches. "I've never seen this before," said Sarah. "What is it called?" "Bride's bonnet," I told her.	
"For the birds," said Sarah. "They will use it for their nests. Later we can look for nests of curls." "Sarah said later," Caleb whispered to me as we spread his hair about. "Sarah will stay."	

What does Sarah miss? _____

Predict

Do you think that Sarah will stay? _____

Sarah, Plain and Tall

Chapter 5

Students build fluency through reading out loud. What better way to allow this than with readers' theater! Chapter five of *Sarah, Plain and Tall* is perfect for this activity!

If you want to get your students' attention, read the beginning of this chapter with a monotone voice until they stop you and ask you why you are doing this. Tell them that when reading aloud, you should always read with expression. Now, reread the section with expression, changing your voice to match each character.

There are a couple of ways to do readers' theater.

1. Option one is to have a whole class reading. This way, particular parts are not assigned. Whoever is in desk one reads the first line, the student in desk two reads the second line, and so on until all parts are read. Since there are most likely more lines than students in your class, you will have to have students read more than one part. Before starting, allow the students to find the part that they will read and read it to themselves silently. Tell them that there are a few hard words and that they should raise their hands if they need help pronouncing one before you begin. That way, you can discreetly go to a child's desk to help him/her with the word. Also, this makes all students feel comfortable with reading out loud.

2. Option two is to divide your class into groups. There are six speaking parts, so groups of four or five or six would be ideal. If you have to put five in a group, just have one person read two parts. After assigning parts in each group, allow some quiet time before beginning so that students can read over their parts and ask for help with words they may not know how to pronounce. Encourage them to read with expression! Have the groups read through the script. If a group finishes early, have them read it again. Once each group has read through the script once, stop the class. If you want, you could randomly pick one group to perform for the class.

Most students greatly enjoy readers' theater. The key is making sure they feel comfortable with the part that they will be reading. If you have struggling readers, you may want to give them the script the day before the reading and let them practice reading it at home. Have fun!

Sarah, Plain and Tall

Chapter 5

Narrator 1: The sheep made Sarah smile. She sank her fingers into their thick, coarse wool. She talked to them, running with the lambs, letting them suck on her fingers.

Narrator 2: She named them after her favorite aunts, Harriet and Mattie and Lou. She lay down in the field beside them and sang “Sumer Is Icumen in,” her voice drifting over the meadow grasses, carried by the wind.

Narrator 1: She cried when they found a lamb that had died, and she shouted and shook her fist at the turkey buzzards that came from nowhere to eat it. She would not let Anna or Caleb come near.

Narrator 2: That night, Papa went with a shovel to bury the sheep and a lantern to bring Sarah back. She sat on the porch alone. Nick crept up to lean against her knees.

Narrator 1: After dinner, Sarah drew pictures to send home to Maine. She began a charcoal drawing of the fields, rolling like the sea rolled. She drew a sheep whose ears were too big. And she drew a windmill.

Caleb: Windmill was my first word. Papa told me so.

Anna: Mine was flower. What was yours, Sarah?

Sarah: Dune.

Caleb: Dune?

Sarah: In Maine, there are rock cliffs that rise up at the edge of the sea. And there are hills covered with pine and spruce trees, green with needles. But William and I found a sand dune all our own. It was soft and sparkling with bits of mica, and when we were little we would slide down the dune into the water.

Narrator 2: Caleb looked out the window.

Caleb: We have no dunes here.

Narrator 1: Papa stood up.

Papa: Yes we do.

Narrator 2: Papa took the lantern and went out the door to the barn.

Caleb: (calling after him) We do?

Narrator 1: Caleb ran ahead, Sarah and Caleb following, the dogs close behind.

Narrator 2: Next to the barn was Papa’s mound of hay for bedding, nearly half as tall as the barn, covered with canvas to keep the rain from rotting it. Papa carried the wooden ladder from the barn and leaned it against the hay.

Papa: (smiling at Sarah) There. Our dune.

Narrator 1: Sarah was very quiet. The dogs looked up at her, waiting. Seal brushed against her legs, her tail in the air. Caleb reached over and took her hand.

Caleb: It looks high up. Are you scared, Sarah?

Sarah: Scared? Scared! You bet I'm not scared.

Narrator 2: Sarah climbed the ladder, and Nick began to bark. She climbed to the very top of the hay and sat, looking down at Anna and Caleb. Above, the stars were coming out. Papa piled a bed of loose hay below with his pitchfork. The light of the lantern made his eyes shine when he smiled up at Sarah.

Papa: Fine?

Sarah: Fine.

Narrator 1: Sarah lifted her arms over her head and slid down, down, into the soft hay. She lay, laughing, as the dogs rolled beside her.

Caleb: Was it a good dune?

Sarah: Yes, it is a fine dune.

Narrator 2: Caleb and Anna climbed up and slid down. And Sarah did it three more times. At last Papa slid down, too, as the sky grew darker and the stars blinked like fireflies. They were covered with hay and dust, and they sneezed.

Narrator 1: In the kitchen, Caleb and Anna washed in the big wooden tub and Sarah drew more pictures to send to William. One was of Papa, his hair curly and full of hay. She drew Caleb, sliding down the hay, his arms like Sarah's over his head. And she drew a picture of Anna in the tub, her hair long and straight and wet. Sarah looked at her drawing of the fields for a long time.

Sarah: (to Caleb) Something is missing. Something.

Narrator 2: And Sarah put the picture away.

Sarah: (reading the letter by lantern light) Dear William,
Sliding down our dune of hay is almost as fine as sliding down the sand dunes into the sea.

Narrator 1: Caleb smiled at Anna across the table. He said nothing, but his mouth formed the words Sarah had heard too. *Our dune.*

Sarah, Plain and Tall

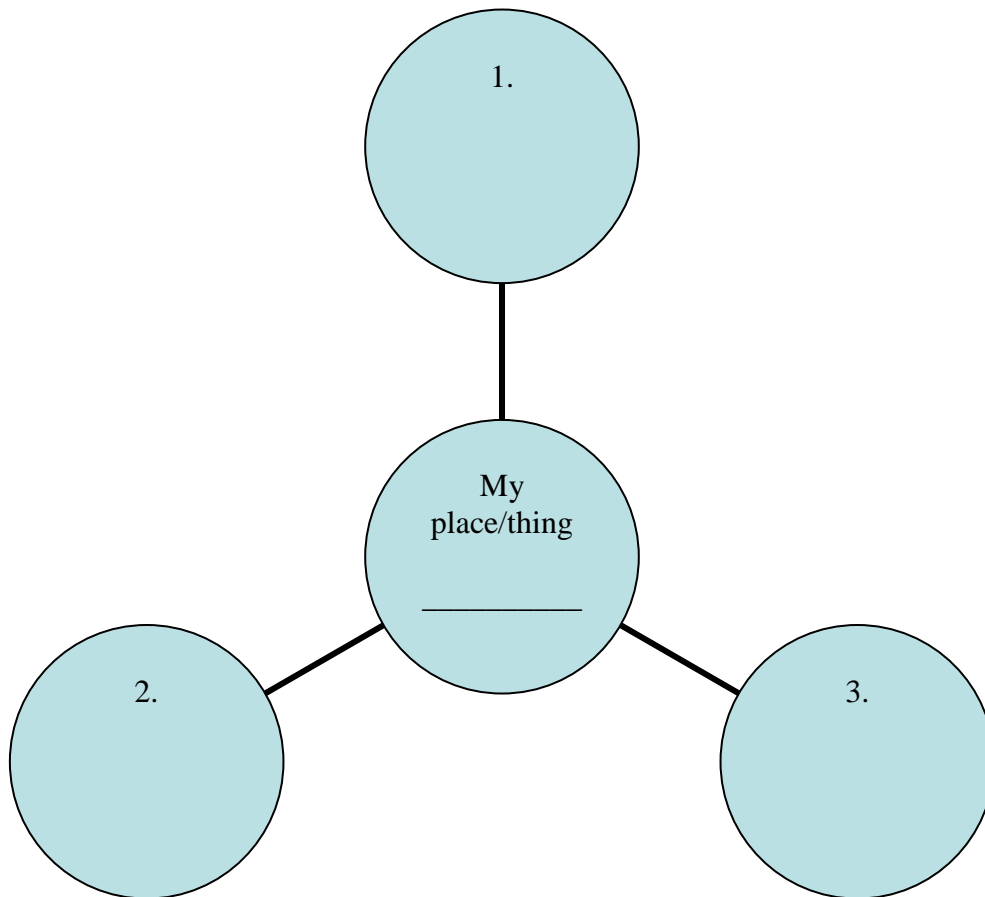
Chapter 5

Name: _____ Date: _____

In chapter five, Sarah describes a place that she considered “all her own”.

“In Maine,” said Sarah, “there are rock cliffs that rise up at the edge of the sea. And there are hills covered with pine and spruce trees, green with needles. But William and I found a sand dune all our own. It was soft and sparkling with bits of mica, and when we were little we would slide down the dune into the water.”

We all have special places or things that we consider “all our own”. Think about your own place or thing. Write the name of it in the center of the bubble map. In the other bubbles, tell what makes it special. Add bubbles as needed.



Now, on a separate sheet of paper, write a paragraph using the information on your bubble map.

Sarah, Plain and Tall

Chapter 6

Name: _____ Date: _____

A **simile** is a figure of speech that compares two things using the words *like* or *as*. We can use similes to make descriptions more vivid or to make descriptions stand out.

Vivid Original Similes

Any writer can use a common simile that everyone has heard before. A good writer, however, creates similes that are original and fresh to surprise the reader and make him/her think!

Underline the similes in the following three sentences. Then, rate the following similes from one to three – one being the most original and three being the least original.

1. _____ She tried to teach us how to float. I sank like a bucket filled with water and came up sputtering.

What is being compared in the simile? _____

2. _____ But Caleb lay on his back and learned how to blow streams of water high in the air like a whale.

What is being compared in the simile? _____

3. _____ “The sea is salt,” said Sarah. “It stretches out as far as you can see. It gleams like the sun on glass. There are waves.. .”

What is being compared in the simile? _____

Now, let’s try creating similes! Complete the following sentences from this chapter making up your own similes.

She tried to teach us how to float. I sank *like*

But Caleb lay on his back and learned how to blow streams of water high in the air *like*

It gleams *like*

Recalling

What reasons does Anna give for liking winter so much? _____

Sarah, Plain and Tall

Quiz ~ Chapters 4-6

Name: _____ Date: _____

A. Comprehension

The sheep ran in the field, and far off the cows moved slowly to the pond, like turtles.

1. What is being compared in the simile?
 - a. sheep and a field
 - b. sheep and cows
 - c. cows and the pond
 - d. cows and turtles
2. What does “ayuh” mean?
 - a. alright
 - b. yes
 - c. no
 - d. already
3. Why does Sarah leave the hair she cuts from Caleb’s head outside?
 - a. so the birds can use it to make nests
 - b. She does not feel like sweeping.
 - c. She knows Seal will enjoy playing with it.
 - d. She wants to see which of the children is neater and will clean it up first.
4. Anna and Caleb are amazed that Sarah has never touched _____.
 - a. birds
 - b. water
 - c. dough
 - d. sheep
5. Harriet, Mattie, and Lou are _____.
 - a. Sarah’s favorite aunts
 - b. Anna’s best friends
 - c. names Sarah gave the sheep
 - d. both a and c
6. What do windmills, flowers, and dunes have in common?
 - a. They are all things found outside.
 - b. They are all found on prairies.
 - c. They are Anna’s favorite things.
 - d. They are the first words said by Sarah, Anna, and Caleb.
7. What did Sarah send to William with her letter to him?
 - a. pieces of hay
 - b. drawings of Anna and her family
 - c. curls of Caleb’s hair
 - d. wool from their sheep
8. _____ had an idea to make a dune using hay.
 - a. Anna
 - b. Caleb
 - c. Papa
 - d. Sarah

9. Why did Sarah want to hang flowers from the ceiling?
- a. so that they can have flowers to enjoy all winter
 - b. to make the house look less unattractive
 - c. so that Seal can play with them
 - d. so that Caleb can use them for batting practice
10. Sarah taught Anna and Caleb to _____.
- a. swim
 - b. fix a roof
 - c. name chickens
 - d. cut hair

B. Vocabulary

11. _____ is used to draw pictures.
- a. Canvas
 - b. Charcoal
 - c. Coarse
 - d. Gullies
12. Small valleys or trenches in the ground are _____.
- a. canvas
 - b. charcoal
 - c. coarse
 - d. gullies
13. _____ is used to cover things up so that they are protected.
- a. Canvas
 - b. Charcoal
 - c. Coarse
 - d. Gullies
14. A **synonym** for coarse is _____.
- a. fine
 - b. smooth
 - c. thick
 - d. polite
15. If something rustles, it _____.
- a. covers
 - b. moves
 - c. talks
 - d. leans

Sarah, Plain and Tall

Chapter 7

Name: _____ Date: _____

Theme

A theme is a story’s central message; it is a lesson that you learn about life.

Some things to remember about theme are:

- Theme is what the author wants you to remember most.
- Occasionally the theme is written out in the novel/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the novel/passage.
- Theme is written as a statement, not just a word.
- There can be more than one theme in a novel.

In this chapter, there is a stated theme. After reading about theme in the bulleted list above, decide which of the following passages would be considered a stated theme.

- a. “There are always things to miss,” said Maggie. “No matter where you are.”
- b. You must have a garden. Wherever you are.”
- c. “Here it is different,” said Maggie. “Here you will drive.”
- d. The chickens would not be for eating.

How is this stated theme true in your own life? Explain on the lines below.

Review – Place a check mark next to the sentence that contains a simile.

- 1. _____ Sarah’s hair was in thick braids that circled her head, wild daisies tucked here and there.
- 2. _____ The children were young and named Rose and Violet, after flowers.
- 3. _____ There are three old aunts who all squawk together like crows at dawn.
- 4. _____ Maggie wiped her face, leaving a streak of dirt.

Sarah, Plain and Tall

Chapter 8

Name: _____ Date: _____

Indirect Characterization

The author indirectly reveals a character's personality through what that character says, how that character looks, how the character behaves, and what other characters say about him/her. Complete the following chart to examine Sarah.

Sarah
Her words tell you that she is
Her looks tell you that she is
Other characters tell you that she is
Her behavior tells you that she is

Imagery is language that creates a sensory impression within the reader's mind. It allows the reader to see, hear, feel, smell, or even taste what is happening in the story – all in the mind of course. Imagery makes the reader feel like he/she is there, in the story, experiencing the same things that the character is experiencing.

This chapter is full of imagery.

Complete the following chart.

At the bottom, find another passage in this chapter that contains imagery.

Passage	To which of your five senses does this imagery pertain?
<i>The rain came and passed, but strange clouds hung in the northwest, low and black and green.</i>	
<i>A soft rumble of thunder sounded. Papa looked up at the clouds.</i>	
<i>We could hear the steady wound of hammers pounding the roof overhead.</i>	
<i>There was a hiss of wind, a sudden pungent smell.</i>	
<i>There was a soft paw on my lap, then a gray body. Seal.</i>	

Sarah, Plain and Tall

Chapter 9

Name: _____ Date: _____

Conflict

1. What is Anna's and Caleb's internal conflict at the beginning of this chapter when Sarah leaves for town? _____

2. What ideas does Caleb suggest for stopping Sarah from going to town?

3. What reasons does Caleb give for thinking Sarah has gone to buy a train ticket?

4. Why does Anna tell Caleb she will come back?

Making Connections

“What is missing?” I asked Caleb. “You said you knew what was missing.”

“Colors,” said Caleb wearily. “The colors of the sea.”

1. How does this conversation relate to the gift Sarah brought from town?

2. Explain why the following things will happen.

A. *Papa will say “Ayuh” when the preacher asks if he will have Sarah as his wife.*

B. *There will be nests of curls to look for. . .*

C. . . . *and dried flowers all winter long.*

Sarah, Plain and Tall

Quiz ~ Chapters 7-9

Name: _____ Date: _____

A. Comprehension

1. Sarah had daisies in her braided hair. From where did she get them?
 - a. She brought them from Maine.
 - b. Anna gave them to her.
 - c. Maggie gave them to her.
 - d. Papa gave them to her.
2. Matthew came to help Papa _____.
 - a. repair the roof
 - b. plant a flower garden
 - c. plow a corn field
 - d. herd the sheep
3. When talking to Maggie, Sarah's eyes filled with tears because she _____.
 - a. was angry with Papa
 - b. missed the sea and was lonely
 - c. was too hot in the prairie
 - d. knew that the birds and flowers in Maine were better than those from the prairie
4. Sarah was given _____ by Maggie.
 - a. a lamb
 - b. biscuits
 - c. chickens
 - d. overalls
5. Maggie tells Sarah she must learn to _____.
 - a. drive the wagon
 - b. plant flowers
 - c. sew
 - d. cook biscuits
6. Sarah tells Papa that she wants to learn how to _____.
 - a. repair the roof
 - b. ride a horse
 - c. pluck chickens
 - d. shave sheep
7. Who helps Papa repair the roof?
 - a. Caleb
 - b. Matthew
 - c. Anna
 - d. Sarah

8. Anna tells Caleb that Sarah will return to their home because _____.
- a. Seal is there
 - b. she has to cook their supper
 - c. she loves them
 - d. she would be arrested if she doesn't
9. In town, Sarah bought _____.
- a. a new bonnet
 - b. colored pencils
 - c. flour
 - d. a ticket for the train
10. She bought this for _____.
- a. herself and Papa
 - b. Anna
 - c. Caleb
 - d. all of the above

B. Vocabulary

11. Which word is a **synonym** for neighing?
- a. whickering
 - b. weary
 - c. bleating
 - d. sly
12. A tricky person is a _____ person.
- a. whickering
 - b. weary
 - c. bleating
 - d. sly
13. The sound made by a sheep (or a goat) is _____.
- a. whickering
 - b. weary
 - c. bleating
 - d. unhitch
14. Which word **rhymes** with eerie?
- a. whickering
 - b. weary
 - c. bleating
 - d. sly
15. Which word contains a **prefix**?
- a. whickering
 - b. weary
 - c. bleating
 - d. unhitch

Sarah, Plain and Tall

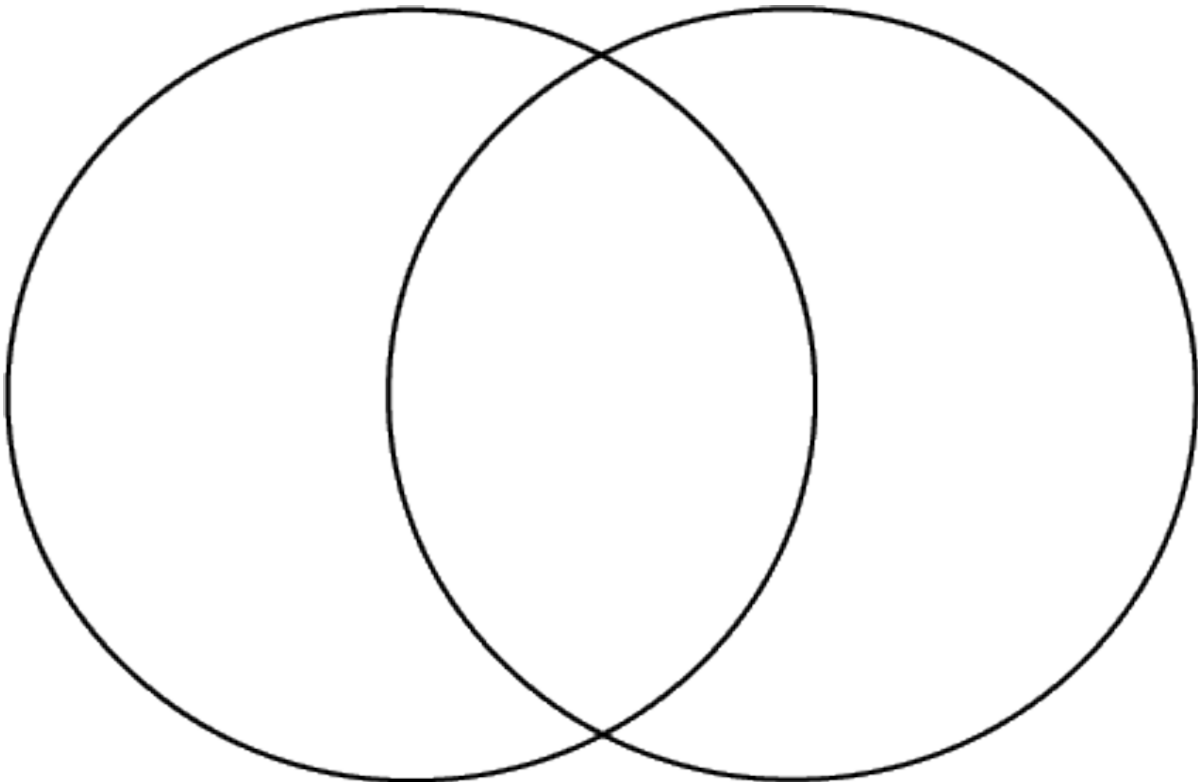
Venn Diagram

Name: _____ Date: _____

Directions: In the book, we learn about both the Maine seaside and the prairie. Use this Venn diagram to **compare** (find things both places have in common) and **contrast** (find things that are special to each place) the seaside to the prairie.

Seaside

Prairie



Discussion

Where would you like to live if you had to choose the seaside or the prairie?

Why? _____

Sarah, Plain and Tall

Novel Test

Name: _____ Date: _____

A. Matching: Match the description of each character with his/her name.

- | | | |
|-------------------------|-------|--|
| 1. Jacob Witting | _____ | a. is stubborn and fun and loves the sea |
| 2. Anna Witting | _____ | b. went with Sarah to town and are horses |
| 3. Caleb Witting | _____ | c. placed an ad in the newspaper for a wife |
| 4. Sarah Wheaton | _____ | d. aunts and lambs |
| 5. William Wheaton | _____ | e. came to help plow a new field for corn planting |
| 6. Matthew & Maggie | _____ | f. hooted and laughed and chased chickens and dogs |
| 7. Old Bess & Jack | _____ | g. a fisherman with a boat called Kittiwake |
| 8. Lottie & Nick | _____ | h. loved Sarah first and are dogs |
| 9. Harriet, Mattie, Lou | _____ | i. tells the story |

A. Multiple Choice

10. Why did Papa place an ad in the newspaper?
- looking for a new horse
 - looking for a wife
 - looking for a housekeeper
 - looking for chickens
11. Sarah brought all of the following from Maine **except** _____.
- sea glass
 - a cat
 - a shell
 - sand
12. Which word best describes Caleb?
- calm
 - lively
 - messy
 - mean
13. Sarah taught Caleb and Anna to swim in _____.
- a large tub
 - the river
 - a creek
 - the cow pond

14. What is being compared in the following simile?

The dandelions in the fields had gone by, their heads soft as feathers.

- a. dandelions and a field
- b. a field to a head
- c. dandelion heads to feathers
- d. nothing is being compared

15. Who is Jacob?

- a. Sarah's brother
- b. Anna and Caleb's neighbor
- c. Anna and Caleb's teacher
- d. Anna and Caleb's father

*"A squall!" he yelled to us... "Get the horses inside....the barn is the safest."
The grasses flattened. There was a hiss of wind, a sudden pungent smell.*

16. Based on context clues in the above sentences, we know that a squall is _____.

- a. a scream
- b. a cry
- c. a sudden strong storm
- d. a short commotion

17. Which sentence has a simile in it?

- a. We stared out the window, watching ice marbles bounce on the ground.
- b. And when it was over we opened the barn door and walked out into the early morning light.
- c. The hail crunched and melted beneath our feet.
- d. It was white and gleaming for as far as we looked, like sun on glass.

18. Which character spends time drawing?

- a. Anna
- b. Caleb
- c. Papa
- d. Sarah

19. What type of fiction is this story?

- a. historical
- b. science
- c. a fable
- d. tall tale

20. The main setting in this book is _____.

- a. the seaside
- b. in a small town
- c. on a prairie
- d. at a train station

Answer Key

Chapter 1

Character	Who this is
Anna	The narrator, Caleb's older sister Anna was there when Caleb was born. She tells Caleb stories about their mother.
Caleb	Caleb is Anna's little brother. He is curious about his mother. He doesn't remember her.
Jacob Witting	This is Papa, Caleb and Anna's father. He must be sad because he used to sing, but now he doesn't.
Jack	This is Papa's horse. He loves this horse.
Lottie and Nick	The two dogs
Sarah	This is the woman who responds to Papa's letter.

The setting

Clues for the setting	What this tells the reader
<i>Outside, the prairie reached out and touched the places where the sky came down.</i>	Where does the family live? On a prairie which is a treeless grassy plain
<i>Though winter was nearly over, there were patches of snow and ice everywhere.</i>	What season is it? End of winter
<i>They had come for her in a wagon and taken her away to be buried.</i>	What from this passage lets the reader know that this book takes place a long time ago? wagon

The Plot

1. What is the problem in this story? **Caleb and Anna's mother died. Their father is sad, and they miss their mother.**
2. What is happening right now in the story to try and solve that problem? **Papa has written a letter asking for a wife, and a woman named Sarah has replied to the letter.**

Chapter 2

Responses will vary.

Chapter 3

Making Inferences and Drawing Conclusions

- a. He wants to make a good first impression on Sarah.**

What internal conflict do Sarah and Caleb share? **worry /fear that Sarah will not like them enough to want to stay and marry Papa**

Quiz ~ Chapters 1-3

1. c 2. b 3. c 4. c 5. a 6. c
7. c 8. c 9. a 10. c 11. a 12. d 13. c 14. d 15. b

Chapter 4

Things that are said	How this Builds suspense
"To pick flowers," said Sarah. "I'll hang some of them upside down and dry them so they'll keep some color. And we can have flowers all winter long." ..."Sarah said winter," he said to me. "That means Sarah will stay."	The reader wonders if she in fact will stay until winter.
We hung the flowers from the ceiling in little bunches. "I've never seen this before," said Sarah. "What is it called?" "Bride's bonnet," I told her.	The reader is reading about the flowers and wonders if maybe these will be flowers Sarah will use in her wedding to Papa.
"For the birds," said Sarah. "They will use it for their nests. Later we can look for nests of curls." "Sarah said 'ater," Caleb whispered to me as we spread his hair about. "Sarah will stay."	The reader is wondering if Sarah said "later" is she going to stay with Anna, Caleb, and Papa.

What does Sarah miss? **the sea**

Predict

Do you think that Sarah will stay? **accept reasonable responses**

Chapter 5 – n/a

Chapter 6

1. **ARA** She tried to teach us how to float. I sank like a bucket filled with water and came up sputtering.

What is being compared in the simile? **She(Anna) to a bucket filled with water**

2. **ARA** But Caleb lay on his back and learned how to blow streams of water high in the air like a whale.

What is being compared in the simile? **Caleb blowing bubbles to a whale's blowing**

3. **ARA** "The sea is salt," said Sarah. "It stretches out as far as you can see. It gleams like the sun on glass. There are waves.. ."

What is being compared in the simile? **The gleaming sea to sun gleaming on glass**

Recalling

What reasons does Anna give for liking winter so much? **There is ice on the windows that pictures can be drawn on. They can see their breath in the air. Papa builds warm fires. They bake warm biscuits. They can put on hundreds of sweaters. If the snow is very high, they can stay home from school and make snow people.**

Quiz ~ Chapters 4-6

1. d 2. b 3. a 4. d 5. d 6. d 7. b 8. c 9. a 10. a 11. b 12. d 13. a 14. c 15. b

Chapter 7

Theme

- "There are always things to miss," said Maggie. "No matter where you are."**
- You must have a garden. Wherever you are."
- "Here it is different," said Maggie. "Here you will drive."
- The chickens would not be for eating.

How is this stated theme true in your own life? Explain on the lines below.

Accept reasonable responses.

Review

- _____ Sarah's hair was in thick braids that circled her head, wild daisies tucked here and there.
- _____ The children were young and named Rose and Violet, after flowers.
- X**_____ There are three old aunts who all squawk together like crows at dawn.
- _____ Maggie wiped her face, leaving a streak of dirt.

Chapter 8

Sarah
Her words tell you that she is Stubborn, loving, thoughtful, independent, a carpenter
Her looks tell you that she is Tall, has long hair
Other characters tell you that she is Fun, stubborn
Her behavior tells you that she is Unique, not afraid to do what she likes, pays attention to details

Passage	To which of your five senses does this imagery pertain?
<i>The rain came and passed, but strange clouds hung in the northwest, low and black and green.</i>	touch, sight
<i>A soft rumble of thunder sounded. Papa looked up at the clouds.</i>	hearing
<i>We could hear the steady wounding of hammers pounding the roof overhead.</i>	hearing
<i>There was a hiss of wind, a sudden pungent smell.</i>	hearing, smell
<i>There was a soft paw on my lap, then a gray body. Seal.</i>	touch
Accept reasonable responses.	

Chapter 9

Conflict

1. They are afraid she will not come back. (fear)
2. Sarah will fall off the wagon and get hurt.
He could get sick and make her stay.
3. They could tie her up.
He is loud and pesky.
The house is too small.
4. Seal is still at their house.

Making Connections

"What is missing?" I asked Caleb. "You said you knew what was missing."

"Colors," said Caleb wearily. "The colors of the sea."

1. How does this conversation relate to the gift Sarah brought from town?

The colored pencils she brought back will be their sea – she can color her drawings.

2.

A. Papa will say "Ayuh" when the preacher asks if he will have Sarah as his wife.

Sarah says "Ayuh" when she means yes.

B. There will be nests of curls to look for. . .

Sarah left Caleb's curls outside after she cut his hair.

C. . . . and dried flowers all winter long.

Sarah, Anna, and Caleb picked spring flowers and hung them upside down from the ceiling to dry.

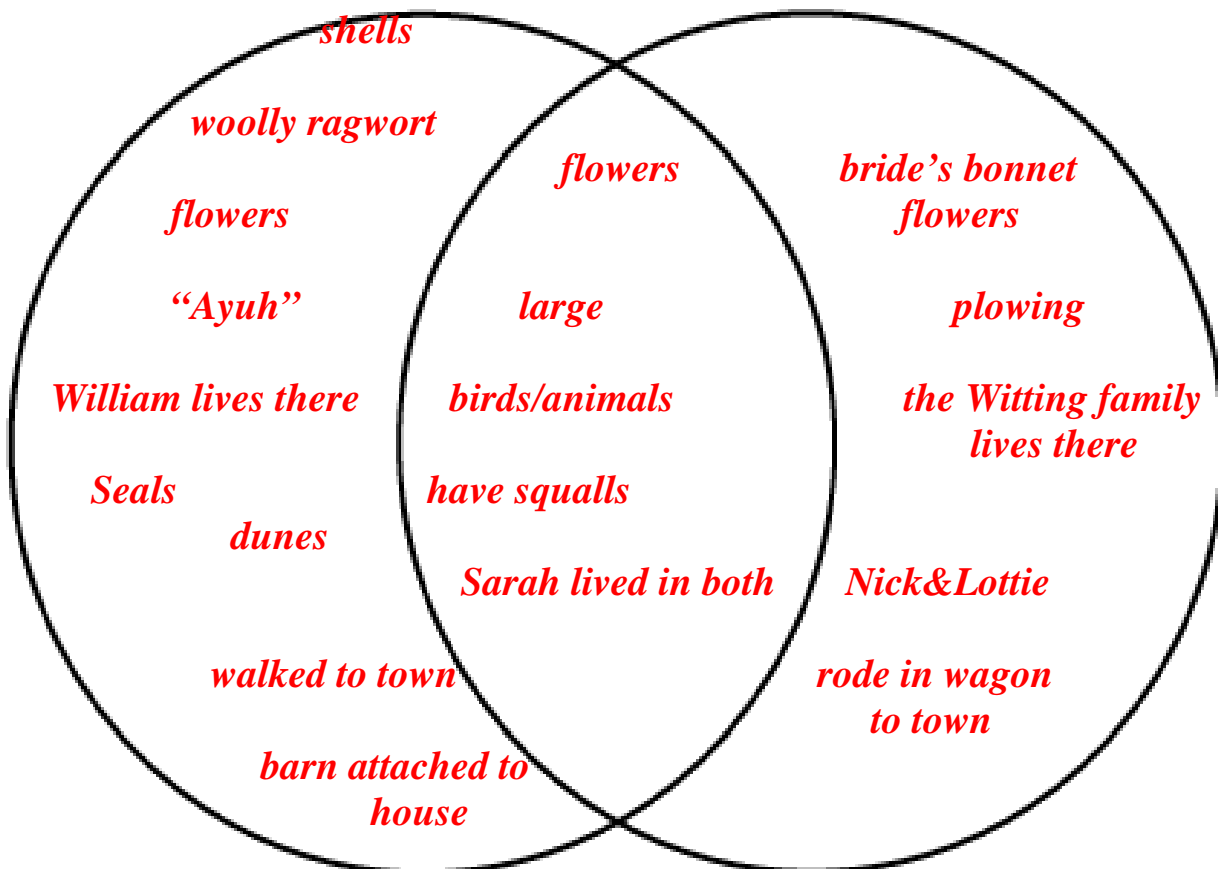
Quiz - Chapters 7-9

1. d 2. c 3. b 4. c 5. a 6. b 7. d 8. a 9. b 10. d 11. a 12. d 13. c 14. b 15. d

Venn Diagram – **accept reasonable responses – the follow are suggestions**

Seaside

Prairie



Novel Test

1. c 2. i 3. f 4. a 5. g 6. e 7. b 8. h 9. d 10. b 11. d 12. b 13. d 14. c 15. d
16. c 17. d 18. d 19. a 20. c

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