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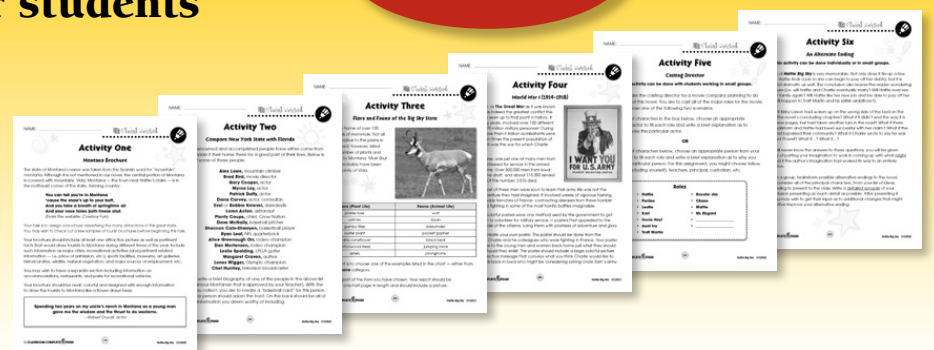
EASY MARKING™ ANSWER KEY

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Kirby Larson

I seems the misfortune of one can plow a deeper furrow in the heart than the misfortune of millions."

— Kirby Larson

Kirby Larson was born August 17, 1954 in Seattle, Washington. She and her husband Neil have a son, Tyler, and a daughter, Quinn.

She sold her first story — about a disastrous camping trip — in the mid 1980s and began writing for children in about 1990. Her first chapter book was called *Second Grade Pig Pals* (which was published in 1994).

Kirby Larson is the author of not only *Hattie Big Sky*, but several other popular novels for Young Readers. The story of Hattie was actually inspired by Kirby's great grandmother, Hattie Inez Brooks, who homesteaded in eastern Montana as did the character in the novel.



Kirby and her friend, Mary Nethery, collaborated on two award-winning nonfiction picture books: *Two Bobbies: A True Story of Hurricane Katrina, Friendship and Survival* (illustrated by Jean Cassels) and *Nubs: The True Story of a Muff, a Marine and a Miracle*.

Kirby shares her passion of writing with students all over the world. She presently lives with her husband Neil and her "youngest son", *Winston the Wonder Dog*, in Kenmore, Washington.

Did You Know?

- She has presented at more than 200 schools, workshops, and seminars in nearly twenty states, sharing her passion for research, reading and writing.
- *Hattie Big Sky* was selected as one of the 2007 Newbery Honor Books.
- Is a quote collector, and one of her favorite quotes from Russell Hoban's *A Mouse and His Child* is "You've got to take those daring leaps, or you're nowhere".



Chapters Four to Five

Answer the questions in complete sentences.

- List three things that you already know are different between your world and Hattie's.

- If you were in Hattie's place, what would be four modern items you would have taken with you to your claim that would not have been available to Hattie in 1918 (but would have proved extremely useful)?

Vocabulary

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

1	linger	conceive	A
2	meager	retribution	B
3	coulee	similarity	C
4	envision	adequate	D
5	soddy	valley	E
6	resemblance	all-embracing	F
7	tolerable	scrounge	G
8	comeuppance	delay	H
9	inclusive	hopeful	I
10	tentative	frontier dwelling	J
11	forage	inadequate	K
12	optimistic	hesitant	L



Chapters Four to Five

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

- T F a) Hattie's letter to Charlie at the beginning of Chapter 4 reveals her dismay.
- T F b) Perilee assured Hattie that wolves would not usually go after people, just calves or sheep.
- T F c) The following facts about Chester are all true: he loved to read; he was quiet; there was a sadness about him.
- T F d) According to Perilee, Hattie's shack was a castle compared to a soddy.
- T F e) The main fuel for Hattie's stove was dried poplar trees, which Chester had already cut and piled.
- T F f) Karl had to register as an alien enemy because he had been born in Germany.

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

- a) Hattie trades a bag of coffee beans for the meal Perilee gave her.
- b) Rooster Jim pays a visit.
- c) Karl and Perilee drive Hattie from Wolf Point to her homestead.
- d) Violet is attacked by a wolf.
- e) Hattie's hand freezes to the pump handle.
- f) Chase teaches Hattie a number of helpful things about being a homesteader.



Chapters Four to Five

Answer each question with a complete sentence.

- Investigate:** Montana has a number of unofficial nicknames. One of them is "Big Sky Country" (from which the author gets the novel's title). You will have an opportunity later in the unit to do a more thorough investigation of this beautiful state; but for now, research another of Montana's nicknames and list them here.

- Describe what spurred Hattie into action when she was in despair after Perilee and her family left her alone in her shack?

- Why do you think the stew left by Perilee tasted of *sage and carrots and hope*?

- According to Rooster Jim, what was wrong with living in those parts during the spring and summer?

- Describe two of Violet's antics which proved very trying to Hattie's patience.

- Write a brief synopsis of Hattie's confrontation with the wolf.

Journaling Prompt

Interview one of your classmates and get his or her impressions of the novel thus far. Be sure to record at least two things about the story that he or she is enjoying, and something he or she feels might be improved.



Chapters 1 to 5

Kaiser Wilhelm II

In Chapter 1, Hattie mentions the Kaiser in her letter to Charlie. Kaiser Wilhelm was a much despised person by most Canadians during World War I (1914-18). As the Kaiser (King) of Germany, Canada and her allies saw him as one of the reasons they were at war. Your task is to investigate this important historical figure using resources in your school library or on the Internet. Write a brief biography of him detailing something of his personal life and accomplishments, and the role he played in the events leading up to World War I.



Your report should be approximately a half-page in length.



Chapters 6 to 7

A Child's Garden of Verses

In Chapter 6, Hattie reads a selection from Robert Louis Stevenson's, *A Child's Garden of Verses* to Chase and Mattie. Find a copy of this book in your school library, or go to the following Internet site: http://www.poetryloverspage.com/poets/stevenson/stevenson_ind.html.

Although lighthouse design was the family profession of the Stevenson family, farms and farm life seem to be topics close to the poet's heart. A number of the poems in this collection deal with the theme of living on a farm. One of the goals of any poet is reaching out and touching the heart of his or her reader.

Listed below are several of the poems from this collection. Read the poems; then, choose your favorite from among them and explain how it spoke to you. Why do you think this particular poem was special to you?

- Farewell to the Farm
- Looking-glass River
- The Hayloft
- The Gardener
- Keepsake Mill



Word Search Puzzle

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

armistice	doughboy	honyocker	rivulet	skivvies
conscripted	elaborate	nausea	scoundrel	tentative
coulee	fabric	poultice	sedition	firade

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



Comprehension Quiz

Answer each question in a complete sentence.

- Hattie moved from what town in Iowa to near what town in Montana? What was the year?

- Describe what brought Hattie to Montana.

- Why did Karl Mueller have to register as an enemy alien?

- What skill did Hattie put to use when confronted by a wolf and when some boys were bullying Chase and Mattie? Who taught her this skill?

- What is meant by the term "doughboys"?

- What two crops did Hattie plan on planting?

- Describe how Plug saved Chase and Mattie?

SUBTOTAL: /16

Hattie's Final Decision

Note: This activity should be done with a partner or in a small group.

Hattie's final decision to leave her homestead and take a job as a chambermaid in Great Falls seems to be quite sensible. She does have a lot of bills to pay and the future looks rather bleak. It is, however, a decision that she does not make easily, and I'm sure she will wonder for the rest of her life whether she made the right choice. Surely during this time, a lot of thoughts and arguments went through her mind — both for staying and for taking the job in Great Falls.

Why I should stay	Why I should go to Great Falls

NAME: _____

After You Read 



Chapters Nineteen to Twenty

Answer each question with a complete sentence.

1. As Traff leaves Hattie near the beginning of Chapter 19, how might his final words to her be considered **foreshadowing**?

2. Describe the catastrophe that resulted in the destruction of most of Hattie's crops.

3. Why do you think finding the picture of her family was such an encouragement to Hattie at that particular time?

4. On what grounds did Traff Martin challenge Hattie's claim?

5. How did Mr. Ebgard make it possible for Hattie to keep her claim?

6. When Hattie says to Mr. Ebgard, "I can't thank you enough", he replies "Nor I you". What do you think he meant by this remark?

EASY MARKING



Write a journal entry describing your feelings following the confrontation between Mr. Ebgard and Traff Martin in Chapter 20. You can take the point of view of Mr. Ebgard, Traff or Hattie.



<p>1. The reader wonders what threat lies behind his words, "So you think".</p>	<p>1. Answers will vary.</p>	<p>1. a) T b) T</p>	<p>1. There was no time — they were too sick.</p>
<p>2. Hail destroyed most of the standing crops.</p>	<p>2. Answers will vary.</p>	<p>c) T d) F</p>	<p>2. Answers will vary.</p>
<p>3. Answers will vary (i.e. they didn't seem to be blaming her for her predicament).</p>	<p>Vocabulary 1. composed 2. acrimonious</p>	<p>e) T f) F</p>	<p>3. The memories of Hattie were too hurtful.</p>
<p>4. He wasn't 21 years old.</p>	<p>3. poultice 4. superficial</p>	<p>2. a) 4</p>	<p>4. Answers will vary (i.e. Hattie accepts the fact that she will lose her claim).</p>
<p>5. He accounted her years of experience toward qualifying her as a head of household, which took precedence over the required age.</p>	<p>5. armistice 6. ministrations</p>	<p>b) 5 c) 6</p>	<p>5. Answers will vary.</p>
<p>6. Answers will vary (i.e. she saved him from an earlier beating on the street).</p>	<p>7. confide 8. beholden 9. galling 10. diminish</p>	<p>d) 1 e) 3 f) 2</p>	<p>6. Answers will vary (i.e. she needed more time — time to get reacquainted with him).</p>
<p>37</p>	<p>38</p>	<p>39</p>	<p>40</p>

ANSWER KEY



Hattie Big Sky

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** 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.5.4** 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.5.1** 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 ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses 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.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.