

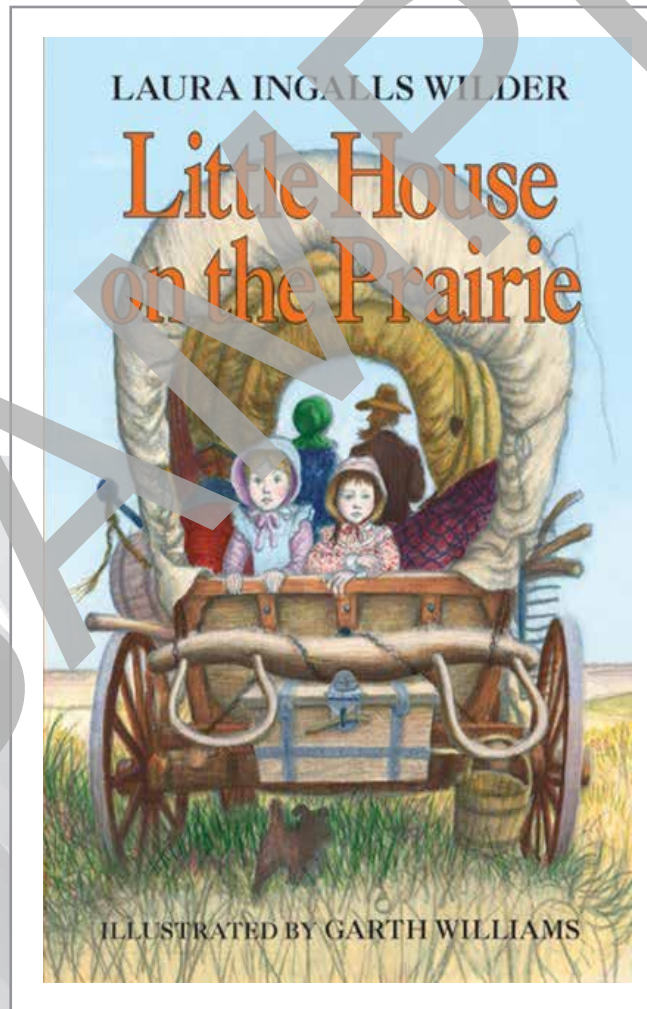


STUDENT PACKET

GRADES 3-5

Little House on the Prairie

Laura Ingalls Wilder



READ, WRITE, THINK, DISCUSS AND CONNECT

Little House on the Prairie

Laura Ingalls Wilder

STUDENT PACKET

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50204-754-0

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Name _____

Freewriting

Directions: Ma and Pa Ingalls have behavioral expectations of their children. Choose one or more of the following sentence-starts that have to do with these expectations. (Pages 15, 24-25, 40 and 119) Freewrite for about ten minutes here or in your journal. (*To freewrite, write without stopping to correct or to change anything. Just allow your thoughts to flow onto the paper.*)

1. If I was told I could not complain out loud, I _____

_____.

2. If I was told it was shameful to cry, I _____

_____.

3. If I was told to mind my manners, even if one hundred miles from anywhere, I _____

_____.

4. If I had to wait until I was spoken to before I could say something while seated at a dining table, I _____

_____.

Directions: Why do you think Ma and Pa Ingalls have these and other behavioral expectations of their children? Write your opinion on the back of this paper.

Name _____

Study Questions

Write a brief answer to each study question as you read the book at home or in class. Use the questions for review before group discussions and before your final test.

Chapters 1 through 6 (Pages 1 through 79)

1. Why does Pa Ingalls want to move to the west?
2. What do the Ingalls have to do to prepare for the move west?
3. What is fording a river, creek or stream?
4. What problem occurs when the wagon is crossing a creek downhill?
5. What happens to Jack as the wagon is crossing the creek downhill?
6. What does Pa Ingalls mean when he says, "All's well that ends well"?
7. What is the animal with the green eyes that comes into the Ingalls' camp?
8. What events occur in the lives of the Ingalls during a day on the prairie?
9. Where does Pa Ingalls decide to build the new house?
10. What is your opinion of Pa's decision?
11. What does Laura know about Indians?
12. What happens to Ma's ankle?
13. What is the "jumping jack" in the moonlight?
14. What does Pa use as a temporary roof for the house?

Chapters 7 through 12 (Pages 80 through 161)

15. How do the Ingalls' animals warn of danger?
16. How does Pa protect his family from the pack of wolves?
17. How do Mary and Laura differ in the way they play at the creek when they go there with Pa?
18. What is the first thing Ma puts on the mantel-shelf of the new fireplace? Why is it special to Ma?
19. What improvements to the house make Ma say they are living like "civilized folks" again?
20. Why are nails so precious and scarce?
21. Why does Pa chain Jack to the stable before he goes hunting?
22. How do Mary, Laura and Jack react to the first Indians they see?
23. How does the windlass help Pa with digging the well?
24. What happens to Mr. Scott in the well?

Name _____

RE + [] = REBUS


Vocabulary Words Used For This Activity

bow (16)
treed (209)

spider (30)
scalplock (228)


sadiron (47)


padlock (106)



1. [] = _____

2. [] + [] = _____

3. [] + [] = _____

4. [] = _____

5. [] + D = _____

6. [] + [] = _____

Make your own REBUS.

