



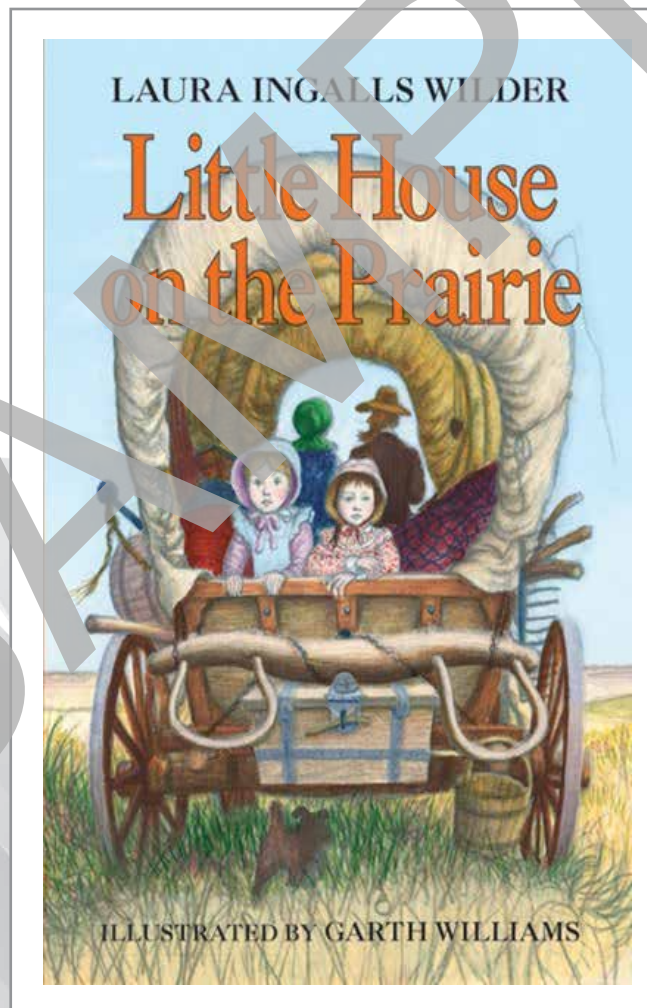
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Little House on the Prairie

Laura Ingalls Wilder



READ, WRITE, THINK, DISCUSS AND CONNECT

Little House on the Prairie

Laura Ingalls Wilder

TEACHER GUIDE

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!

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Skills and Strategies

Thinking

Brainstorming, classifying and categorizing, evaluating, analyzing details, comparing/contrasting, synthesizing ideas

Literary Elements

Character, setting, plot development

Comprehension

KWL, predicting, sequencing, inference

Vocabulary

Synonyms/antonyms

Writing

Diary, pattern writing, narrative, descriptive

Listening/Speaking

Participation in discussion and cooperative groups, newscast, listening activities—lists of sounds, descriptions, “sound words,” debate

Summary of Little House on the Prairie

Laura Ingalls Wilder's "Little House" books tell of her childhood growing up in the late nineteenth century. *Little House on the Prairie* details the year the Ingalls spent building a home and life in Indian Country in Oklahoma. Told through Laura's childhood remembrances, the story is warm and appealing. The end is bittersweet when the government forces the settlers off the Indian land. Pa's oft repeated phrase, "All's well that ends well," doesn't seem to fit.

About the Author

Laura Ingalls Wilder was born in 1867 in Wisconsin. Her "Little House" books detail her family's pioneering experiences as the family moved from Wisconsin through Kansas, Minnesota, Iowa, and the Dakota Territory. After marrying Almanzo Wilder in 1885, she lived in Florida, Minnesota, and Missouri.

In 1932, when Wilder was 65, *Little House in the Big Woods* was published. Between 1932 and 1943 eight "Little House" books were written while Laura was living at Rocky Ridge Farm. Laura and Almanzo celebrated their 50th wedding anniversary in 1935. Laura Ingalls Wilder died in 1957.

The Little House stories were adapted for a television series, "Little House on the Prairie," and a Broadway musical, "Prairie."

Other Children's Books by Laura Ingalls Wilder

By the Shores of Silver Lake
Little House in the Big Woods
Little House in the Ozarks
Little Town on the Prairie
On the Banks of Plum Creek
These Happy Golden Years
Farmer Boy
The First Four Years
The Long Winter

Initiating Activities

1. Interview an older child who enjoyed watching the Little House on the Prairie television program. Prepare questions in advance, (for example, Why was the program popular? Who were the characters? What was the setting? Who liked the program?), and then record answers.

Chapter 1: "Going West"
Chapter 2: "Crossing the Creek"

Pages 1-15
Pages 16-27

Vocabulary

thud 2	upright 3	brindle 6	papoose 6
CORDS 6	enormous 7	miserable 11	trotting 13
bow 16	clutched 17	cropped 19	pricked 19
puckered 20	smothering 21	trembling 21	bluffs 26

Discussion Questions and Activities

1. Why did Pa want to go west? *(The Big Woods was getting too populated for Pa's liking.)*
2. How did the Ingalls prepare to travel west? *(They sold the house, cow, and calf; built a wagon; packed their belongings.)*
3. Start a list of the various sounds heard on the Ingalls' journey. *(the wagon wheels on the snow track, ice cracking on the Mississippi River, noisy water rising in the creek)*
4. What is fording a river, creek, or stream? *(driving right through, hopefully where the water is low)*
5. What was the problem that happened when crossing the creek? *(The water rose very quickly and the wagon ended up floating and the horses pulling it had to swim.)*
6. What did Pa mean by "All's well that ends well"? Have you ever heard the saying before?
7. What happened to Jack? *(He was left behind in crossing the river.)*
8. Who was the teller of the story? *(Laura)* How do you know?

Prediction

How will the Ingalls fare on the trip to their new home? What will they do in a wild country without a good watchdog?

Supplementary Activities

1. Mapping: Plot the path of the Ingalls from the Big Woods to Indian Country.
2. Listening/Writing/Drama: Prepare a newscast describing the adventure crossing the creek. Work in small groups writing and then dramatizing a newscast about the creek crossing.

3. Writing: Complete these pattern writing sentences:

The story takes place _____ during the _____. I know this because _____.

The author uses _____ to get the story started.

Chapter 3: "Camp on the High Prairie"

Pages 28-37

Chapter 4: "Prairie Day"

Pages 38-51

Vocabulary

picket-lines 28 spider 30 stealthily 31 brindled 34
whickerings 38 pannikin 42 sadiron 47

Discussion Questions and Activities

1. Draw a picture on the chalkboard, on individual papers, or on large butcher block paper of the high prairie camp. (pages 28-30)
2. Compare camping on the high prairie in the book with camping today.

High Prairie	Today
<ul style="list-style-type: none">•No one else near•Dried foods•Horses on picket-lines•Carry water from creek	<ul style="list-style-type: none">•Campgrounds fill early in the day•Electrical hook-ups•Ice available•Car or van parked nearby•Swimming pool•Running water

3. What was the animal with green eyes that came into the Ingalls' camp? (Jack) How did the family react to Jack's return?
4. Make a list of the events in the prairie day. (feeding animals, eating, hunting, washing dishes, laundry, exploring, playing with gophers, ironing, fiddling)
5. What do you know of Pa? How has the author shared his nature? Record on an attribute web. (See pages 10-12 of this guide.)