

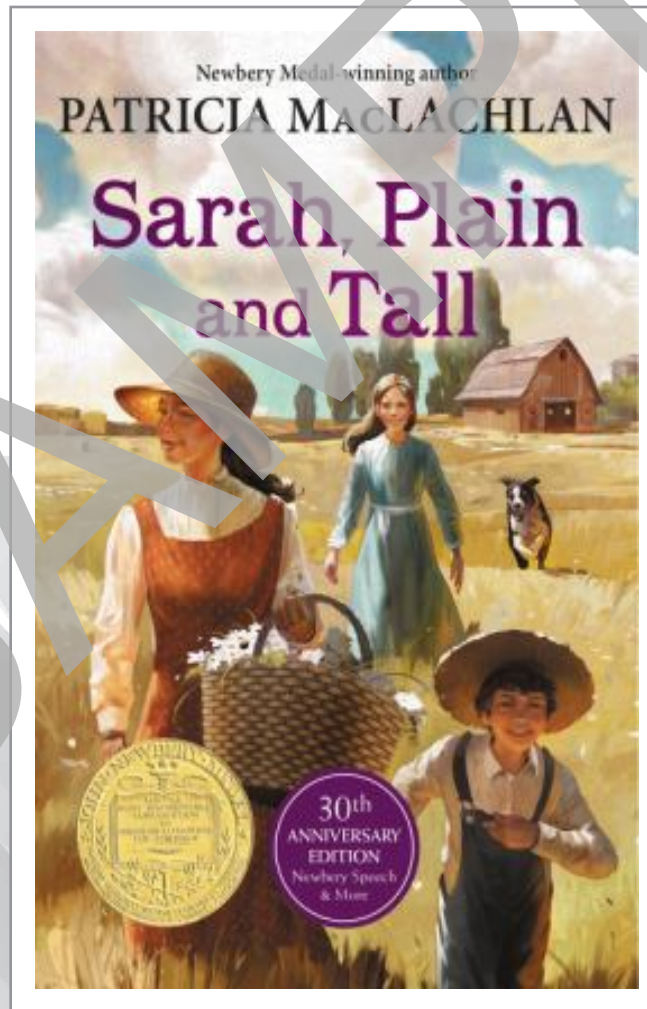


STUDENT PACKET

GRADES 3-5

Sarah, Plain and Tall

Patricia MacLachlan



READ, WRITE, THINK, DISCUSS AND CONNECT

Sarah, Plain and Tall

Patricia MacLachlan

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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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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Newspaper Advertisement

Imagine that you are Jacob Witting. You are a widower with two children, Anna and Caleb. You wish to compose an advertisement for a bride that will run in some Eastern newspapers. What will you say?

<p>WIFE WANTED</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

Compare and Contrast Locations

In her letters, Sarah tells about her present location. Do you think that she would like to live in your location? Compare your location to Sarah's. Do you have much, if anything, in common? If so, what?

Sarah's location	My location

What is one thing that you think is extra special about your location? Describe it, using prose or poetry. Paint a picture with words.

Name _____

Quatrain Poetry

On page 14, Anna tells how it rained for days while they were waiting to hear from Sarah.

Use the quatrain poetry form to describe a rainy day.

A quatrain is a poem written in four lines. It may be rhymed or unrhymed. When rhymed, a variety of patterns are allowed, such as: aabb, abab, abcb, aaaa, etc.

The following is an example of a quatrain poetic form:

The Rain

*The rain slides slowly down the side of the building,
Much like the tears that quietly wend their way down my cheeks.
Each with its own destiny, seeking solace and, too, recognition.
The sun, pushed back and hidden away before, through the clouds, it peeks.*

Name _____

Sarah's Three Aunts Today

Using a catalog or newspaper advertisement, furnish the three aunts with outerwear to get through the winter in Maine. Each aunt's outfit must be different from the other. Total the amount spent for each aunt, and then figure the complete total of the three.

(According to the *1994 World Book Encyclopedia*, Maine has cooler weather than most of the United States. The average temperature in January is 15°F/-9°C.)

Aunt One	Aunt Two	Aunt Three