

Student Packet

Grades 3–4

# Sarah, Plain and Tall

Patricia MacLachlan

NOVEL UNITS<sup>®</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# SARAH, PLAIN AND TALL

by  
Patricia MacLachlan

## Student Packet

Written by  
Jean Jamieson

*Sarah, self-described as plain and tall,  
To others that is not so.  
Those who truly love you  
See the inner glow;*

*Know the gentle nature;  
The fact that you truly care.  
Sarah, plain and tall?  
Oh no! Beautiful, loving and fair!*

### Teacher Note

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

### Note

The text used to prepare this guide was the Harper Trophy softcover published by Harper & Row. Other editions may yield differing page references.

**Please note:** Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

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### Publisher Information

For a complete catalog, contact—

Novel Units, Inc.  
P.O. Box 97  
Bulverde, TX 78163-0097

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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 \_\_\_\_\_

### What's Your Opinion?

In her first letter to Jacob Witting, Sarah says, "Do you have opinions on cats? I have one."  
(page 9)

State your own personal opinion about cats.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

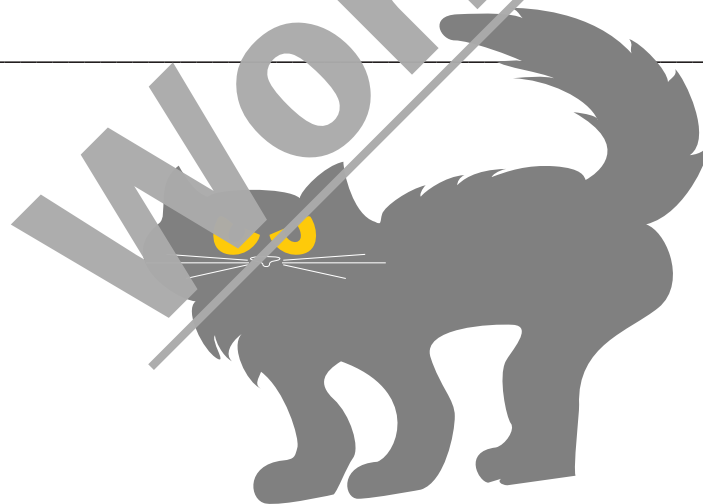
State your own personal opinion on a subject about which you have very strong feelings.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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, aabc, 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 find 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.*

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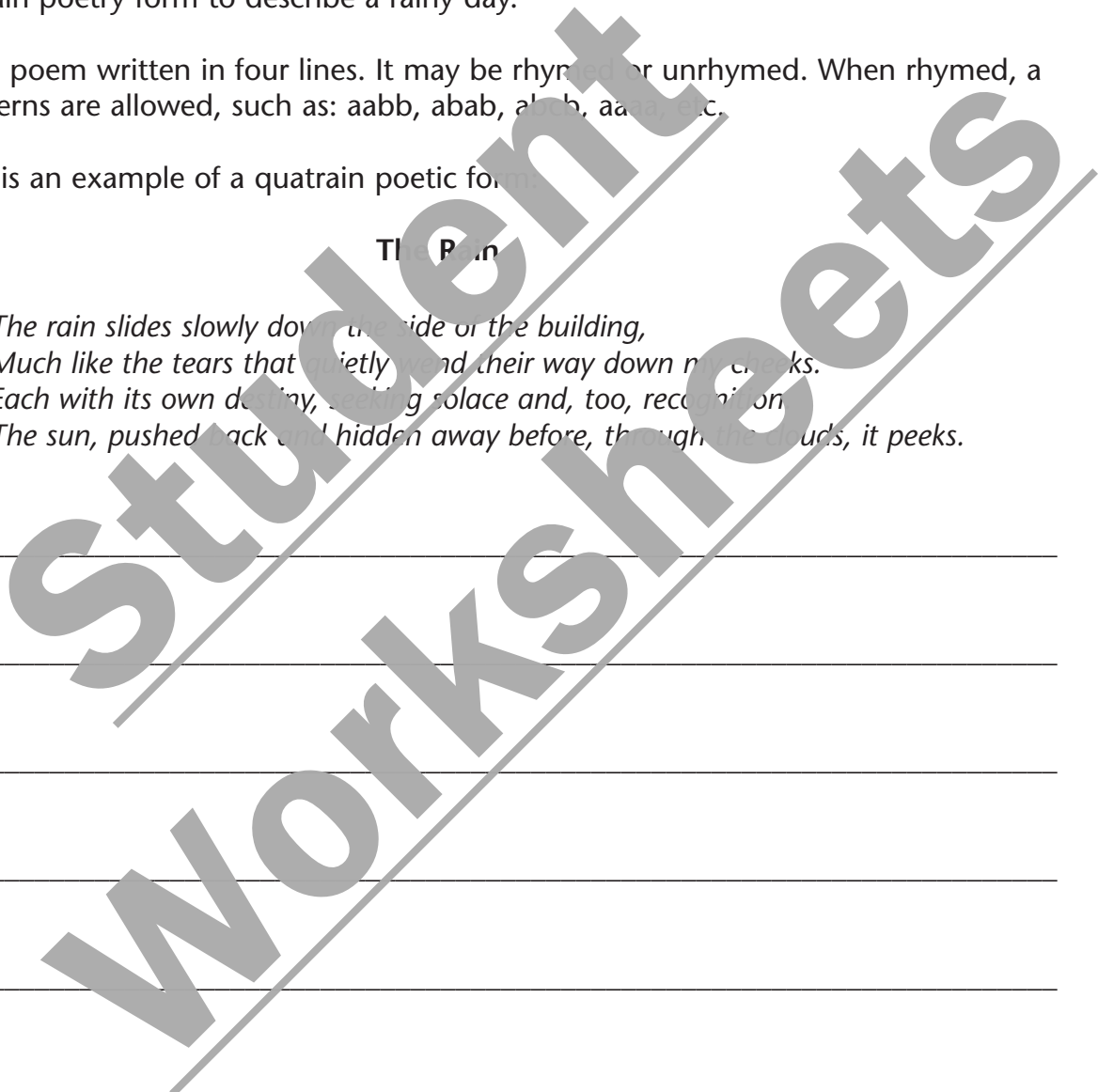
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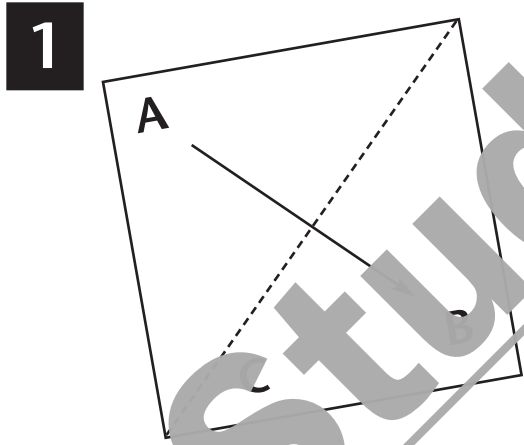


### Sailboat

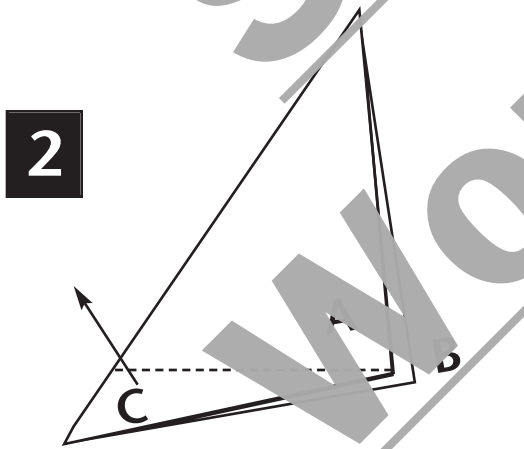
Paper fold a sailboat to add to a picture.

Sarah tells the children about her brother William. Let's imagine that Sarah also shows the children how to fold a piece of paper to make a sailboat to use as a part of a picture.

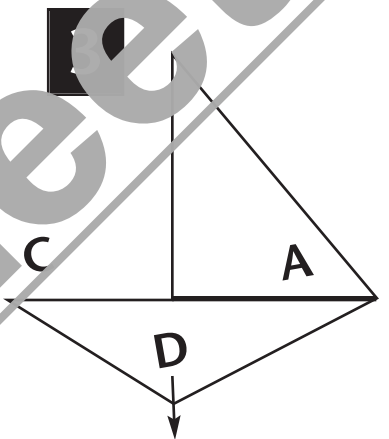
You will need a square of lightweight paper.



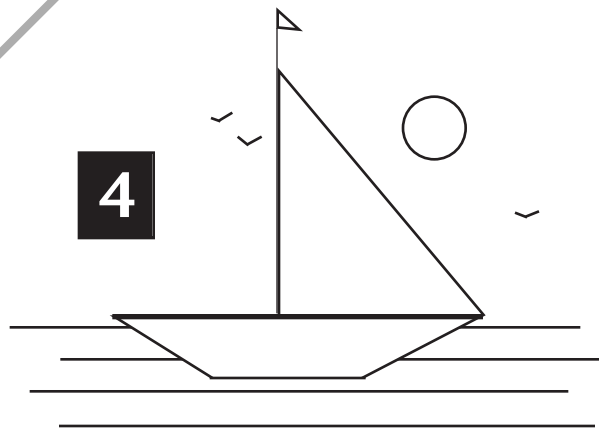
**1** Fold paper on dashed line so that corner A rests on corner B. Follow the direction of the arrow. Press fold with thumbs.



**2** Fold Corner C upward. (2) Fold so that you have a straight line C-A. (3)



**3** Lift paper slightly and fold under corner D. Fold paper in thirds. Press firmly on the folds.



**4** You can mount your boat on a picture. Add a flag and waves and seagulls. (4)

Name \_\_\_\_\_

### Milk! Milk!

Make a list of all of the things that you can think of that contain milk. Keep the list handy, so that you can add to it.

Beside your list of "Milk Things" make a list of everything that you eat in one day. Include all snacks, everything!

How many of the eaten things contain milk? (If you are not sure of the ingredients in something eaten, check the packaging label. Some dried forms of milk include milk solids, skim milk powder, whey powder, milk fillers.)

Food Containing Milk	Food Eaten On

\*denotes food containing milk

Student Worksheets