

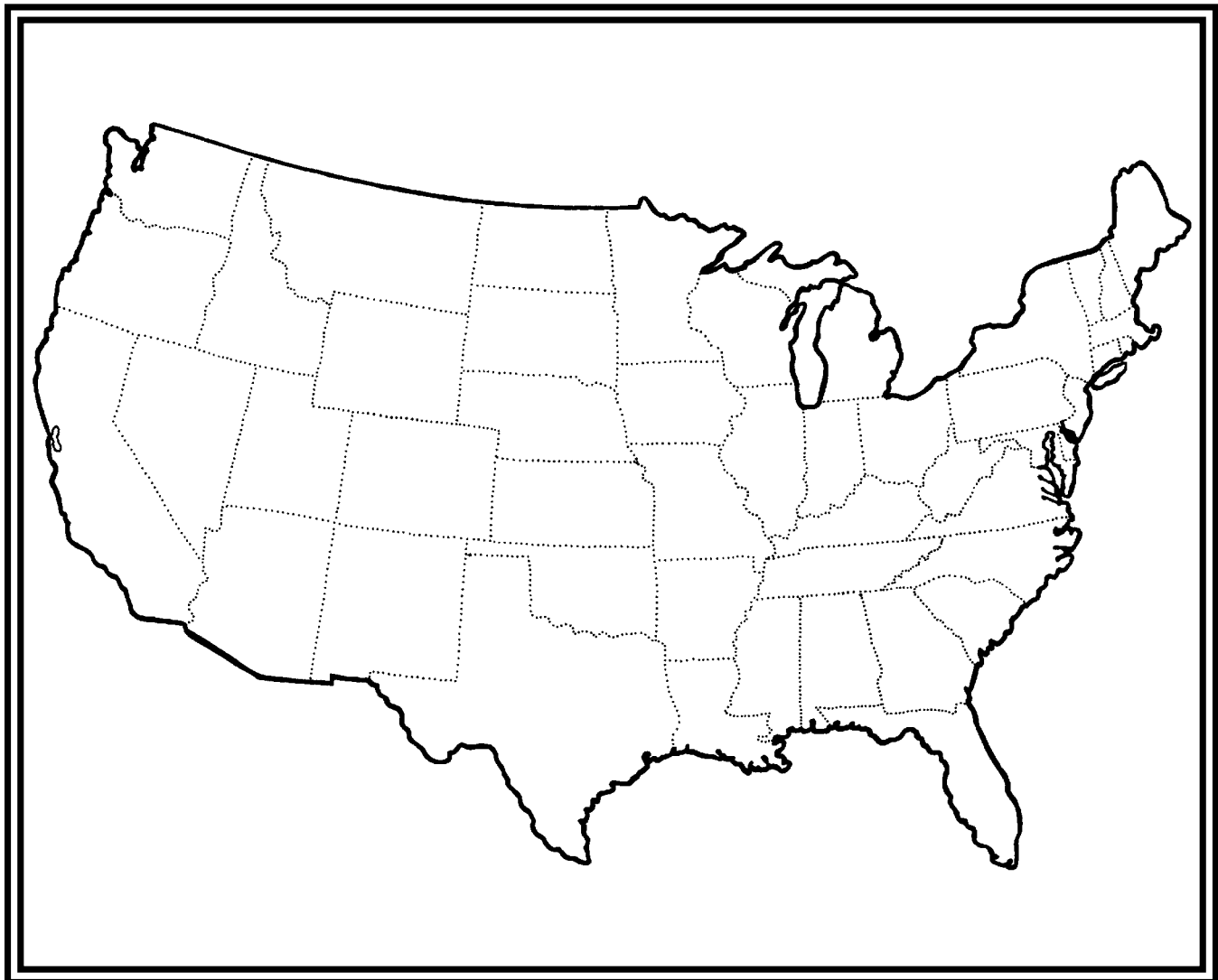
Table of Contents

| | |
|---|----|
| Introduction | 3 |
| Sample Lesson Plan | 4 |
| Before the Book (<i>Pre-reading Activities</i>) | 5 |
| About the Author | 6 |
| Book Summary | 7 |
| Vocabulary Lists | 8 |
| Vocabulary Activity Ideas | 9 |
| SECTION 1 (<i>Chapters 1 through 5</i>) | 10 |
| ❖ Quiz Time! | |
| ❖ Hands-On Project — <i>Moving: Then and Now</i> | |
| ❖ Cooperative Learning Activity — <i>Little Houses on the Table</i> | |
| ❖ Curriculum Connection — <i>Writing: Whew!</i> | |
| ❖ Into Your Life — <i>Reading Response Journals</i> | |
| SECTION 2 (<i>Chapters 6 through 10</i>) | 15 |
| ❖ Quiz Time! | |
| ❖ Hands-On Project — <i>Block Party</i> | |
| ❖ Cooperative Learning Activity — <i>Wolf Watch</i> | |
| ❖ Curriculum Connection — <i>Geography: Little Houses Where?</i> | |
| ❖ Into Your Life — <i>Family Traits</i> | |
| SECTION 3 (<i>Chapters 11 through 15</i>) | 20 |
| ❖ Quiz Time! | |
| ❖ Hands-On Project — <i>Who Put Out the Candle?</i> | |
| ❖ Cooperative Learning Activity — <i>Yippi Ti Yi Yea!</i> | |
| ❖ Curriculum Connection — <i>Social Studies: Indian Camp</i> | |
| ❖ Into Your Life — <i>Dear...</i> | |
| SECTION 4 (<i>Chapters 16 through 20</i>) | 25 |
| ❖ Quiz Time! | |
| ❖ Hands-On Project — <i>Paper Prairie People</i> | |
| ❖ Cooperative Learning Activity — <i>Game Plan</i> | |
| ❖ Curriculum Connection — <i>Health: Emergency!</i> | |
| ❖ Into Your Life — <i>Chapter X</i> | |
| SECTION 5 (<i>Chapters 21 through 26</i>) | 30 |
| ❖ Quiz Time! | |
| ❖ Hands-On Project (Science) — <i>Little Garden on the Window Ledge</i> | |
| ❖ Cooperative Learning Activity — <i>Fire!</i> | |
| ❖ Curriculum Connection — <i>Social Studies: Geronimo!</i> | |
| ❖ Curriculum Connection — <i>Writing: Details, Details!</i> | |
| ❖ Into Your Life — <i>“The Only Good Indian”</i> | |
| After the Book (<i>Post-reading Activities</i>) | |
| Any Questions? | 36 |
| Book Report Ideas | 37 |
| Research Ideas | 38 |
| Culminating Activities | 39 |
| Unit Test Options | 43 |
| Bibliography | 46 |
| Answer Key | 47 |

Little Houses Where?

Laura's family left Wisconsin and traveled to Kansas. They built their new house on the prairie in Indian Territory. Where, exactly, did they settle? What states did they cross? How big was Indian Territory? Use the novel, maps, history books, or encyclopedias to follow the instructions and finish the map below.

1. Draw a **red line** to show the route the Ingalls family traveled from Wisconsin to Kansas.
2. Fill in the names of all the present-day **states** they passed through on the way.
3. Draw a **star** to mark the location of the town of Independence, Kansas.
4. Draw **blue lines** to show the Mississippi, Missouri, and Verdigris Rivers.
5. Draw a miniature **house** to represent where the Ingalls family settled.
6. Shade the Indian Territory **green**.
7. Inside the shaded area, write the names of three Native American **tribes** who lived there.

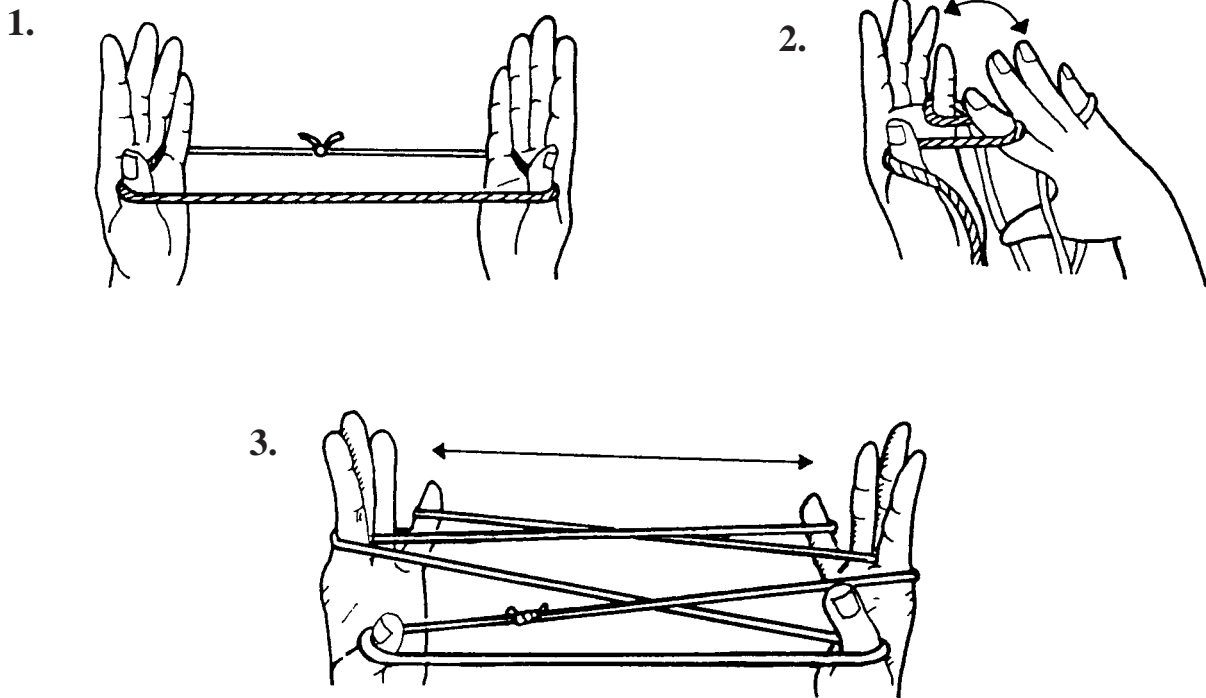


Game Plan

Mary and Laura play “Cat’s Cradle” and “Hide the Thimble.” What are your favorite games? Here are two games that have been favorites for many years. Play one or both with a classmate. Have fun!

“Cat’s Cradle” Anyone?

Find someone — a classmate, a teacher, a friend or neighbor — who knows how to make a “cat’s cradle” with string or yarn. Have that person demonstrate how it is done. (If necessary, use the illustration below as a guide.) Once you learn to do it, teach it to someone else — a classmate, brother or sister, or friend.



How About “Hide the Thimble”?

All Laura Ingalls Wilder tells us about this game is its name. Deduce (make logical assumptions about) how the game is played from the title. What do you think is the object of the game? What are the rules? What materials would you need to play?

You can play a version of “Hide the Thimble” with your classmates. Pairs of students take turns being “it.” They leave the room long enough for their classmates to hide the thimble (or a chalk eraser, etc.) somewhere in the room. As a group, be sure to establish the rules and restrictions before you start. Must it be out in plain sight somewhere? Are any areas (like the teacher’s desk) off limits? Then play a version of “20 Questions” when the pair who are “it” come back into the room. They ask up to 20 “yes” or “no” questions (such as “Is it on top of something?” or “Is it under anything?”) before they have to make a guess where the thimble (or other object) is hidden. Then they rejoin the group and two new students are “it.”